**WANDSWORTH BOROUGH COUNCIL**

**FRANCIS BARBER PUPIL REFERRAL UNIT**

Salary Grade: Scale 5, Point 12

All Year Round Salary £25,833.00 per annum

Pro Rata Salary £22,388.60 per annum

Full Time, term time only post

(36 hours per week, 39 weeks per year)

**JOB DESCRIPTION**

Learning mentors will have the opportunity to work both independently, and as a member of a team supported by the Pathways coordinator. Learning Mentors may be required to work across both sites.

Areas of Responsibility

1. Plan and deliver lessons on a one to one/small group basis, including delivery of practical and theory cooking lessons to achieve identified EHCP targets and leading sessions with small groups curriculum subjects: Independent Living KS3 and KS4 Year Groups supported by Subject Leader.
2. Be a role model to other staff, sharing expertise around Independent Living lessons with other colleagues including learning mentors and supporting and developing the expectations of new staff in line with marking books, keyworking folders and the recording of information on SPOD.
3. Lead or support small groups of pupils in other activities as requested including covering lessons.
4. Hold the role of keyworker for a pupil or a group of pupils taking responsibility for their welfare and making referrals for support to agencies and developing a positive working relationship with parents.
5. Attend TAC/TAF meetings as necessary with support from line manager.
6. Responsibility for handling petty cash and the procurement card, including completing monthly audit documentation and responsibility for distribution, use and recording of spend in line with school policy.
7. Plan healthy eating, economical menus, prepare and serve pupil lunches. Prepare a weekly shopping list for the Westdean site, organise deliveries, audit deliveries and organise appropriate storage of food. Prepare pupil lunches including 2 x hot meals per week for Westdean pupils, frequently building this into the programme of the pupil learning experience.
8. Carry out student supervision as a member of a team in line with daily staff requirements supporting pupils to achieve identified EHCP and social curriculum targets.
9. Accompany staff and small groups or individual students on off-site activities working independently or collaboratively with other staff members.
10. Hold current Certification in Food Handling and Hygiene and update as necessary.
11. Responsibility to ensure Pathways kitchen hygiene standards meet the health and safety requirements and completing orders for kitchen equipment as required

10. Stock checking, completing stationery orders and maintaining inventory of basic stationery and kitchen equipment requirements. Liaise with the Premises Manager where necessary.

1. Take responsibility for and support staff members in maintaining and updating displays relating to Independent living and health and hygiene.
2. Hold the responsibility of first aider and keep certificate updated as necessary. Check and maintain first aid boxes in Pathways and Westdean.
3. Be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and Keeping pupil Safe in Education 2019 legislation in relation to child protection and safeguarding children and young people as this applies to your role within the School.

1. Ensure that Safeguarding Lead and line manager are made aware and kept fully informed of any concerns which you may have in relation to safeguarding and/or child protection.
2. Attend Keyworker and staff meetings as required, usually two per week and other events such as parent meetings as required.
3. Undertake any such reasonable duties as the Head Teacher may request.
4. Participate in annual appraisals providing clear evidence of appraisal targets
5. Participate in training as appropriate and to support continuous professional development.

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**Learning Mentor - Lead Responsibility for Independent Living**

**PERSON SPECIFICATION**

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| **Job title:** Learning Mentor Independent Living | **Grade:** Scale 5, Spine Point 12 | **Date:** March 2020 |

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| **A: application form (for shortlisting), I: interview, T: test, C: original certificate** | |
| **Requirements** | **Assessed by: A / I / T / C** |
| **Experience** | |
| 1. Be able to demonstrate the ability to organise own time. 2. Ability to engage constructively with, and relate to, a wide range of young people and families/carers of different ethnic and social backgrounds. | I, A  I, A |
| 1. Ability to work effectively with all staff and senior management of the PRU, local schools and range of external agencies. | I, A |
| 1. Experience of planning and evaluation and ability to identify potential barriers to learning and jointly engage in strategies to overcome these. | I, A |
| 1. Experience of working with young people with additional needs. | A |
| 1. Ability to relate well to young people and adults and a commitment to maximising the academic, personal, social and emotional development of all students. | A |
| 1. Possess a professional demeanour and demonstrate professional standards | A, I |
| **Qualifications** | |
| 1. GCSE at grade C or above or equivalent in English and Maths | C |
| 1. Degree or equivalent in a relevant subject | C |
| 1. Mentoring or coaching qualification | C |
| 1. First Aid or willingness to take a first aid qualification | C, I |
| 1. Have an up to date qualification in basic food hygiene or willingness to take a food hygiene qualification | C,I |
| **Knowledge & Skills** | |
| 1. Experience of preparing food and supporting children with the preparation and handling of food | A, I |
| 1. Ability to communicate effective with a wide range of audiences from pupils, parents, professionals form other agencies and colleagues within the school. | I |
| 1. Ability to work flexibly | I |
| 1. Ability to use ICT systems to access pupil information and create reports and letters, | A, T |
| 1. An understanding of the complex nature of pupil needs and the wide range of support available including the team around the child | A |
| 1. Ability to organise resources and make plans for pupils and be able to share these with others and have well developed administration skills. | I, A |
| 1. Be resilient and demonstrate ability to work well under pressure. | I |
| 1. Able to adopt a flexible working practice. | I |
| 1. Excellent record of attendance and punctuality. | I |
| 1. An understanding of the school’s equal opportunities policy in respect of service delivery and an awareness of the needs of differing cultural groups and other minority groups. | I |
| 1. Awareness and understanding of the duties and responsibilities arising from the Children Act 2004 and KCSIE 2019 in relation to child protection and safeguarding children, young people and vulnerable adults. | I |