

## **JOB DESCRIPTION**

**Job Title:** Student Mentor (Secondary - Mainstream)

**Grade:** 7

**Salary:** SCP 24 – SCP 28

**Conditions of Service:** Support Staff Contract of Employment

**Responsible to:** Pastoral Team Manager /SLT Leader

### **Statement of Purpose**

#### **Main Purpose**

To provide guidance and support for targeted pupils who are not making the required progress expected of them. The post-holder will provide high quality mentoring on a wide range of academic and pastoral topics and will monitor and evaluate the impact of these interventions.

#### **Support to Pupils**

- Ensure that pupils receive an education appropriate to their needs by removing barriers to learning and developing effective learning behaviours.
- Develop and deliver appropriate intervention strategies, working with curriculum leaders to ensure that pupils make rapid and sustained progress.
- Deliver strategies that raise pupil achievement for pupils of all abilities, including the most able pupils.
- Monitor and report on the implementation of all plans instigated to remove barriers for effective learning and transition to further education for all pupils.
- Work as part of the wider pastoral team in order to provide effective pastoral care to pupils, responding to queries from parents/carers, pupils & external agencies, including gathering data and resolving issues.
- Under the direction of the Pastoral Team Manager, respond to safeguarding issues, meeting with pupils and contacting parents where necessary.
- Liaise with parents/carers and staff regarding pupil issues/concerns
- Conduct support sessions for pupils, including mediation where required.
- Under an agreed system of supervision, support pupils with their learning in a range of ways, dependent on need.
- Promote self-esteem, resilience and independence, working with pupils to identify solutions.

- Promote positive values attitudes and good pupil behaviour, encouraging pupils to take responsibility for their own behaviour in line with school policy. Providing personalised guidance and strategies for pupils and staff to secure improved outcomes for pupils.
- Manage disclosures and safeguarding issues ethically to ensure students' well-being and safety, sharing all Child Protection concerns with the designated Child Protection Officer.
- As required (on a rota) share pastoral supervision of pupils e.g. non-SEN lunch/break time supervision, pupils on alternative curriculum.
- Respond to lesson truancy in response to 'On-Call' systems within school.
- Plan, and lead, individual (and group) mentoring programmes which provide a range of approaches.
- Develop, agree and implement Pastoral Support Plans with individual pupils and those involved with them which would include;
  - gathering relevant information from pupils, parents and staff
  - attending pupil reviews
  - setting and reviewing targets
- Operate proactively to prevent bullying, in line with the school's anti-bullying policy.
- Identify appropriate action to address incidents of bullying, in line with the school's policies.

### **Support to the Team**

- Provide advice and guidance to staff, pupils and others on pastoral matters, in accordance with school procedures.
- Record individual information about any pupils, following personal intervention, using the school's management information system & other record keeping systems. Where appropriate, set up and complete APDR paperwork.
- Complete and maintain appropriate confidential records and ensure confidentiality is maintained in all aspects of work.
- Where appropriate, use CCTV as a reactive tool to inform actions.
- Attend where required at parents' evenings, open evening, parents in partnership and new in-take evening.

### **Support to School (this list is not exhaustive)**

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school and the Trust.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.

#### **Note**

***The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.***

### Person Specification

<b>Minimum Criteria for Two Ticks *</b>	<b>Criteria</b>	<b>Measured by</b> APP/I/ASS
	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Significant (1-3 years') experience of working to support children's learning, gained in a relevant environment.</li> <li>• Significant(1-3 years') experience of supporting young people in education ( aged 11-160 with a wide range of social, emotional and behavioural challenges.</li> </ul>	APP/I
	<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• Level 4 Certificate for Advanced Practitioner in Schools or equivalent qualification and experience.</li> <li>• Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent.</li> </ul>	APP/I
	<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Able to demonstrate skills and experience of working to policies/codes of practice including school performance management policies.</li> <li>• A good understanding of curriculum matters</li> <li>• Able to contribute effectively to curriculum development and strategies for learning and delivery.</li> <li>• Able to analyse pupil data and have experience of observing and monitoring progress.</li> <li>• Experience in developing learning strategies in order to provide mentoring and support.</li> <li>• Understanding of principles of child development and learning processes.</li> <li>• Ability to plan effective actions for pupils at risk of underachieving.</li> <li>• Have experience of, or demonstrate the ability to lead and support, including the monitoring, evaluation and prioritisation of work.</li> <li>• Ability to present to large groups of adults or children.</li> <li>• Effective use of ICT to support learning and role.</li> <li>• Use of other equipment technology – video, photocopier.</li> <li>• Well-developed interpersonal skills to be able to relate well to a wide range of people.</li> <li>• Excellent written and oral communication skills</li> <li>• Experience of working within a team and also on own initiative.</li> </ul>	APP/I

	<ul style="list-style-type: none"> <li>Ability to understand the academy development plan and how it relates to team and individual objectives.</li> </ul>	
	<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>Customer focused.</li> <li>Has a professional and respectful approach, which demonstrates support and shows mutual respect.</li> <li>Can demonstrate active listening skills.</li> <li>Takes responsibility and accountability.</li> <li>Committed to the needs of the pupils, parents and other stakeholders.</li> <li>Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>Is committed to the provision and improvement of quality service provision.</li> <li>Is adaptable to change/embraces and welcomes change.</li> <li>Is enthusiastic and decisive.</li> <li>Communicates effectively.</li> <li>Has the ability to learn from experiences and challenges.</li> <li>Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	APP / I

#### MEASURED BY KEY:

APP = Application form      ASS = Assessment activities      I = Formal interview

In addition to candidates' ability to perform the duties of the post, the interview will 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
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**16/11/2021**

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.