



**REF: PEN011**

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# **Job Description**

## **PASTORAL**

## **SUPPORT MENTOR**

**Grade F, 37 hours per week, Term Time plus INSET**

**Closing Date | 9.00am Friday 17 January 2020**

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Charlestown Road, St Austell, Cornwall, PL25 3NR  
Telephone 01726 72163

**Student Support Team Leader | Kirstin Hooper – [khooper@penrice.org.uk](mailto:khooper@penrice.org.uk)**

**Principal | Richard Baker**



# Penrice Academy

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Situated on the beautiful south coast of Cornwall, Penrice is an oversubscribed and Outstanding Academy (Ofsted March 2014). Our Academy has a very positive, friendly atmosphere. The staff care passionately about the wellbeing of the children and our students are vibrant, enthusiastic and affable.

We have a strong commitment to promoting the welfare of young people, which has been consistently recognised by Ofsted. We operate a Student and Family Centre, a Learning Inclusion Centre and an Outdoor Learning facility. Our support staff are highly valued and exceptionally well trained to support a wide range of student issues.

Working at Penrice Academy is tremendously rewarding and these roles are fantastic opportunities to make a real difference to young people's lives, as well as offering abundant prospects for professional development.

Thank you for your interest in this post; we look forward to receiving your application.

Candidates are welcome to visit the school in advance or discuss the position in more detail. Please contact Kirstin Hooper (Student Support Team Leader) – [khooper@penrice.org.uk](mailto:khooper@penrice.org.uk) or 01726 72163.





## JOB DESCRIPTION

We are looking to appoint a vibrant, energetic Pastoral Support Mentor to join the Student Support Team. We require a dynamic individual who will help our young people to achieve the best outcomes and to make positive contributions to their emotional health and well-being. We are particularly interested in appointing someone who has some experience in Child Protection and Safeguarding.

It will be a requirement to establish constructive relationships with parents/carers to encourage positive family support and involvement, to regularly review attendance, behaviour and attainment to give our young people the best chance of success, and to identify students at risk of disaffection. Early intervention via one-to one mentoring support and tailored group work intervention is a key part of this role.

### MAIN DUTIES AND RESPONSIBILITIES

1. Displays commitment to the protection and safeguarding of children and young people, awareness of current national legislation for safeguarding
2. To attend whole staff meetings and pastoral meetings when required to remain fully aware of the teaching and learning programmes and behaviour management strategies relevant to the academy, and to make positive contributions to their development.
3. To develop 1:1 mentoring relationships with students, along with developing and delivering group work to identify students as needing support.
4. Help all young people in our Academy to achieve high attendance rates, to give them the best chance of success and to identify students at risk of disaffection.
5. To regularly review behaviour and attainment reports to identify students who need early intervention.
6. To maintain regular contact and establish constructive relationships with families/carers of children in need of extra support, to keep them informed of the child's needs and progress and to encourage positive family support and involvement.
7. To support and identify children and parents in transition, at all phases as appropriate to ensure effective engagement in education.
8. To have knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students.
9. In conjunction with academy staff and external agencies as appropriate, to participate in the comprehensive assessment of students to identify those in need of extra help to overcome barriers to learning.
10. To network with other pastoral support mentors, parent support advisers and family support workers to share best practice.

11. To be aware of students who are on the SEND register, to link closely with SENDCO in achieving the targets set in the SOS Profiles.
12. To maintain appropriate records and promote transfer of information for students.
13. To maintain high standards of confidentiality.
14. To participate in training in order to keep up-to-date with possible sources of support and strategies for working with young people.
15. To act as the point of contact for access to services and programmes for their supported students.
16. To encourage their students to engage in out of school hours motivational learning opportunities.
17. To carry out administrative tasks associated with all of the above duties.
18. To remain aware and work within all relevant academy working practices, policies and procedures.
19. To contribute to the overall ethos of the academy.
20. The post holder is responsible for his/her own self development on a continuous basis.
21. To be aware of and work in accordance with the academy's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted in the course of duty.
22. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety and GDPR).
23. To undertake other duties appropriate to the grading of the post as required.
24. To maintain confidentiality of information acquired in the course of undertaking duties for the school.







## PERSON SPECIFICATION

The Person Specification outlines the essential and desirable qualities concerning the person we are seeking for this post.

Essential	Desirable
<ul style="list-style-type: none"><li>• Displays commitment to the protection and safeguarding of children and young people, awareness of current national legislation for safeguarding</li><li>• Experience of working with students of the relevant age in a learning environment.</li><li>• Experience of engaging with families and supporting parents/carers.</li><li>• A knowledge and understanding of the needs and issues concerning young people.</li><li>• A knowledge and understanding of the available range of support services/providers.</li><li>• Attainment of GCSE Grade C or above in Maths and English (or able to demonstrate equivalent numeracy and literacy skills to a Level 2 standard of education).</li><li>• Relevant ICT skills.</li><li>• Good listening and communication skills.</li><li>• Practical skills relating to planning and utilising individual learning programmes.</li><li>• Excellent communication skills, with the ability to build relationships with students, staff and parents/carers.</li><li>• Ability to maintain accurate records and present information when required.</li><li>• Self-motivated and able to work constructively as part of a team.</li><li>• Ability to relate well to young people and adults.</li><li>• Understanding of principles of child development and learning processes and in particular barriers to learning.</li><li>• Ability to work to deadlines and methodical approach to work.</li><li>• Ability to work flexibly and respond to every changing Academy environment.</li><li>• Constantly improve own self practice/knowledge through self-evaluation and learning from others.</li></ul>	<ul style="list-style-type: none"><li>• Experience of Safeguarding and Child Protection.</li><li>• Constantly improve own self practice/knowledge through self-evaluation and learning from others.</li><li>• Working with small groups on learning objectives.</li><li>• Have a knowledge and understanding of a Secondary Academy environment.</li><li>• Experience of organising programmes for young people.</li><li>• Student Behaviour Management training.</li><li>• Learning Mentor training.</li><li>• Parent Support Advisor training.</li><li>• Awareness of the SEND Code of Practice and guidance on meeting SEND.</li><li>• Effective time management skills, with the ability to prioritise workloads.</li><li>• Able to work without close supervision.</li><li>• Basic counselling skills.</li></ul>