

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		ilearn Mentor(Apprenticeship - Level 3 Teaching Assistant)	
<b>Reports to:</b>		ilearn Lead	
<b>Job Grade</b>	L3 Apprentice	<b>Department</b>	Ilearn(Independent Learning)

### ROLE SUMMARY:

As an ilearn mentor, you will be supporting students in class and in a one-to-one setting. Our key priority is to develop independent skills to enhance their prospects. ilearn mentor will closely plan, differentiate, and deliver lessons to support curriculum skills needs and support overall student journey.

### SPECIFIC ROLE RESPONSIBILITIES:

1. Plan and deliver independent learning skills sessions
2. Conduct one to ones with students to support and develop independent learning skills.

### CORE RESPONSIBILITIES:

1. Support the independent learning strategy.
2. Effective and efficient management of own appointments, schedule, and learner caseload.
3. To enable, encourage and support learning using the full range of college resources, including digital and online.
4. Develop approaches to providing high quality support for users of the College ilearn hubs, ILZs, breakout, and study spaces.
5. To provide small and large group independent learning support in ilearn hubs, ILZs and other learning spaces.
6. Help to maintain a suitable environment for study.
7. Development of independent learning support and induction materials and activities to be used face to face and online.
8. Development of online learning resources to support learner's independent learning skill development.
9. Facilitate learning of independent and digital skills at sites and in spaces we support using the most appropriate methods.

10. To demonstrate high standards in the preparation and delivery of learning resources to meet learner needs.
11. Plan activities, training and support to support learners.
12. Review how we deliver our support and skill development sessions to ensure this is appropriate to the learners and their learning.
13. To actively promote the development of independent learning, English and maths with individuals and groups of students.
14. Support the production of reports as required by the needs of the department if and when requested.
15. To attend team and curriculum meetings and contribute to the sharing of information that will support learning and positive student outcomes.
16. Be a point of contact for curriculum staff to engage with our support for their learners.
17. Deputise for the ilearn campus leads as required.

#### **GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

#### **Kindness**

*Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them*

#### **Ownership**

*Using our robust business planning model to allow areas to have clear ownership over their vision and performance*

#### **Enjoyment**

*Fostering environments that enable staff and students to be brave, interact and have fun*

#### **Collaborative**

*Proactively seeking opportunities to create synergies and positive outcomes for all*

#### **Passion**

#### **Creative**

*Encouraging all to have aspiration and passion in everything they do.*

*Always hungry to learn and looking ahead so we can be responsive*

## Person Specification

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<b>Department</b>	ilearn

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
D	Q1. Teaching qualification at level 3 or willingness to work towards	A/C
E	Q2. English, Mathematics and IT at level 2 or above, or willingness to work towards	A/C
E	Q3. Level 3 qualification or work related experience at an appropriate level	A/C
E ED	Q4. Google Educator / Trainer or willingness to work towards	A/C

<b>Experience &amp; Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. Recent experience of supporting and resourcing effective learning strategies in an FE or HE	A/I
D	EK2. Good working knowledge and experience of supporting the use of technology to enhance learning	A/I/T
E	EK3. Experience of planning, monitoring and deploying resources efficiently and effectively	A/I
E	EK4. Knowledge and understanding of the education sector	A/I
D	EK5. Knowledge of independent and blended learning strategies and how these can be used with learners	A/I/T
D	EK6. Proven track record in supporting students to improve their knowledge and skills	A/I/T
E	EK7. Significant experience of working successfully with different groups of students	A / I
E	EK8. Good knowledge and experience of technology and its use in supporting learning	A / I / P
E	EK9. Experience of working within a team, in a supporting role for other service users	A / I
D	EK10. Knowledge and experience of using social media for collaboration and learning.	A / I

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Good organisational skills and ability to prioritise work to meet deadlines, using your own initiative	I

E	SC2. Ability to effectively coordinate a large and diverse programme of work	I
E	SC3. Proven communication and negotiating skills and evidence of the ability to influence others to achieve positive and mutually beneficial outcomes	A/I
E	SC4. Creates and appreciates new ideas and perspectives, sees possibilities and challenges established practices in constructive ways, with a 'can do attitude'	I
E	SC5. Demonstrate ability to lead and motivate learners	A/I
	SC6. Ability to gather data to monitor, review and report on impact and progress	A/I
D	SC7. Effective knowledge of the college and an appreciation of the wider educational issues	A/I
E	SC8. Takes effective action to affect the behaviour and decisions of learners	I
E	SC9. Ability to make sense of complex issues, identify and solve problems and to be responsive	A/I
E	SC10. Excellent interpersonal skills	I

<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I