

LEEDS COLLEGE OF BUILDING

JOB DESCRIPTION

POST: High Needs Learning Mentor

RESPONSIBLE TO: **Inclusive Learning Services Manager**

Main purpose of post:

To work in partnership with vocational and academic teaching staff to plan, deliver, monitor and review effective learning support that enables High Needs students to learn, achieve and succeed.

Responsibilities:

To work flexibly and responsively to provide holistic and person-centred support that enables High Needs students to develop skills for learning, life and work

To provide advice and guidance to teaching staff in regard to individual High Needs student needs, differentiation, resource adaptation and development, classroom management and inclusive practice

To work effectively with teaching staff to ensure that students receive the support they need in line with the provision on the Education, Health and Care Plan

To support with rigorous initial assessments that inform the planning and development of Individual Support Profiles, Inclusive Risk Assessments and Individual Behaviour Plans

To attend and assist in the completion of EHCP reviews.

To work individually with High Needs Students through specific tailored interventions, working closely with the High Needs SENDCo to make sure outcomes from the EHCP are being met.

To regularly monitor, review and evaluate the delivery of support and to keep accurate records that can be used to inform the development of learning support programmes and demonstrate the impact of the support that has been delivered

To liaise with parents/carers and agencies involved in supporting the students

To ensure documentation complies with internal and external audit requirements and is completed in a timely manner

To represent the service and assist in the student recruitment and selection process and open day / evening events as appropriate

To support the administration of tests and other assessments relevant to the students' course and curriculum

To take personal responsibility for continual professional development including attending in-house and external training, attending team meetings and contributing to supervision/appraisal

To be aware of and abide by the College health and safety procedures and associated policies

To proactively implement the College's policies and procedures

To undertake any other relevant duties as may be requested by the Principal

This job description will be reviewed annually as part of a process of performance review.

Please Note:

As Leeds College of Building meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subjected to a disclosure from the Disclosure and Barring Service before the appointment is confirmed. This will include details of cautions, reprimands or final warnings, as well as convictions. Further information on disclosure can be obtained from www.disclosure.gov.uk

The College is committed to safeguarding children, young people and vulnerable adults. It is also committed to the 'Prevent Duty' and the requirement to prevent people being drawn into terrorism and expects all staff to share these commitments.

Date: February 2024	Signature: <i>NJ Robinson</i>
Issue No: 1	Ref: Jobdesc/High Needs Learning Mentor

**LEEDS COLLEGE OF BUILDING
PERSONNEL SPECIFICATION
POST: INCLUSIVE LEARNING ADVISOR**

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
RELEVANT EXPERIENCE	<ul style="list-style-type: none"> • Experience of working with young people with Social, Emotional and Mental Health needs • Extensive experience of working to meet the needs of disabled people with a wide range of needs 	<ul style="list-style-type: none"> • Experience of working in a Further Education environment • Experience of working 1:1 to support students • Experience of assessing needs 	Application form & Interview
EDUCATION & TRAINING	<ul style="list-style-type: none"> • Training in knowledge of SEND • Level 2 English and Maths (e.g. Grades 4-9 GCSE, Level 2 Functional Skills) or equivalent 	<ul style="list-style-type: none"> • Training in using assessment methods for SEND • SENCO qualification 	Application form & Qualification Certificates
SPECIALIST KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> • Thorough knowledge of the Equality Act 2010 and the SEND Code of Practice 2015 and their application in Further Education • Understanding of Education Health and Care Plans and how to support students in line with these plans • Expertise in support strategies for young people with Social, Emotional and Mental Health needs • Knowledge of issues affecting disabled people's lives • High level of ability to communicate clearly with students, staff, parents/carers and professionals 	<ul style="list-style-type: none"> • Ability to use IT to produce documents, reports and manage caseloads 	Application Form, Interview & Interview task
ADDITIONAL FACTORS	<ul style="list-style-type: none"> • Confident enough to be a visible presence in College • Enthusiasm and positivity to support the establishment of cultural change • Ability to find creative solutions • Approachability 		Interview

Please note that the College expects regular and reliable service from staff and does not wish to appoint individuals with a high sickness record where there is no underlying medical reason. Please note this does not affect any individual's rights under the Equality Act; the College would wish to promote the recruitment of disabled staff and would endeavour to make reasonable adjustments where practical. Disabled staff who meet the essential criteria will be guaranteed an interview.