

## **Job Description – Progress Mentor**

**Post:** Progress Mentor

**Salary:** TA2 £23,297 to £25,226 – actual, term time plus 1 week

**Reporting to:** Head of SEND and Inclusion

**Hours:** 36 hours per week

Pensby High School is a mixed 11-16 school, situated on the Wirral. The local authority continues with a tested grammar school system and Pensby High School, whilst operating along comprehensive lines, is a non-selective school. The pupils at the school routinely outperform pupils at similar schools and make progress in excess of national norms. There are various factors that contribute to pupils' success, quality of teaching and learning, ethos and culture, but one of the most significant aspects is the strength of relationships throughout the school. Progress Mentors provide a key part of this relationship for many of our pupils and the strength of your relationship with pupils and staff are key in this role.

### **Purpose of the job:**

To proactively support pupils and teachers by providing:

- intensive and planned programmes of support in school for pupils to help improve academic progression and ensure every child succeeds
- intensive and high-impact support in raising learning engagement and achievement for pupils who have specific learning needs
- when required a comprehensive and structured classroom support to pupils with a wide range of abilities and needs
- individual or group support for the pastoral needs of pupils, in order to remove obstacles and barriers to learning
- Mentor and pastorally support pupils as and when required.

### **Key tasks:**

Support for pupils:

- Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
- To promote pupils' development in a safe, secure and challenging environment.
- To promote inclusion and acceptance of all pupils
- To be responsible for intensive periods of learning and emotional support to pupils. The total weekly hours include contact time with pupils and planning, preparation and assessment
- Be as visible and accessible as possible throughout the school day to provide encouragement and support for pupils learning and drive an on-going focus on the school's distinctive ethos and high expectations
- Work with individual pupils on a 1:1 basis or in groups in order to remove barriers to learning progress and accelerate learning, with a focus on behaviour and family support
- To be responsible for planning and delivery of lessons for groups with specific pastoral and academic needs, including interventions for vulnerable/at risk pupils

- To work closely with subject departments and with other teams within the school to develop programmes of individualised pastoral support for pupils with low academic achievements
- To be responsible for devising fixed-term programmes of support which will focus on enabling pupils to engage in the normal programme of school activities, such as engaging in lessons
- To be responsible for devising targeted monitoring systems with a focus on developing pupils' independence and self-monitoring skills
- To provide regular feedback on progress to their line manager, colleagues, parents and tutors. Arrange and attend meetings with the same
- To be aware of difficulties the pupil may be having in the classroom and to offer advice about a pupil to teachers as necessary to ensure that academic progress is being made
- To be responsible for producing reports as and when required
- To contribute to the wider life of the school and Department, such as break time duties, trips and other enrichment activities such as after school and lunch time clubs
- Ensure all deadlines are met accordingly
- Appropriate use of ICT to enable both support to pupils and to assist in your own role
- To be aware of the potential physical nature of the role, both with movement around the school, and sitting for long periods in the base
- Assist in the implementation of the aims and objectives of the school
- Ensure the pastoral systems in school are followed, both rewards and sanctions, and are celebrated appropriately
- Keep up to date with national developments within educational policy and attend any training as appropriate
- To work using own initiative, independently, and supervised or unsupervised depending on the needs of the role
- Ensure all relevant school policies are adhered to, monitored and complied with
- To promote teamwork and ensure effective working relations whilst always being a professional role model
- To ensure that best value is maintained for all items and materials, and that they are taken care of by pupils and staff alike

#### **Whole school:**

- To be personally committed to the process of continuous improvement in the School
- To participate in relevant staff development and training schemes
- To participate in personal professional development
- To comply with Health and Safety requirements
- To be committed to safeguarding and promoting the welfare of children and young people.
- To undertake other duties as may be required from time to time as directed by the Headteacher or line manager
- To be prepared to undertake First Aid training if required.

All staff at Pensby are expected to take an active part in the safeguarding of pupils and the wider community and ensure that their behaviours reflect the expectations set out in the staff code of conduct.

This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed annually and can be added to at the discretion of the Headteacher.

An enhanced DBS check will be required for this post.

Employees Name:

Signed:

Date:

Line Manager's Name

Signed:

Date:

**Person Specification:****Person Specification:** Progress Mentor

E - Essential

D - Desirable

Demonstrated by:

A - Application process, I - Interview process

|                                                                                                                   |     |     |
|-------------------------------------------------------------------------------------------------------------------|-----|-----|
| <b>Experience:</b>                                                                                                | E/D | A/I |
| Minimum of 3 years working with children within a similar setting                                                 | D   | A/I |
| Of confidential record keeping                                                                                    | D   | I   |
| Experience of working with multi-agency teams                                                                     | D   | A/I |
| Experience of frameworks (EHAT)                                                                                   | D   | A/I |
|                                                                                                                   |     |     |
| <b>Qualifications and Training:</b>                                                                               |     |     |
| At least Level 2 qualifications to a good standard in both English and maths                                      | E   | A   |
| In child protection, safeguarding, behaviour or other pupil related activities                                    | D   | A/I |
|                                                                                                                   |     |     |
| <b>Knowledge:</b>                                                                                                 |     |     |
| Up to date knowledge of professional responsibilities such as those outlined in KCSIE                             | E   | A/I |
| A good understanding of the principles of how to keep children safe and a personal commitment to these principles | E   | I   |
| A good understanding of strategies to raise pupil attainment                                                      | D   | I   |
| A sound understanding of current curriculum needs                                                                 | D   | I   |
|                                                                                                                   |     |     |
| <b>Aptitudes:</b>                                                                                                 |     |     |
| High expectations of all – will to succeed even with the most challenging of families                             | E   | I   |
| Highly effective communication skills                                                                             | E   | A/I |
| Ability to form strong working relationships with peers and pupils                                                | E   | I   |
| Capacity and willingness to evaluate own and others performance                                                   | D   | I   |
| Willingness to innovate and develop self and others                                                               | D   | I   |
| Willingness to contribute to the wider life of the school                                                         | D   | I   |
|                                                                                                                   |     |     |
| <b>Values:</b>                                                                                                    |     |     |
| The belief that every pupil can and will achieve their very best                                                  | E   | A/I |
| A clear vision and passion for schools                                                                            | E   | A/I |
| Ability to work to deadlines and manage pressure                                                                  | E   | A/I |
| Record of good attendance and punctuality                                                                         | E   | A   |
|                                                                                                                   |     |     |
| <b>Safeguarding and welfare of the school community:</b>                                                          |     |     |
| The ability to maintain appropriate relationships with all members of the school community                        | E   | A/I |
| The ability to manage pupil and colleagues' behaviours in a positive way                                          | E   | A/I |
| Be clear on their motivation to work with young people                                                            | E   | I   |