

Job Description

Reading Mentor

Permanent contract – 32.5 hours a week - term time only

Responsible to:

- Lead Practitioner for English
- Assistant Headteacher/Faculty Leader for English

Post Purpose:

- To support the teaching of reading at both KS3 and KS4 under the direction of the Lead Practitioner for English and the Assistant Headteacher/Faculty Leader for English.
- To deliver one-to-one and small group pupil intervention programmes to raise levels of attainment and achievement in reading.
- To assist in the testing of reading and the management pupil reading data.

Working Relationships:

- SEND Faculty Staff
- Headteacher and Senior Leadership Team
- Faculty and Subject Leaders
- Teachers and Support Staff
- Pupils, Parents and Carers
- External Agencies

Working Time:

- Permanent - 32.5 hours per week - term time only.

Main Duties and Responsibilities:

- To be responsible for the day-to-day running of intervention sessions, including communicating details to pupils, colleagues, parents and carers.
- To support whole school reading strategies and interventions, as appropriate.
- To deliver planned programmes of pupil intervention to small groups of targeted pupils (before school / during the school day / after school). Including programmes such as Lexonik Advance and Lexonik Leap.
- To plan bespoke reading intervention programmes that meet the identified needs of pupils.
- To assist in the testing of pupil reading ages including retesting of select pupil cohorts.
- To monitor progress of target pupils and provide feedback to pupils, colleagues and parents.
- To be responsible for the day to day running of the Reading Partners programme during form time.
- To keep accurate records of pupil attainment and engagement with intervention.
- To guide and assist pupils on the selection of information and resources and choice of literature to meet curriculum needs and for reading for pleasure.
- To support the Lead Practitioner for English in promoting reading for pleasure across the school through book clubs, special promotions, World Book Day, competitions, and author visits.

- To work alongside teachers within the classroom to support pupils with their learning.
- To prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist in teaching.
- To actively support the promotion and importance of reading across the school and to the wider school community.
- To promote the inclusion and acceptance of all pupils and staff, supporting wellbeing.
- To set challenging and demanding expectations and promote self-esteem and independence.
- To support and implement the school behaviour policy, helping pupils to focus their attention and keep on the task.
- To help the pupil develop positive relationships with other pupils and adults.
- To contribute to the development of a purposeful working atmosphere within the school.
- To undertake break and lunch duties as required.
- Employees will be expected to fulfil any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Other Activities:

- Providing or contributing to verbal and written assessments, reports and references relating to individual pupils and groups of pupils.
- Routine care of equipment and materials used or displayed by the school.
- Routine tidiness and presentation of designated work areas.

Professional Development:

- To continue own professional development as agreed with your line manager.
- To attend and participate in appropriate meetings.
- To participate in training and other learning activities.
- To actively engage in the Performance Management process for support staff.
- To appreciate and support the roles of other professionals.
- To recognise one's own strengths and areas of expertise and use these to advise and support others.
- To develop constructive working relationships and communicate effectively and professionally with other staff.

Discipline, Health and Safety:

- Maintaining Behaviour for Learning and discipline among the pupils and safeguarding their health, safety and wellbeing when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere.
- To share responsibility for the health, safety and welfare of pupils at all times.
- To follow the school procedures for rewards and sanctions.

Staff Meetings:

- Participating in meetings at the school, which relate to the curriculum for the school or the administration and organisation of the school, including pastoral arrangements.

Management of Resources:

- Taking such part as may be required of them in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- To assist the Lead Practitioner to identify resource needs and to contribute to the efficient/ effective use of physical resources.
- To cooperate with other Faculties to ensure the sharing and effective use of resources to the benefit of the school and the pupils.

Safeguarding and Equality:

- To have a thorough understanding of up-to-date safeguarding requirements and best practice.
- To demonstrate an understanding and acknowledgement of the individual's responsibility for promoting and safeguarding the welfare of children and young people.
- To demonstrate a commitment to supporting and promoting safeguarding, pupil welfare, equality and diversity.
- To maintain an environment which feels safe and enables pupils to report any concerns or complaints.

Relationships:

- The Reading Mentor is responsible to the Headteacher in all matters but the direct line manager is the Lead Practitioner for English.
- The postholder will interact on a professional level with colleagues within the school in order to enhance the efficiency and effectiveness of service delivery.
- The postholder will interact on a professional level with mainstream colleagues with other concerned agencies and seeks to establish and maintain productive relationships with them.
- The postholder will be aware of the overall responsibility of every Headteacher in relation to the management of the school and the education of its pupils and will seek to maintain productive relationships that are effective in providing for a pupil's educational needs.

School Ethos:

- To fully comply with the school's Policy for Child Protection and Safeguarding (and related policies) to promote and safeguard the wellbeing of all young people at all times.
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and pupils follow this example.
- To support the school in meeting legal requirements for worship.
- To promote actively the school's corporate policies.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To proactively promote an atmosphere of mutual support, respect, recognition and celebration of the diversity in our school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The school will attempt to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for job applicants with disabilities or continued employment for any employee who develops a disabling condition.

This job description is written at a specific time and is subject to change as the demands of the school and the role develops. The role requires flexibility and adaptability and employees of the school need to be aware that they may be asked to perform tasks and be given responsibilities not detailed in this job description.

