

**POST TITLE:** Communication and Interaction Key Mentor (Level 2)

**GRADE:**  Grade 5 Point 6-7 £25,183 - £25,584 per annum, pro rata

**HOURS OF WORK:** 25 hours per week, term time only

**POST STATUS:** Maternity Cover from 28/04/25 to 04/01/26

**Disclosure level:** Enhanced

**Responsible to:** SENDCo

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**GENERAL INFORMATION**

The post holder will work within the Special Education Needs faculty at Lakelands Academy, supporting students with Communication and Interaction needs (C and I).

The person appointed will work under the guidance of The SENDCo and teaching staff. They will work within an agreed system of supervision, to implement agreed work, care and support programmes with individuals or groups, in or out of classroom. Assistance will be provided to teachers over the whole planning cycle, and with the management and preparation of equipment and resources. In addition, the professional work of teachers will be complemented by taking responsibility for specific learning activities under an agreed system of supervision.

The post-holder will liaise closely with a range of outside agencies including Bee U (CAMHS), The Educational Psychologist, Speech and Language Therapist, Spectra and the School counsellor who will advise on strategies to maximise inclusion.

The SENDCo will endeavour, alongside the post holder, to promote strong links with the identified Communication and Interaction student’s parents / carers and will support the post-holder in this area.

In-house and external training will be provided in meeting the needs of students with Communication and Interaction needs.

**LINE MANAGEMENT OF THE POST**

The post holder will be responsible to the SENDCo, the Headteacher and the Board of Governors and be required to work closely with teaching and non-teaching staff and have contact with students, parents and others.

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

Support for students

* Have a sound understanding of different communication and interaction needs, such as Autism Spectrum Condition, Sensory processing disorder, Selective Mutism, Speech and Language difficulties and how best to support the students with communication and interaction needs.
* Work directly to support the communication and interaction needs of students and support staff in communicating with the student if required.
* Provide input into the planning and evaluation of learning activities for individuals and groups of students to enable the teaching staff to make informed decisions when developing their plans.
* Support home-school liaison and use of the school planner/ICT to maximise parental awareness of ongoing needs/activity.
* Support the student’s personal needs, and assist with the development and implementation of individual Education, Behaviours and Personal Care programmes and strategies with a strong emphasis on promoting preparation for adulthood outcomes.
* Undertake the role of keyworker to students identified as having communication and interaction needs, monitoring their progress against EHCP outcomes and SEN support outcomes.
* Establish constructive relationships with students and interact with them according to individual needs.
* Promote the inclusion and acceptance of all students within the Academy.
* Encourage students to interact and work co-operatively with others, and engage in learning activities.
* Within the context of teacher led planning, set challenging and demanding expectations and promote self-esteem and independence through a range of interventions.
* Provide feedback to students in relation to progress, achievement, behaviours and attendance.

Support for the teacher

* Monitor individual student’s progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding Individual Education and Behaviour Plans for students.
* Work with the teacher in lesson planning, evaluating, adapting and adjusting lessons and work plans as appropriate.
* Ensure the timely and accurate design, preparation and use of specialist equipment, resources and materials.
* Monitor and evaluate students’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
* Provide the teacher with objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
* Be responsible for keeping and updating records as agreed with the teacher contributing to reviews of systems and records as requested.
* Administer and assess routine tests, invigilate exams, undertake routine marking of students work, and accurately record achievement and progress.
* Promote positive values, attitudes and good student behaviour, dealing with challenging behaviour in line with established policy and encourage students to take responsibility for their own behaviour.
* Provide general clerical and administrative support e.g. dealing with correspondence, analysing data on attendance and exclusions etc. administering coursework, producing worksheets for agreed activities, photocopying, typing and filing.
* Contribute to the development and implementation of appropriate behaviour management strategies.

Support for the curriculum to ensure progress of individual students

* Support students’ understanding through use of appropriate communication.
* Have an in-depth knowledge of the strategies which are supportive to students with Communication and Interaction needs and use them to enable students from the centre to access the mainstream curriculum.
* Implement structured and agreed learning activities and teaching programmes, adjusting activities according to student responses including structured interventions outlined in students EHCPs or by outside agencies.
* Support students in using ICT and develop students’ competence and independence in its use.
* Be aware of, and appreciate, a range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
* Prepare and maintain equipment and resources as directed by the teacher and assist students in their use.

