

## JOB DESCRIPTION

**Job Title:** Reading Mentor

**Grade:** Grade D SCP 6 – SCP11 plus SEN allowance

**Reports to:** Strategic Lead for Reading, Communications and Intervention

**Line management responsibility:** N/A

### **Main purpose of the job:**

To work both on a 1:1 basis and in small groups to support and assist students 11 – 16 years old with their reading, tailoring the approach to suit individual needs in a way that inspires students to achieve their full potential.

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### **Key Duties and Responsibilities:**

#### **Support for students**

- To provide consistent and appropriate support to identified students, responding to their individual reading needs.
- To monitor, assess, evaluate, and provide feedback to students in relation to their progress and achievement.
- To support reading and literacy interventions for students.
- To establish good working relationships with students, acting as a role model and setting both realistic and challenging expectations of the students.
- To prepare suitable work for the student(s) under the guidance of the teacher and to make or adapt resources (e.g., worksheets or sight cards) to enable the students(s) to access the learning activity at their appropriate level of understanding.
- To promote students self-esteem and confidence through reading.
- To always promote the safety and wellbeing of children.
- To develop an understanding of students' specific needs to enable them to learn as effectively as possible.
- To plan and prepare students for the exit from the intervention programme and to re-engage students who have disconnected from the programme.

#### **Support for teachers**

- To work with teachers to plan and develop a programme for students with identified reading and literacy difficulties.
- Maintain close and regular links with the class teachers of students receiving intervention to ensure that progress of individual students is maintained.
- Where appropriate to work alongside class teachers on comprehension and reading strategies to promote increased learning within the classroom
- To work within the school disciplinary policy, anticipating and managing behaviour.
- To support the whole school approach to improving literacy.
- To take part in the invigilation of school examinations
- To liaise closely with the class teacher and any external professional, as appropriate, to support the implementation of any special programme(s) or Individual Support Plan designed for the student(s)

## Support for the curriculum

- To take part in relevant training/CPD to help build a greater understanding of supporting pupils to improve their reading and learning.
- To support and take part in the delivery of literacy and reading programmes, effectively utilising alternative learning opportunities to support progress and development.

## Support for the School

- To support and always uphold the ethos of the school.
- To attend meetings where necessary.
- To maintain students' records, attend relevant meetings and provide regular feedback on students' progress.
- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection and Equality and Diversity. Report all concerns to the appropriate named DSL.
- Maintain high levels of professional conduct at all times.
- Ensure all students have equal access and opportunities to learn and develop.

The above duties are not exhaustive, and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required. Trade union representation will be welcomed in any such discussions.

## PERSON SPECIFICATION

Qualifications and training	Essential	Desirable
Level 2 or higher in English/Literacy & Maths	✓	
Continuous professional development in a relevant area		✓

Experience, knowledge, and skills	Essential	Desirable
Working alongside young people in an educational setting for a minimum of 2 years		✓
Proficient in reading/literacy based interventions or the ability to learn these skills effectively	✓	
Work constructively as part of a team, understanding classroom roles and responsibilities	✓	
Understanding of how to run effective 1:1 and small group interventions and the ability to evaluate the effectiveness of these interventions and consider ways they may need to be adapted for specific students.	✓	
Learning programmes and strategies for your people with special educational needs		✓
Child development, learning and inclusion within mainstream school	✓	
The ability to communicate clearly and assertively, both orally and in writing, with both staff and students.	✓	
Conflict resolution		✓
SEN policies, procedures & codes of practice		✓
Safeguarding of children & young people	✓	
Confidentiality and Data Protection	✓	

<b>Personal attributes</b>	<b>Essential</b>	<b>Desirable</b>
Effective in the use of ICT	✓	
Ability to promote a positive ethos and role model positive attributes	✓	
A team player with energy, commitment, enthusiasm and resilience	✓	
Be able to prioritise own workload, working accurately to deadlines	✓	
A commitment to equality and diversity policies	✓	
A commitment to Health and Safety	✓	
A commitment to child protection and safeguarding	✓	
Ability to remain calm under pressure	✓	
Ability to communicate across all levels	✓	
Ability to build and maintain effective working relationships.	✓	
A confident yet caring approach	✓	

<b>Special requirements</b>	<b>Essential</b>	<b>Desirable</b>
Satisfactory enhanced DBS certificate	✓	
Medical clearance	✓	
Two satisfactory references	✓	
Full UK driving license and access to a car during working hours		✓

*The Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS). The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.*