

GREIG CITY ACADEMY



Draft Job Description

The purpose of this Job Description is to set out in general terms the management, purpose and responsibilities of a specific job at GCA. It is not intended to be a comprehensive listing of every task that a GCA employee might be called upon to undertake. It is not a legal document, although it may be referred to in Contracts of Employment.

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|------------------------|--|
| Job Title: | Academic Learning Mentor |
| Responsible to: | Behaviour Management Coordinator |
| Hours: | 17.5 hours per week on a 40 week contract |
| Salary: | Point 26 to point 30 of the NJC pay scale for outer London |

Job Summary

The main purpose of the role will be to provide identified students with the strategies to develop and make progression with their learning.

Key Areas and Accountabilities

You will:

1. raise standards of achievement by working with identified students
2. develop effective behaviour for learning strategies that raise student achievement and progress
3. identify students' barriers to learning
4. assist and develop appropriate intervention strategies, working with subject teachers/ leaders and relevant staff
5. implement an action plan for each student who has been identified as needing specific academic support
6. monitor and report on the implementation of all plans drawn up to remove barriers for effective learning and transition to higher education for KS4 and KS5 students
7. ensure that all work with a student is communicated swiftly to relevant staff
8. provide a service that supports and complements existing school systems and the work of individual teachers in enabling students to access the academic help that they need
9. work within the guidelines detailed in the school's Learning Mentoring Programme
10. effectively liaise with tutors, outside agencies and parents/carers; this will include attendance at parents evenings and may include some evening and early morning meetings
11. write clear and concise high quality reports on the academic support that you are providing for each student
12. use IT to enhance the effectiveness of record keeping and documentation
13. record and monitor effectiveness of intervention

14. devise, plan and deliver one to one or group academic mentoring support sessions on the areas of concern impeding student progress
15. provide extra-curricular activities which promote learning, good behaviour, good social skills and well-being
16. inform your line manager of any concerns in relation to the students that you are working with
17. ensure your line manager and the Child Protection Officer is informed immediately of any concerns relating to safeguarding in relation to the students you mentor/support
18. attend any relevant team meetings in relation to the students that you work with
19. attend school and relevant wider based training sessions as required or necessary.

Other

Any other duties which may, from time to time, reasonably be required within the level of responsibility of the post.

GCA has a commitment to safeguarding and promoting the welfare of children and has safer recruitment procedures in place for the selection of staff. It is committed to the principle of equal opportunities; we welcome all applicants and value the diversity they bring.

This job description will be reviewed as part of the appraisal process to reflect changing school, faculty and individual needs.

The duties and responsibilities of the post are to be carried out within the provisions of the Greig City Academy contract.

November 2017

Person Specification

| Criteria | | Essential/ Desirable |
|--|--|-------------------------|
| Knowledge, Qualifications & Experience | <ul style="list-style-type: none"> Degree in a relevant subject | E |
| | <ul style="list-style-type: none"> Experience of working in a secondary school setting | E |
| | <ul style="list-style-type: none"> Demonstrable experience of working effectively with students from a diverse range of ethnic and cultural backgrounds | E |
| | <ul style="list-style-type: none"> Good track record of successfully working with vulnerable and disaffected young people | E |
| | <ul style="list-style-type: none"> A clear understanding of the factors which lead to educational disaffection in young people | E |
| | <ul style="list-style-type: none"> Demonstrable knowledge and understanding of strategies to remove barriers to learning in young people | E |
| | <ul style="list-style-type: none"> Knowledge of the principles involved in giving advice and guidance to young people including matters of confidentiality and information sharing | E |
| | <ul style="list-style-type: none"> An understanding and commitment to inclusive education. | E |
| | <ul style="list-style-type: none"> IT literate – proficient in use of word, excel and outlook | E |
| | <ul style="list-style-type: none"> Knowledge of the range of additional support and agencies available for students. | D |
| | <ul style="list-style-type: none"> Knowledge of career and further/higher education opportunities open to young people. | D |
| Skills, Abilities & Disposition | <ul style="list-style-type: none"> A demonstrable commitment to equality of opportunity. | E |
| | <ul style="list-style-type: none"> A willingness to undertake Safeguarding and Prevent training. | E |
| | <ul style="list-style-type: none"> Ability to work under pressure whilst maintaining accuracy and meeting deadlines. | E |
| | <ul style="list-style-type: none"> Ability to both work on own initiative and to work flexibly as part of a team. | E |
| | <ul style="list-style-type: none"> Ability to develop and maintain good professional relationships with students, staff and parents. | E |
| | <ul style="list-style-type: none"> Ability to communicate effectively with students, staff, parents/carers and outside agencies. | E |
| | <ul style="list-style-type: none"> Ability to communicate clearly in writing with students, parents and carers, colleagues and other professionals. This will include producing concise evaluative reports. | E |
| | <ul style="list-style-type: none"> Good organisational, time management, communication and interpersonal skills. | E |
| | <ul style="list-style-type: none"> A strong commitment to one's own professional development and an eagerness to gain experience and expertise. | E |
| | <ul style="list-style-type: none"> A commitment to school life and a willingness to become involved in wider Academy initiatives, activities and extra-curricular events. | E |

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