

JOB TITLE: Engagement Mentor

ROLE OVERVIEW

Job Title: Engagement Mentor

Grade: EC5

Contact Hours: 1.0 FTE

Responsible to: Head of Faculty

Functional Links with: Tutorial Area Manager, Safeguarding Officer, Head of Student Experience, Extra team, Learning Support.

Key Role Objectives

To provide learners in Engineering, Aerospace & Automotive with coaching, mentoring and wellbeing support outside of lessons, and to ensure students overcome barriers to learning and maximise their potential.

Main Responsibilities

- To support the achievement of learners in the Engineering, Aerospace & Automotive faculty by providing proactive wellbeing support and guidance.
- To be responsive when learners are experiencing barriers to learning such as poor behaviour, attendance or not engaging with

the expectations set out by the faculty or college.

- To liaise with teaching staff and the Tutorial Area Manager to provide 1:1 and small group coaching and mentoring for learners who have been identified as requiring extra support with emotional, behavioural, social and learning needs.
- To work with the Tutorial Area Manager to report on learners requiring additional support and provide small group or in class support if/when required.
- To implement the support and conduct process and support meetings with parents/carers and students throughout the process.

Mentoring and Coaching

- Respond to difficulties that learners may have as they arrive at college/lessons and provide direct, targeted support. This would also include any learners who leaves or is asked to leave a lesson.
- Provide mentoring and support sessions for learners alongside their course at the college.
- Liaise with tutors and lecturers to provide in-class small group support sessions when required.
- Signpost learners where appropriate to Wellbeing and Personal Development support at the college and through other agencies.
- Support students to develop systems that will improve academic achievement including time management, organisation and study skills.
- Ensure the support and conduct process is implemented in a timely manner and support meetings with parents/carers, tutors and learners.
- Track the interventions that have been provided and monitor the impact of the support given.
- Set and monitor Personal Targets with learners and communicate this with teaching staff.
- Support reintegration into lessons and drop-in support where required.

Additional Duties

- Schedule sessions with learners that will work alongside their timetables.
- Promote a teaching, learning and working environment that is free from discrimination and where all learners are encouraged to express their individuality.
- Be responsible for safeguarding and promoting the welfare of learners

- Promote and conduct your professional duties and responsibilities within the parameters of the College's agreed values and aims.
- Reviewed:** May 2025

Person Specification

JOB TITLE: Mentor - Personal Development and Behaviour

Assessment Criteria

Evaluated on application form (A) and/or interview (I)

Experience and Qualifications

Essential Criteria:

- Experience of working with children and/or young adults
- Experience of teaching, coaching or mentoring in some form (A/I)
- Experience of working within a team (A/I)

Desirable Criteria:

- Experience of working with young people specifically with emotional, behavioural, social and/or learning needs (A/I)
- Experience using IT systems to track and monitor support and interventions. (A/I)
- Teaching qualification – *for the right candidate there would be the opportunity and support to work towards a teaching qualification.*

Skills and Abilities

Essential Criteria:

- Ability to remain calm and consistent under pressure (A/I)
- The ability to be both pro-active and reactive to changing situations (A/I)
- Ability to plan and deliver high quality support sessions (A/I)
- Excellent communication skills (A/I)
- Ability to prioritise tasks according to need (A/I)
- Excellent time management skills (A/I)

Desirable Criteria:

- Excellent organisational and administrative skills

Personal Qualities

Essential Criteria:

- Confident, calm, resilient, empathetic (A/I)
- Ability to collaborate and work well with others across entire college (I)

Mandatory Requirement

Essential Criteria

- Commitment to safeguarding and promoting the welfare of children and adults (I)
- Responsibility for promoting equality of opportunity and access to all, irrespective of age, background, race, gender, religion, ability, disability or sexuality (I)

OUR VALUES ARE WHAT MAKE US, US!

VISION: To be an exceptional College

MISSION: To shape futures by delivering world-class education and training for our city and region

AMBITION

- We are challenged and encouraged to push boundaries to enable us to realise our ambitions
- We are brave and take decisions that transform lives and foster achievement for all
- We are agile, future-focused and embrace digital technology and learning
- We believe in impact; we are passionate about our community and environment and continue to make big changes in order to play our part in creating a sustainable city and College

COLLABORATION

- We collaborate with others to ensure we grow, thrive and initiate brilliance
- We are bold and innovative; we listen to and learn from others in pursuit of the exceptional
- We care about place; we collaborate with others to ensure success for our community that has national impact
- We believe that we are stronger together and actively seek out partnerships that make a difference and help us enrich our College

ENERGY

- Our expertise, passion and actions energise and enthuse those around us
- We care and support our people and our community. We believe that we excel when we are empowered, engaged and enjoy our time at College
- We are curious; we focus on solutions, not problems
- We are proud of our achievements and actively seek out opportunities to celebrate these and set ourselves our next challenge.