**Job Description: Academic Mentor, supporting under attaining/ vulnerable groups specific to Fulham Cross Girls’ School**

**Term time only 39 weeks (36 hours/week)**

**Scale: SO1/SO2**

**Responsible to:** Deputy Head Teacher/Learning Progress Co-ordinators

**Job Purpose:** To provide a complementary service to teachers and pastoral staff in the school, addressing the needs of identified under attaining/vulnerable students who require support to overcome barriers to learning, both inside and outside school, in order to achieve their full potential. S/he will work as part of a team to ensure progress and achievement for students to ensure a joined up service and avoidance of any duplication in roles.

The role of the Academic Mentor will primarily be to support the school in raising attainment through the further development of strategies to enhance learning and attainment in the classroom by addressing barriers to learning and achievement.

# Main Activities and Responsibilities:

1. To support the progress and achievement of specific cohorts of identified vulnerable students: Those making poor progress, LAC, CP/CIN, young carers, supported by Localities, CAMHS/CAFS, or any other as identified by HSLO, DHT, LPC and PT discussion.

2. To deliver a programme of support and intervention adapted to meet the specific needs of the school, working in a variety of ways to support, motivate and challenge students to raise levels of achievement. This includes:

1. 1:1 sessions/tutoring/mentoring students
2. Small group work
3. In class support of the taught curriculum
4. Monitoring and intervention of attendance
5. Engaging and working with parents; establishing parent support networks to keep parents informed of the outline and progress of this programme
6. Establishing positive and nurturing relationships with individual students in order to help them reflect on their learning and behaviours for learning which might impact negatively on their progress and attainment
7. Supporting with emotional issues
8. Setting clear learning objectives and expectations around the sessions with the PT to monitor progress and learning
9. Modelling the attitudes and behaviour which we are seeking to develop in our identified students

3. To seek out and attend relevant Continuous Professional Development which will support and enable a high standard of intervention to be delivered/evolved.

4. To meet on a regular basis with school line manager, DHT, HSLO, Progress Panel and teaching staff to review work process and progress and to identify future developments.

5. To develop a knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students.

6. To liaise and build positive relationships with parents, carers and external agencies.

7. To track student data on a half termly basis to monitor student progress and identify further intervention requirements.

8. To keep detailed monitoring and progress records, writing termly reports for a variety of audiences and undertaking administrative tasks relating to the duties of the post.

9. To produce an end of year report for transition, detailing interventions provided, outcomes and progress. For KS4, the Academic Mentor will be required to support and LPC with transition to post 16 options.

10. To develop a timetable of support agreed with the LPC and DHT and participate in trips/visits as required.

11. To run the Student Leadership teams for the relevant year groups (e.g. School Council, Prefects, Senior Student Leadership Team and Graduation Committee).

The duties of this post may be subject to modification or amendment at any time in consultation with the post holder to ensure that the role complements school targets and removes barriers to learning.

The post holder will be expected to carry out all duties with due regard to the Trust’s Equal Opportunities Policy and Priorities

**Academic Mentor post**

**Selection Criteria:**

The successful candidate will:

* hold relevant qualifications or have considerable experience of working with children in an educational setting
* have an understanding of the developmental needs of children and the ability to effectively plan, co-ordinate and deliver formal and social educational programmes appropriate to need
* have strong interpersonal and communication skills with the ability to effectively communicate clearly verbally, including excellent listening and questioning skills, and in writing to a variety of audiences;
* have an understanding of and the ability to deal effectively with social and emotional factors which affect a child’s capacity to learn
* have an ability to develop and maintain effective working relationships with teachers, parents, senior leaders and external agencies
* have a clear understanding of what is meant by equal opportunities and diversity in a multi-cultural environment, demonstrating a commitment to the Borough Equal Opportunities Policy and its implementation in relation to the job description
* have skills and experience in working with children to raise self esteem
* have an understanding of the issues around the achievement of vulnerable groups particularly students and the ability to support and deliver whole school and individual strategies for improvement
* have a basic knowledge of Child and Data Protection issues and be prepared to undertake further training
* be able to attend training and meetings outside of normal working hours
* be confident in the use of ICT, SIMs and report writing
* know how to analyse data, create a plan of action and measure impact