



CENTRAL FOUNDATION GIRLS' SCHOOL
(Voluntary Aided)
25-33 Bow Road, London, E3 2AT

Applications are invited by the Governing Body for the position of -

Academic Learning Mentor

REPORTS TO:	Lead SLT
RESPONSIBLE FOR:	Support and intervention strategies for identified students in KS3
HOURS OF WORK:	Term Time plus two weeks to be worked during school holiday periods.
PAY SCALE:	Scale 5. Point 12 £23,362 pro rata (actual salary)

JOB DESCRIPTION

OVERALL PURPOSE OF THE JOB

1. To address the needs of students in Key Stage 3 who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential.
2. To work with a range of students in Key Stage 3 especially those at risk of underachievement, supporting them to achieve within the curriculum and providing additional support outside of the classroom.
3. To target, help and support as part of a co-ordinated response by the school and other agencies, students who may have a range of issues and bring about a positive sustainable change with individual students and the school community as a whole.

KEY DUTIES FOR ACADEMIC LEARNING MENTOR ROLE

- To develop a range of intervention strategies and support programmes to support underachieving students in KS3.
- To work in partnership with others in drawing up and implementing an action plan for each student who needs mentor support.
- By investigating information, analysing patterns and trends in behaviour, contribute to and participate in, the comprehensive assessment of all students, in conjunction with the teaching and other support staff, who demonstrate:
 - Significant and consistent underachievement
 - Poor behaviour compared to peers
 - Failing motivation and / or confidence
 - Difficulty in concentrating and being focused
 - Poor attendance and / or punctuality
- To develop a 1:1 mentoring relationship with students who are underperforming in their subjects, aimed at achieving the goals defined in their individual action plan.

- Implementing strategies and supporting students in self-esteem and confidence building activities.
- Drawing up and agreeing action plans with students including setting short / long term targets.
- To secure positive family support and involvement by maintaining regular contact with families / carers of students receiving support (this is at the discretion of the line manager) to keep them informed of progress.
- To develop knowledge and appreciation of the range of programme, activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for identified students.
- To work closely with school staff and external agencies, seeking to meet the needs of individual students and change those behaviours and attitudes that inhibit their progress at school and create barriers in their learning.
- To contribute to the maintenance of records and information systems, on behaviour, attendance and other related issues, both computerised and manual, with due regards for data protection and confidentiality.
- To contribute to child welfare and protection, keep up to date with latest procedures and regulations and ensure attendance at appropriate INSET training, meetings, etc.
- Work co-operatively with the school's support teams and provide assistance as necessary to all parents, students, staff, governors and other relevant stakeholders.
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection.
- Promote the school's policies on behaviour and demonstrate a commitment to providing a caring and stimulating environment and improving standards for all pupils within the school.
- Undertake any additional duties as required by the Deputy Headteacher: Raising Attainment, Director of Learning, or by the Headteacher, commensurate with the post.

<p>These specific areas of responsibility may be amended or added to, where appropriate, following review and discussions with the Headteacher.</p>

Training & Development:

Full training will be given to ensure the Academic Learning Mentor is up to date with all relevant information and standards required.

Person Specification:

	<i>Essential</i>	<i>Desirable</i>
Qualifications	<ul style="list-style-type: none"> • GCSE English and Maths • A degree 	<ul style="list-style-type: none"> • Qualification in First Aid.
Experience	<ul style="list-style-type: none"> • Experience in working with young people in either paid or voluntary work. • Experience of working as part of a team. • Experience of liaising with a variety of agencies. • Ability to inspire, motivate and negotiate. • Ability to maintain and promote high expectations for students' behaviour and to maintain a good standard of discipline. 	<ul style="list-style-type: none"> • Experience of working as a learning mentor / TA or equivalent in an educational institution. • Experience of leading a team. • Experience of working on a project or initiative with accountable outcomes. • Experience of working with students across Key stages 3 – 5. • An understanding of and commitment to CFGS's Rights respecting Schools status. • Ability to manage a budget.
Knowledge / Skills	<ul style="list-style-type: none"> • Ability to use ICT effectively to support record keeping and correspondence. • Commitment to improving own knowledge through self-evaluation, training and learning from others. • Ability to be tenacious and flexible and to try different approaches with children whose needs may be very different. • Excellent communication skills, both oral and written, with the ability to adapt effectively for different audiences and different situations. • Ability to present detailed and written reports, in a clear and professional style. • The ability to build very effective relationships with pupils, to motivate disaffected learners and to improve self-esteem. • The ability to collate, analyse and present a variety of data, for different audiences and purposes. • Ability to plan and set expectations 	<ul style="list-style-type: none"> • Working knowledge of relevant policies / code of practice / legislation in relation to Looked after Children and child protection. • Good knowledge of the roles of the various outside agencies available to provide support to the school. • Knowledge of information technology data management systems.

	appropriately for a range of activities.	
Leadership and Management skills	<ul style="list-style-type: none"> • Evidence of good interpersonal skills and the ability to work well with others. • The ability to plan, organise and prioritise. • The ability to initiate and manage change. • The ability to keep deadlines. • Ability to maintain confidentiality. 	<ul style="list-style-type: none"> • Experience of working with a range of cliental in an advice giving or counselling service. • Experience of presenting reports in a multi-agency environment.
Decision making skills	<ul style="list-style-type: none"> • The ability to make decisions based on understanding, analysis and interpretation of the facts. • The ability to think creatively and problem solve. 	<ul style="list-style-type: none"> • Experience of working in an environment where responsibility was held for decision making.
Personal Qualities	<ul style="list-style-type: none"> • A desire to make a difference in young people's lives • A willingness to work proactively to support the ethos of the school • Resilience and a sense of humour • An excellent attendance and punctuality record. 	

A completed Application Form with a supporting statement, which addresses the selection criteria, should be returned to the Human Resources Manager by 9.00am on Thursday 5th September.

**Ms. E. Holland
Headteacher**