



**Kings Langley Secondary School**

**Application Pack: SEN Learning Mentor**

[www.kls.herts.sch.uk](http://www.kls.herts.sch.uk)

Dear Candidate,

A warm welcome and thank you for taking the time to express your interest in the role of a learning mentor at Kings Langley School.

We are proud to be an inclusive, mixed comprehensive school of some 1100 students, successfully operating as a stand-alone academy whilst valuing collaborative relationships both locally and wider afield. We are currently seeking to appoint an enthusiastic, self-motivated and well organised individual to join our friendly and highly successful support team. The successful candidate will have responsibility for delivering interventions to individuals or groups of students with communication and autistic needs under the guidance of the Head of Centre( Communication).

The school is determinedly committed to the development of “strong character” in order to provide students with the skills and moral fortitude to “make the right choices”. The extract below is written by Dr Tom Harrison from the University of Birmingham and forms part of his evaluation which awarded the school (the first in the UK) the award of National Character Kitemark Plus in June 2018. We are justifiably proud of our unique ethos and culture which attracts both national and international recognition.

***“It was clear it is the core mission of the school to do its part to develop values in its pupils that will help them flourish – and teachers and pupils were both able to link the development of character to moral development and wider societal flourishing.”***

–Dr Tom Harrison

The professional and personal development of all staff is a key focus for the senior leadership team as we strive to build a school which aspires to the highest possible standards but not at the expense of personal well-being or happiness. We want a culture where colleagues are confident to take risks and learn from their mistakes, safe in the knowledge that they will be supported through a careful programme of induction and personalised professional development.

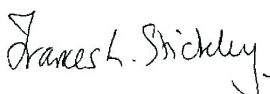
The governors are determined to ensure that our focus on the development of the whole child and strong character is matched with the highest possible academic standards as we look forward with excitement to further success and growth.

We look forward to hearing from you.

Kind regards



David Fisher  
Headteacher



Frances Stickleby  
Chair of Governors



School of  
**CHARACTER**



Artsmark  
Platinum Award  
Awarded by Arts  
Council England

## The Kings Langley School: Job Description (Support Staff)

<b>Title of Post</b>	<b>SEN Learning Mentor</b>
<b>Grade (including allowances)</b>	<b>H4</b>
<b>Reporting to:</b>	<b>SENCO</b>
<b>Date</b>	<b>July 2024</b>
<b>Time/Hours</b>	30 hours per week. Term time only. 1 year Fixed Term contract.

*Kings Langley School is a national lead school in the development of Character Education. The formation of strong character is at the heart of our curriculum and is a central foundation of our defined school culture and ethos. Consequently, all colleagues are expected to contribute positively to character formation, understanding that behaviours are both taught and modelled.*

The duties outlined in this role description are in accordance with the Schemes of Conditions of Service as determined by The National Joint Council for Local Government Employees.

This role description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes which are commensurate with the salary and role title and improvement and expansion plans of the school.

This role description will be reviewed every 3 years or sooner if required.

### Personal and Professional Standards

- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Support the aims and ethos of the school as defined in the school prospectus.
- To set a good example in terms of professional dress and appearance, punctuality and attendance.
- Take responsibility for personal development making full use of the school's professional development opportunities and training.
- To attend team and staff meetings as appropriate, contributing actively whenever possible.
- To provide courteous, prompt and polite service to all members of the school's community including parents, students, all staff and visitors.
- To actively contribute to the school's mission statement by forming positive relationships within the school community and working collaboratively and in good humour with other colleagues as appropriate or when directed.
- Be aware and comply with all relevant policies and procedures within the school, particularly those relating to child protection, equality, health and safety, bullying and behaviour and confidentiality. It is the duty of all colleagues to report breaches of school policies or procedures to the Headteacher.