Support for the SEND faculty and the Academy

* Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
* Contribute to the overall ethos/ work/ aims of the academy.
* Be aware of and support difference and diversity and ensure that students have equal access to opportunities to learn and develop.
* Attend and participate in relevant meetings as required.
* Participate in training and other learning activities and performance development as required
* Assist with the supervision of students out of lesson times as required, including before and after the academy day and at lunchtimes.
* Accompany teaching staff and students, as appropriate, on visits, trips, and out of school activities and take responsibility for a group under the supervision of a teacher or for small groups of students, supervise independently in agreement with educational visits co-ordinator.
* Recognise own strengths and areas of expertise and use these to advise and support others.
* Undertake any other duties reasonably expected of this post.
* Facilitate and support the role of other professionals.
* Willingness to undertake Emergency First Aid training is desirable but not essential.
* To undertake any other reasonable duty which might from time to time be requested by the Headteacher or any other person.
* Your post shall initially be the post identified in this job description however, there may be times when, dependent on need that the Board of Governors require you to work in a similar post on the same grade and salary, on either a temporary or an indefinite basis, in another part of the Academy.

*The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

*“This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Disclosure and Barring Service before the appointment is confirmed. This check will include details of cautions, reprimands or warnings as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”*

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|  | **Attributes** | **Essential** | **Desirable** |
| **Qualifications** | Good standard of education (specifically in Maths & English) | ✓ |  |
| 5 GCSE’s or equivalent including English & Maths | ✓ |  |
| (QCF) Level 2 Supporting Teaching & Learning in Schools or equivalent | ✓ |  |
| Recognised specialist qualification in ASC | ✓ |  |
| Other Recognised SEND Qualifications |  | ✓ |
| Range of Level 2 and or level 3 qualifications |  | ✓ |
| First Aid qualification |  | ✓ |
| **Work or relevant experience** | Experience of working with children with Communication and Interaction needs | ✓ |  |
| Supporting students with a range of SEND | ✓ |  |
| Supporting targeted students in the classroom | ✓ |  |
| Working with small groups or individuals students outside the classroom | ✓ |  |
| Supporting students in a range of settings |  | ✓ |
| Cover supervision in the short term unexpected absence of a teacher |  | ✓ |
| Experience of working in partnership with parents and professionals from a variety of agencies | ✓ |  |
| **Skills and Abilities** | Good communication skills and ability to relate and emphasise well to children, staff and parents | ✓ |  |
| Evidence of working well as part of a team | ✓ |  |
| Ability to plan and organise effectively | ✓ |  |
| Ability to communicate appropriately and effectively and to empathise with students with Autistic Spectrum Disorders, SEND and other complex needs | ✓ |  |
| Ability to interpret and adapt teacher’s planning to meet needs of individual students | ✓ |  |
| Ability to adjust activities planned by the teacher to ensure participation by students. | ✓ |  |
| **Knowledge and Understanding** | An awareness of school based education including child development | ✓ |  |
| Knowledge and understanding of the SEND code of practice. | ✓ |  |
| Knowledge of strategies which work well for students with ASC and the ability to use them to ensure curriculum access for students from the centre | ✓ |  |
| Good IT Skills and knowledge software and websites in order to carry out administrative tasks and support students with activities in classroom and support students learning. | ✓ |  |
| Good understanding of positive behaviour management strategies. | ✓ |  |
| Appreciation of absolute confidentiality of information received in Academy | ✓ |  |
| Have a good knowledge of strategies that help break down barriers to learning and be able to assist teachers with building them into their planning. | ✓ |  |
| **Personal Qualities** | Ability to bring to the role initiative, enthusiasm and commitment | ✓ |  |
| Patience and firmness | ✓ |  |
| Flexibility and reliability | ✓ |  |
| Commitment to own professional development | ✓ |  |
| Good sense of humour | ✓ |  |
| High Professional standard. | ✓ |  |
| Willingness to contribute to extra-curricular activities | ✓ |  |
| Strong commitment to inclusion | ✓ |  |
| Positive ’Can do’ Attitude | ✓ |  |
|  | Resilient, energetic, yet calm. | ✓ |  |

**PERSON SPECIFICATION – Communication and Interaction Key Mentor Level 2**

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

* Motivation to work with children and young people;
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* Emotional resilience in working with challenging behaviours.