



St Mary's C of E (Aided) Primary School, Pulborough

Learning Mentor/ELSA Teaching assistant – Job Description

'A Christ-centred school with a child-centred curriculum'

Responsible to: SENDCO

Purpose of Job: To support pupils who are facing difficulties in school because of issues related to social, emotional, personal, behavioural problems or other factors. To help these pupils overcome their barriers to learning and fully engage with lessons to become more effective learners, and to improve academic and pastoral progress.

Duties and responsibilities

Teaching and learning

- Promote consistently high expectations of all pupils and make they are making good progress by offering targeted academic and pastoral support
- Identify pupils or groups of pupils who are facing learning difficulties, and put initiatives in place to address the barriers to learning they're experiencing
- Promote and support inclusion for all pupils including those with SEN, EAL or with a physical disability
- Develop individual and group mentoring programmes, creating space for pupils to receive academic and personal support from staff and peers
- Role model good levels of literacy and numeracy, and encourage improvement in these areas among pupils who are struggling
- Develop action plans for pupils facing particular difficulties, and work with staff/parents/carers to put them in place

Behaviour and safeguarding

- Work with parents, carers, pupils and staff to create open discussions about pupils' needs, the school's expectations and what appropriate support looks like
- Work with pupils to demonstrate and encourage good behavior in line with the school's behavior policy
- Support the physical and emotional wellbeing of pupils, encouraging confidence and self-esteem through listening to them, and through individual and group support
- Follow all relevant legislation, guidance and procedures regarding child protection, safeguarding, and health and safety
- Support the attendance and punctuality of all pupils, and work to improve attendance rates where issues are identified, recognising how this links to pupils' wellbeing
- Work collaboratively with appropriate external agencies to support pupils' development and progress

Curriculum

- Demonstrate enthusiasm for learning and improving skills, and model this to all pupils
- Engage with staff and school leadership to put whole-school strategies in place to support the learning of all pupils
- Liaise with families and develop good relationships with parents/carers, becoming a recognisable and approachable contact within the school
- Report to the headteacher and senior leadership team on pupil progress and absence rates
- Maintain accurate and up-to-date records

Attendance

- Act as the first point of contact for families regarding attendance concerns
- Monitor pupil attendance and punctuality closely, identifying patterns and raising concerns where appropriate
- Work proactively with families whose children's attendance is low, supporting them to improve regular and punctual attendance
- Collaborate with staff, leadership, and external agencies where needed to address persistent attendance issues
- Promote the importance of good attendance across the school community, linking this to pupils' learning and wellbeing