## Duties Specific to the Post Holder

- To support the management and delivery of pastoral care and interventions to students with special educational needs and disabilities.
- To establish productive working relationships with a range of students in order to support their learning.
- Providing mentoring support to students.
- Follow and implement the behaviour management policies and processes consistently.
- Preparing for and delivering intervention sessions for identified students. Assist in the identification of students for these sessions
- Support the day to day management of the learning support area
- Work alongside the Learning Support and Pastoral teams to deliver programmes relevant to their year group e.g. The Transition programme for KS2 into KS3.
- To establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, meeting with internal Attendance Improvement personnel and parents to implement strategies to improve attendance, attending court assessment meetings. Supporting home to school community links.
- Assist in the development, implementation and monitoring of systems relating to attendance e.g. truancy, pastoral systems (rewards, sanctions and inclusion) etc.
- Provide administration support relating to SEN Pastoral issues e.g. compilation/analysis of information/reporting on attendance to form tutors, making phone calls etc.
- Be aware of and offer advice on a range of activities, agencies and individuals to provide support for students to broaden and enrich their learning.
- Support the DSP regarding Child Protection issues- initial meeting with student, meeting with the DSP and parents, working with agencies to support students where necessary i.e. DESC, TYS, YC. Attending CAF, TAC, TAF and PEP meetings and follow up meetings.
- Liaise with DESC as necessary.
- Dealing with complex issues with students and where necessary signposting them to other areas, agencies.
- Managing and developing record keeping systems and processes.
- To support the Learning Support Department and pastoral team in gathering a range of information e.g. interviewing students, analysing questionnaires, contact with parents via email/telephone. Including data analysis
- To provide general administration support for the SENCO as directed and associated Pastoral Leaders e.g. making phone calls, filing, photocopying, responding to routine correspondence.
- Organisation of events for example Presentation Events, New Intake Evening.
- Attending where necessary, relevant events throughout the year.
- To carry out supervision duties of students at break/lunchtime each day as required.
- Administer medication in accordance with an agreed plan under direction of healthcare professionals and following appropriate training.
- Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters.
- Administer the marking, scoring, recording and dissemination of assessment tests. · Contribute to Individual Learning Plans via Provision Map software for students receiving support from the provision.
- Work with students who are not working to a normal timetable.
- Establish and maintain relationships with families, carers, other adults, e.g. speech therapists, and other professionals.
- To carry out such other duties as required, and as are commensurate with the grade of the post.

### **Knowledge, Skills and Personal Attributes**

- Effective use of ICT e.g. word processing, databases etc.
- Have an excellent telephone manner, being able to adapt responses according to the humour and situation of the caller.
- Have good numeracy and literacy skills.
- Show initiative and imagination in solving problems.
- Work constructively as part of a team, understanding school roles and responsibilities and your own position within these.
- Have an approachable manner, being able to adapt responses according to the humour and situation of the individual.
- Present a courteous and friendly manner to all staff, students and visitors to the school, having due regard to “customer service best practice” attributes.
- Ability to relate well to students and adults. This includes using tact when dealing with difficult situations and employing suitable “assertion” skills in dealing with students of all ages.
- Exhibit high moral standards in dealing with confidential and sensitive situations.



## Working at Kings Langley School

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### Staff Development

Currently there are 68 (65.5 FTE) teaching staff and 38 (27.4 FTE) support staff working at the school. Particular attention is paid to new staff induction, staff development and staff participation. There is a comprehensive in-house training programme for all staff and we also support colleagues in attending numerous external events including Herts for Learning's comprehensive programme of training courses. These include induction conferences for NQTs, to help deal with the challenges of the first years; training for leaders on how to prepare for the new curriculum; and everything in between, including subject and role-specific training.

Each year all staff have an opportunity to review their work and set objectives at an appraisal meeting. There is a robust system of pay progression in place for teaching and support staff.

Support for newly qualified teachers includes a reduced timetable, planned induction programme starting in July and mentor support. The school has a strong partnership with the University of Hertfordshire. We participate in its ITT programme and as a lead school have appointed teachers through School direct (salaried and non-salaried) routes. The school frequently hosts work experience visits for those interested in a career in teaching.



### Facilities

Kings Langley School was re-developed under the Priority School Building Programme and we took delivery of a totally brand new school building in September 2016. The school has excellent teaching facilities with each learning area having its own suite of rooms with state of the art technology to support students' learning and enrichment activities.

