



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

ACADEMIC MENTOR - READING

JOB DESCRIPTION

JOB PURPOSE:

The Academic Mentoring Programme is part of the Catch Up and Intervention Programme. This programme increases access to high-quality tuition for students at the School. It targets students whose reading age is below their chronological reading age.

JOB SUMMARY:

Academic Mentors support very specific issues within the School. This work includes the following:

1. Reading catch-up intervention work.
2. 1:1 subject-specific work.
3. Revision lessons.
4. Intervention lessons.
5. Co-ordinate Star Reader Programme
6. Co-ordinated Star Reader Hub.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Delivering Group Mentoring

- 1.1 Deliver a programme of online or face-to-face mentoring to groups of identified students.
- 1.2 Liaise with teachers and Subject Leaders to gain a full understanding of the learning needs of each student and how this relates to schemes of work and examination or test specifications.
- 1.3 Plan each session using the school's PowerPoint structure, incorporating feedback from teachers and students in line with the school's Schemes of Work.
- 1.4 Undertake an initial diagnostic assessment and final summative assessment of each student and complete a report card on each student's progress at the end of the programme.
- 1.5 Provide focused and informed feedback to each student during or immediately after each session.
- 1.6 Undertake marking during sessions to support learning and progression.
- 1.7 Engage with students outside of the mentoring sessions to support progress and clarify learning.

2. Star Reader Programme

- 2.1 Co-ordinate the Star Reader Programme.

2.2 Co-ordinate the Star Reader Hub.

3. Training and Development

3.1 Engage fully in the induction training provided by the school, including undertaking any tasks specified in the training.

3.2 Engage fully in ongoing CPD.

3.3 Participate fully in practice and quality development as a member of the subject teams led by the school's Director of Learning in English.

3.4 Keep up to date with developments in the subject which is the focus for mentoring as disseminated by the school's Director of Learning in English.

4. Quality Assurance, Monitoring and Evaluation

4.1 Monitor student progress within sessions and share with teachers and agree actions.

4.2 Report student absences immediately so that the school can follow them up.

5. Other Professional Duties

5.1 Promote collaborative working.

5.2 Actively promote the inclusion of all students into whole school activities.

5.3 Liaise collaboratively with external professionals as part of a multi-disciplinary team and utilise their input to effectively promote student's progress - informally.

5.4 Actively seek opportunities for professional development, particularly with respect to students learning.

5.5 Supervise students with vigilance at transition and break times as part of a rota system.

5.6 Administer basic First Aid and be willing and able to assist students when they are ill.

5.7 Support, promote and comply with decisions and policies agreed by the Trust, SLT and the governing body.

5.8 Develop effective, professional working relationships with colleagues.

5.9 Maintain confidentiality.

5.10 Understand and assist in interpretation of school policies.

6. Support for the School

6.1 Support the maintenance and enhancement of the school's - and mission through their own outstanding professional conduct and high expectations of others.

6.2 Be aware of and comply with policies relating to safeguarding (including child protection), health and safety, confidentiality and data protection.

6.3 Assist in creating a culture in which effective learning can take place.

6.4 Support the promotion of positive relationships with parents and outside agencies.

6.5 Work within school's policies and procedures.

6.6 Attend and participate in individual and team meetings as required.

- 6.7 Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management and use this to support others.
- 6.8 Accompany teaching staff and students on visits, trips, out of school activities and enrichment programmes and take responsibility for a group under the supervision of a teacher, as required.
- 6.9 Work as part of a team and support the role of other people in the team.

7. Other Responsibilities

- 7.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders.
- 7.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 7.3 Contribute to the wider life of the Trust and the Star community.
- 7.4 Carry out any such duties as may be reasonably required by the Trust.

8. Records Management

- 8.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	A degree qualification (2ii or above).	E	✓	
EXPERIENCE				
3.	Successful experience of working as a teacher of English at KS3 and KS4.	D	✓	✓
4.	Experience of working as a tutor with small groups of students.	D	✓	✓
5.	Experience of delivering effective teaching/tuition.	D	✓	✓
6.	Experience of successfully supporting the progress and attainment of disadvantaged students.	D	✓	✓
7.	Planning and preparing mentoring sessions.	D	✓	✓
8.	Successful delivery of sustained outstanding attainment and achievement.	D	✓	✓
9.	Innovation and creativity to engage, enthuse and progress learners.	D	✓	✓
10.	Partnership and team working.	D	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
11.	Knowledge of curricula, specifications and assessment criteria in English at KS3 and KS4.	D	✓	✓
12.	Ability to set clearly articulated targets, to track progress and adopt strategies towards achieving them.	D	✓	✓
13.	Well-developed skills in planning, marking and feedback to support students' progress.	D	✓	✓
14.	Ability to use online learning platforms and educational software in the online mentoring environment to deliver engaging mentor sessions and monitor student progress effectively.	D	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
15.	An understanding of the role of mentoring in supporting the progress of disadvantaged pupils.	D	✓	✓
16.	A knowledge of safeguarding procedures and priorities.	D	✓	✓
17.	Ability to communicate effectively, articulately and sensitively with a range of groups and individuals.	D	✓	✓
PERSONAL QUALITIES				
18.	Commitment to delivering mentoring sessions after-school, at weekends and during school holidays as required.	E	✓	✓
19.	Highly organised, diligent, literate and articulate.	E	✓	✓
21.	A strong belief in the value of education in developing citizens.	E	✓	✓
22.	Highest levels of professional and personal integrity.	E	✓	✓
23.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
24.	Personal resilience, persistence and perseverance.	E	✓	✓
25.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓
26.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
27.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
28.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
29.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
30.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
31.	Commitment to support The Trust's and Star agenda for safeguarding and equality and diversity.	E	✓	✓
32.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