

# Job Description

**POST TITLE:** Student Support Mentor – Behaviour for Learning

**GRADE:** 8, Points 19-24

**RESPONSIBLE TO:** Assistant Principal

## JOB PURPOSE

To job holder will work alongside Year Leaders to provide support for young people who are presenting with challenging behaviour or who are finding it difficult to access mainstream lessons. The post holder will work under the supervision the Vice Principal in order to support student learning and help raise achievement throughout the Academy.

## GENERAL RESPONSIBILITIES

1. Support the overall Christian ethos of the Trust.
2. Be aware of and comply with Trust policies and procedures including but not exhaustive of:
  - Acceptable Use of IT Policy;
  - Code of Conduct;
  - Extremism & Radicalisation Policy;
  - Health, Safety and Security Policy & Guidance;
  - Keeping Children Safe in Education (Part 1) Guidance;
  - Safeguarding Policy and Training Slides;
  - Whistleblowing Policy;
  - IT Pack including Acceptable Use Statement;
  - Health, Wellbeing and Benefits Policy;
  - Finance Policy
3. Be aware of and support difference and ensure equal opportunities for all.
4. Contribute to the overall aims of the Trust and Academy Improvement Plans.
5. To develop and implement own professional development and skills.
6. To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness.
7. To demonstrate an excellent record of attendance and punctuality.
8. Work cooperatively as part of the Trust wide staff team.
9. Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

## SPECIFIC RESPONSIBILITIES

- Carry out the duties of a Student Support Mentor determined by the academy and with regard to the LA/DFE guidelines.
- Keeping an attendance register of students for every session and following up absence when necessary.
- Careful planning to ensure maximum engagement from some disaffected students.
- Keeping coaching areas in good order and reporting any maintenance problems.
- Preparing and developing coaching and learning support materials.
- Contributing fully to the departmental team.
- Keeping appropriate records and plans.
- Ensuring marking and assessments are up to date.

- Participating in all appropriate meetings.
- Liaising with both the teaching and pastoral staff in the identification of students who might benefit from the support of a Mentor. This will include careful analysis of student assessment data to identify areas of underachievement, followed by an assessment of what the barriers to learning may be and the creation of programmes to support.
- Establish a 1:1 coaching relationship with an agreed group of students through a planned programme of activity and tutorials.
- Ongoing monitoring and evaluation of student progress through the management of the student action plan, including following the school reporting policy.
- In conjunction with Year Leaders develop and maintain regular contact with families/carers of children, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- Develop individual action plans for students as requested.
- Create weekly timetables to accommodate cohorts of students.
- Use a variety of strategies and student activities to enhance academic acquisition, self-confidence and self-esteem in order to assist progress through the curriculum.
- Network with other Mentors and share best practice.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, copyright etc. including reporting all concerns to line manager.
- Contribute to the overall aims of the Academy.
- Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities / grade of the post as defined.

**The post holder will be expected to demonstrate the following skills and abilities at all times during the discharge of their duties:**

- Work using their own initiative to demonstrate the ability to solve unexpected or new problems in a methodical, efficient manner seeking support and assistance where appropriate.
- To build relationships with students to ensure maximum impact in sessions.
- Works well as part of a team supporting team members in times of absence or heavy workloads.
- To develop good behaviour management boundaries with students from the start of employment.
- Keep up to date with pertinent information and local initiatives.
- Respond to feedback, passing on knowledge and techniques to others.
- Demonstrate good interpersonal and communication skills.
- Deal with conflicting demands and work flexibly, possessing the ability to prioritise.
- Possesses or must be willing to train for the 'First Aid at Work' or 'Emergency First Aid at Work' qualification approved by the HSE as requested.

## STAFF CONDUCT

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

## DRESS CODE

- The Trust expects staff to wear professional business dress mirroring our high expectations of our student dress code.
- Some functions within the Trust are required to wear uniform that will be supplied by the Trust.

- When working in the kitchens or any food outlet at the Trust, staff are expected to wear full protective clothing at all times.

#### PERSON SPECIFICATION – Student Support Mentor

	ESSENTIAL	DESIRABLE
<b>EDUCATION &amp; TRAINING</b>		
Further or Higher Education		*
Take responsibility for own professional development and be willing to partake in further in-service or external staff development and training	*	
Possess C or above in GCSE English or equivalent	*	
Knowledge and ability to work effectively and network with a wide range of supporting services in both the public and private sectors		*
Experience of teaching, counselling, youth work, careers, social service or human resources.		*
Knowledge of SEN, EAL		*
<b>EXPERIENCE</b>		
Previous experience of working within an educational setting		*
Previous experience of working with young people	*	
Experience of working with children with special educational needs		*
Willingness to identify and develop own IT skills	*	
Working knowledge of DCSF, Local Authority and other regulatory body's legislation and policy relating to education		*
<b>PROFESSIONAL SKILLS</b>		
Ability to work flexibly in a team situation whilst being able to prioritise, show initiative and work independently, ensuring key tasks are achieved within deadlines.	*	
Working with others, the ability to assess and review young people and family circumstances and plan appropriate responses.	*	
Excellent written and oral communication skills	*	
Excellent organisational and administrative skills	*	
Good interpersonal skills	*	

The ability to engage constructively with, and relate to, a wide range of young people and families/carers with different ethnic and social backgrounds.	*	
Ability to see the coaching role as a long-term activity designed to achieve the goals in the learning action plan.	*	
An ability to do something worthwhile for young people, to understand their needs and to gain insights into how they think.	*	
Ability to engage in joint goal setting with the individual child.	*	
<b>PERSONAL QUALITIES</b>		
Confidence and independence	*	
Ability to work unsupervised and independently understanding school roles and responsibilities and your own position within these	*	
Builds and maintains effective relationships with colleagues and stakeholders in a fair and equitable manner	*	
Good time management skills	*	
Commitment to Equal Opportunities	*	
Willingness to work within the Christian framework of the school	*	
Suitability to work with children Enhanced DBS	Undertaken on appointment	