

JOB PROFILE	
POST TITLE:	Specialist Mentor
POST GRADE:	Band D
JOB EVALUATION KEY:	D16
RESPONSIBLE TO:	EHCP Lead

2	General Tasks
1.1	To provide academic and holistic support for learners with EHCPs and identified learning needs
1.2	Providing one to one academic support for learners to ensure equal access to teaching, learning and assessment for all learners regardless of learning need or difficulty
1.3	Monitoring the progress of learners with EHCPs and other identified needs towards EHCP and internally set targets
1.4	Liaise with external agencies and the wider college team to support the learner and meet individual needs
1.5	Maintain records for own caseload utilising college systems e.g. Pro monitor, Pro Solution to support learner progress and provide an evidence base for external organisations e.g. Ofsted, external auditors
1.6	To be aware of and comply and contribute to Equality and Diversity, Prevent Strategy and the Safeguarding and promoting welfare of children and vulnerable adults, in line with up to date legislation
1.7	To be a good ambassador for the college, supporting promotional and recruitment events as required (eg open evenings, school visits etc)
	Specific Tasks
2.1	Work one to one with learners to provide appropriate support and develop strategies to improve independence in learning using own initiative to adapt support as the learner progresses.
2.2	Contribute to the implementation and review of learners' Individual learning plans, EHCP reviews and transition plans as appropriate
2.3	Provide IAG for learners in partnership with Student Services/PPCs to maximise progression opportunities
2.4	Liaise with Student Services, PPC's, Pastoral Lead or DSL as appropriate to ensure necessary referrals are made to internal or external services where required (e.g. Safeguarding, CAHMS, Counselling etc.)
2.5	Work with Heads of Area, PPCs, parents and learners to support attendance at college for learners in own caseload
2.6	Support teaching staff in the provision of education for learners with identified needs by providing advice and guidance on strategies for support e.g. methods of learning, specialist resources etc.
2.7	Monitor progress of own caseload and contribute to team meetings provide feedback on learner progress to ensure learners are receiving the support required to achieve all elements of their study programme
2.8	Provide support in formal examinations such as reader, scribe, prompt as directed by line manager and ensure compliance with regulations as directed by invigilator and Exam Officer. Maintain CPD to ensure compliance with regulations of the JCQ /other approved examination boards

2.9	Oversee diagnostic/subject assessment sessions related to the admissions process as directed by the EHCP Lead/Student Support Co-ordinator.
2.10	Contribute to the implementation and review of learners' Education Health and Care Plans working alongside the EHCP lead to ensure reviews are carried out in a timely manner to meet statutory duties.
2.11	Work collaboratively within the team to assist in the identification and referral of learners who may require additional support e.g. academic or pastoral support; exam considerations; help to access other outside agencies
2.12	Provide appropriate IAG within own remit for continuing and transitioning learners referring to relevant college departments/staff for support with progression plans e.g. UCAS, CVs etc.
2.13	Be aware of and adhere to college protocols and procedures when handling and dealing appropriately with sensitive information (e.g. confidentiality and safeguarding)
2.14	Provide invigilation support for learners with additional needs during weeks of underutilisation as directed by EHCP Lead/Student Support Coordinator
3	KEY RESPONSIBILITIES
3.1	Take responsibility for a case load of EHCP learners and those with identified needs working consistently with these learners from transition to completion of their study programme
3.2	Ensure all learners within own caseload are making appropriate progress towards achieving short and long term internal and external targets including EHCP targets, assessment targets
3.3	Carry out research to develop support mechanisms and strategies related to specific learning difficulties and differences, providing clear guidance for staff working with individual learners as required
3.4	Work collaboratively with teaching staff and LSAs to provide advice and guidance on effective strategies for teaching and learning for those with identified needs and EHCPs
3.5	Maintain accurate records for learners within own remit ensuring all documentation is up to date, appropriate and factual so progress can be monitored and assessed
3.6	To ensure that all college data related to learners is handled appropriately to meet the requirements of GDPR.
3.7	Provide small group work sessions for learners as appropriate to own level of responsibility seeking advice from teaching staff if required
3.8	Liaise with Student Support Co-ordinator and EHCP lead to ensure learners within own caseload who are identified as 'at risk' of non-completion are identified and supported appropriately
3.9	Contribute to EHCP review meetings working with the EHCP Lead to resolve queries or concerns for individual learners setting new targets to ensure achievement of all elements of the study programme.

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW THIS IS IDENTIFIED
Qualifications	<ul style="list-style-type: none"> • Level 4 Qualification in relevant subject or 2 years' experience in Mentor role in FE environment • Literacy and Numeracy at a minimum of level 2 	<ul style="list-style-type: none"> • Degree/Higher Degree • IT Qualification • Teaching or Part Teaching qual • Relevant and recent CPD on a specific learning difference • GCSE English and maths 	<ul style="list-style-type: none"> • Application form/ CV • Certificates • Assessments
Knowledge	<ul style="list-style-type: none"> • Knowledge of specific learning difficulties and differences • Awareness of teaching and learning strategies that can be used to support learners with EHCPs and identified needs • Knowledge of adapting materials for differentiation • Understanding of strategies to re-engage reluctant learners • Implementing Individual Action Plans, monitoring EHCPs and writing SMART targets for learners 	<ul style="list-style-type: none"> • Knowledge of models of learning support and their applications • Knowledge of GCSE syllabus for English and maths • Knowledge of College systems e.g. pro monitor, E-mail, E-ProSolution, BKSB • Confidence in supporting learners in English and maths to enable high level support for literacy and numeracy difficulties 	<ul style="list-style-type: none"> • Application form/ CV • Certificates • References • Interview • Assessments
Experience	<ul style="list-style-type: none"> • Understanding and experience of working with specific learning difference and/or EHCPs • Experience of managing own work load and using initiative to problem solve • Of working autonomously • Experience of working on English and maths targets with individual learners • An understanding and experience of managing challenging behaviour • An understanding of Safeguarding, Equality and Diversity • Experience of working collaboratively with teaching staff • Experience of providing information, advice and guidance to staff and learners 	<ul style="list-style-type: none"> • Experience of an FE educational environment • An understanding of the workings of external agencies • Extensive experience of working in a post -16 environment • Experience of participation in EHCP meetings with external agencies 	<ul style="list-style-type: none"> • Application form/ CV • References • Interview
Disposition/ Attitude	<ul style="list-style-type: none"> • Innovative • sensitive • empathetic • excellent communicator • able to work flexibly • adaptable • team worker • Suitable to work with children • Awareness of Equality and Diversity 	<ul style="list-style-type: none"> • Ability to work independently with learners • ability to liaise professionally with other departments/staff across college 	<ul style="list-style-type: none"> • Application form • References • Interview • Assessments

Practical and intellectual skills	<ul style="list-style-type: none"> • Accurate and Timely • Excellent communicator • Excellent listening skills • Problem solver • Decision maker • Impartial • Good IT Skills • Full driving license and access to vehicle. 	<ul style="list-style-type: none"> • Consistent approach with staff and learners • Willing to work towards improving own skills via college performance management systems 	<ul style="list-style-type: none"> • Application form • References • Interview • Assessments
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