Person Specification – Reading Mentor

	Essential	Desirable
Qualifications/Training/Knowledge		
A good standard of general education.	✓	
Well-developed Maths and English skills (by qualification or experience).	✓	
Strong literacy and numeracy skills/qualifications.	✓	
Good ICT skills for word processing, use of learning software and accessing online resources.	✓	
Willingness to undertake additional qualifications and training relevant to the role.	✓	
Good Honours degree or other higher education qualification.		✓
Qualified Teacher Status or HLTA status.		✓
Interest in training to become a qualified teacher (PGCE, ITT progression)		✓
Safeguarding and child protection training/qualifications.		✓
Other relevant qualifications.		✓
Evidence of other types of relevant CPD.		✓
A first aid qualification/certificate.		✓
Experience and/or awareness of SIMS and other school information management systems.		✓
Willingness to attend additional training courses relevant to the role.		✓
A successful record of:		
A successful record of employment.	✓	
Experience of supervising and supporting young people in a school environment.	✓	
Experience of working with young people in a school environment.	✓	
Classroom experience at primary and/or secondary school level.	✓	
Mentoring and/or academic coaching/tutoring/teaching of children.	✓	
Supporting pupils who have specific needs/difficulties.	✓	
Teaching/cover supervision/HLTA/ITT experience in a secondary environment.		✓
Supporting reading and literacy across a range of subjects the curriculum and delivering interventions.		✓
Participation in, and commitment to, extension and extra-curricular activities.		✓
Pastoral support work or other similar school-based experience.		✓
Improving the practice of others.		✓
Competencies/Abilities		
Promote and safeguard the wellbeing of all young people.	✓	
Develop positive relationships with pupils and staff.	✓	
Consistent high expectations which motivate and challenge pupils.	✓	
Strong specialist subject knowledge and experience in one or more areas.	✓	
Awareness of your specialist subject National Curriculum content and associated assessment expectations.	✓	
Communicate highly effectively with a wide range of audiences, both verbally and written.	✓	
Support the school ethos of high standards of behaviour for learning.	✓	
Effective classroom and behaviour management skills to promote a consistent and positive culture of high expectation and standards.	✓	
Highly organised, with great attention to detail.	✓	
Ability to organise and prioritise work load and meet predetermined deadlines.	✓	
Ability to interact with and motivate pupils whilst demonstrating an understanding of their needs and competences.	✓	
Ability to accept and promote new ideas.	✓	
Good 1-1 and small group engagement skills.		
Contribute to improvements of learning and teaching.	✓	
Make most effective use of ICT, including ICT for effective learning and teaching.	✓	
Demonstrate yourself as a role model in terms of hard work, commitment to best practice in learning and teaching, personal presentation and attitude to all members of the school community.	✓	

Person Specification – Reading Mentor

	Essential	Desirable
Competencies/Abilities		
Work independently and show initiative.	✓	
Understand classroom roles and responsibilities and your own position within these.	✓	
Self-evaluate learning needs and actively seek learning opportunities.	✓	
Support the school ethos of high standards of behaviour for learning.	✓	
Deal sensitively with people and resolve conflicts.		✓
Teach literacy and reading skills which support the National Curriculum in English and Maths.	✓	
Awareness of current developments in education particularly the change in provision for children with special needs.		✓
General awareness of the National Curriculum and of GCSE qualifications.		✓
Awareness and understanding of the importance of school policies and procedures.		✓
Awareness of confidentiality issues linked to home/pupil/teacher/school work.		✓
Awareness of effective well-being support strategies.		✓
Professionally develop other colleagues.		✓
Support pupils with English as an Additional Language (EAL).		✓
Personal Qualities		
Ability to maintain positive and purposeful professional relationships with pupils, parents/carers and staff.	✓	
Ability to take responsibility and act upon own professional initiative to problem solve as and when required.	✓	
Ability to work effectively and productively within a team.	✓	
Ability to work under pressure.	✓	
Dedication to role and towards supporting the best interests of the child and the school.	✓	
Honesty and professional integrity.	✓	
Reliability, perseverance and resilience towards supporting the role.	✓	
Ability, flexibility and willingness to take on other reasonable responsibilities or duties as deemed necessary.	✓	
A growth mind-set and commitment to lifelong learning.	✓	
Exemplary attendance and punctuality.	✓	
Professional presentation and manner.	✓	
Demonstrate impact and presence.	✓	
Willingness to take a full part in the life of the school.	✓	
A genuine commitment to inclusive comprehensive education.	✓	
Pupil-centred educational principles rooted in a willingness to continuously improve learning and teaching across the school.	✓	
High profile with pupils, parents/carers, staff and other stakeholders.	✓	
An effective team member.	✓	
Ability to motivate, inspire, enthuse and engage learners in the subject areas.	✓	
Be able to initiate ideas, set own targets and meet own and other people's deadlines.	✓	
Strong interpersonal skills with all.	✓	
Well-developed communication and organisational skills.	✓	
Problem solving ability and a solution focused approach to work.	✓	
Sensitivity and understanding to help build productive relationships with pupils.	✓	
Commitment to always maintaining confidentiality.	✓	
A flexible approach.	✓	
Demonstrate an inclusive approach for all encouraging and creating opportunity for widespread participation and engagement.	✓	
Understand and be able to demonstrate a commitment to Equal Opportunities and Diversity.	✓	