



Learning Partner

Job Description

Job Title: Learning Partner

Grade: NJC Grade F (qualified)
Point 6 - 12

Hours Term time (39 weeks per year)
Hours to be agreed, but may include the rare occasion for supporting at evening events or training.

Directly Responsible To: SENDCo

Job Purpose:

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement

Name	
Signed	
Date	

Main Duties

- To provide additional support to identified learners.
- Promoting and building resilience in children and adolescents.
- Be comfortable working in partnership with teachers in a classroom environment
- Have the ability for lone working.
- Work within the daily routines of a mainstream secondary school.
- Contribute to My Plans of identified students
- Contribute to EHCP reviews
- To work alongside members of the SEND Team, teachers and parents to promote the positive behaviours of students.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- To plan and undertake 1-1 and small group interventions as required
- Undertake any other relevant duties as directed by the SENDCo/Deputy SENDCo/SEND Team.

General

- To unequivocally support and promote the values and ethos of Severn Vale School.
- Be aware of the responsibilities under Data Protection Legislation for the security, accuracy and significance of the personal data held in the schools' systems.
- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school.
- Work in accordance with the Schools Health and Safety Policies and Procedures.
- Establish rapport and respectful, trusting relationships with students, acting as a role model and setting high expectations.
- Promote inclusion and acceptance of all students encouraging them to interact and to work co-operatively with others and to engage in activities led by yourself and/or the teacher.
- Communicate effectively with other staff members and pupils, and with parents and carers.
- Communicate your knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Qualifications, Experience and Professional Development

- Hold appropriate qualifications if qualified or qualifications relevant to the role.
- Have experience of working in an educational setting with children and adolescents.
- Understanding of mental health and emotional wellbeing issues for 11-16 students and the ability to utilise a range of strategies to support making positive behaviour choices and building resilience.
- Knowledge of Safeguarding and the ability to maintain confidentiality in dealing with sensitive issues.
- Good interpersonal skills: strong communicator in a range of contexts e.g. 1-1 with students, online, on paper, in training/presentations to large groups.
- Positive approach to working with a network of partners; academic & pastoral staff, Student Services, Parents, external agencies.

- Ability to work under pressure dealing with tasks logically and problem solving.
- The ability to prioritise and manage tasks independently within a team environment.
- A willingness to work flexibly and assist others when requested.
- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

The job description may change as the role evolves. It will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.