

**JOB DESCRIPTION**

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| **Post Title:** | **Academic Mentor** | **Grade :** | | BEX 08 |
| **Responsible to:** | Assistant Head Teacher (Wellbeing and Operations Manager) | | | |
| **Responsible for:** | N/A | | | |
| **Main purpose of the job:** | | | | |
| * To work as part of the whole staff team in managing and modifying the behaviour of children and supporting them in their learning. To pro-actively support their social, emotional and behavioural challenges through providing direct interventions for out of class behaviours, emotional disregulation and non-engagement in learning, developing personalized, time limited mentoring programmes to help pupils remove the barriers to learning. Modelling appropriate social skills and supporting pupils in making the right choices, taking a lead in resolving conflict and encouraging children to develop thinking skills. Working with colleagues to promote good learning habits and self control in pupils whilst promoting the highest expectations of behaviour. Supervising pupils and engaging positively with them in both structured and unstructured times. Supporting and working within the Nurture Group with pupils who need additional support and specific SEMH interventions. Maintaining professional boundaries at all times and observing / upholding the values and ethos of the Federation whilst contributing to the overall vision of the organization. | | | | |
| **Duties and Responsibilities:** | | | | |
| * Working across the school to support pupils who are struggling to engage in learning, encouraging participation and promoting the highest expectations of behaviour. * Maintaining order and promoting a calm learning environment around the school building though establishing positive relationships between pupils and pupils, pupils and staff. * Providing support with behaviour both in and out of the classrooms and always working with the aim of resolving conflict, addressing poor choices and reengaging in learning in class swiftly. * Supporting pupils through personalized, time limited intervention programmes to address and remove the barriers to learning and engagement. * Working 1:1 and with small groups of pupils as part of an agreed intervention timetable coordinated by the Assistant Head Teacher (Wellbeing and Operations). * Working collaboratively with teaching staff and other colleagues in managing behaviour and encouraging pupils to make the right choices within the framework of the Relationships and Behaviour Policy. * Developing strategies to support pupils in building their own resilience in tackling problems and overcoming personal difficulties. * Providing mentoring and modelling in class to support staff under the direction of the Wellbeing and Operations Manager. * Undertaking PASS assessments and Boxall Profiles with pupils and staff to inform practice. * Contribute to the whole school ethos of restorative practices and solution-focused work to support children in making the right decisions and developing improved personal strategies for managing and modifying their own behaviour. * Monitor the quality of the environment in relation to damage and graffiti – using restorative practices to address issues and work with site staff in ensuring the building is maintained in a timely manner. * Support staff in the use of Team Teach techniques and take a lead with the Assistant Head Teacher in any debriefing sessions and analysis of incidents to inform future planning. * Attend daily briefing and debriefing meetings as well as other staff meetings and team training as directed. * Develop an appropriately nurturing and inclusive environment both in the Nurture Group and in classroom settings. * Undertake supervisory duties during unstructured time in line with the team ethos of the school and any other reasonable duties as directed by the Headteacher. * Adhere to Team Teach procedures to ensure the health and safety of all pupils and staff. * To engage with professional development and undertake tasks and responsibilities associated with the training completed. * To abide by the Trust's policies, including those relating to safeguarding, health and safety and equal opportunities. * To undertake other reasonable duties which are consistent with both the needs of the school and commensurate with the role of the post holder. * To provide catch up and small group teaching as part of our extra-curricular offer. | | | | |
| **Other areas of responsibility** | | | | |
| **Safeguarding**   * Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies including the recording and reporting as per the policy and procedures of the Trust * Promote the safeguarding of all pupils in the school | | | | |
| **Signed by:** | **Post holder:** | | **Date:** | |
|  | **Line Manager:** | | **Date:** | |
| **Last review date** | **December 2022** | | | |
| **Next review date** | **December 2023** | | | |



**PERSON SPECIFICATION**

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| Qualifications and training |
| * Qualified to at least Level 3 (essential) * GCSE English and Maths (Grade C / 4 or above) (essential) * Level 4 + qualification / degree (desirable) |
| Experience |
| * Experience of working effectively with disaffected pupils who display emotional and behavioral difficulties and / or on the autistic spectrum and to evidence progress and outcomes for those pupils in relation to academic and behavioural progress. * Experience of effective team working. * Recent experience of working effectively with other professionals within a classroom setting. |
| Skills and knowledge |
| * Recognised ability to engage pupils positively whilst maintaining consistent boundaries. * High level of skill in developing positive, professional relationships with young people which enable escalating situations to be diffused. * Confidence in managing highly challenging behavior and ability to resolve issues independently, showing initiative in personalizing approaches within a framework of agreed strategies which then impact on the behavior of individual pupils over time. * Excellent written and verbal communication skills and an ability to work effectively with schools, parents, young people and other agencies. * Confidence in advising and supporting colleagues in managing behaviour. * Evidence of being able to re-engage disaffected pupils in lessons and reduce out of class incidents through personal engagement strategies. * Knowledge of a range of additional educational needs that may affect the emotional welfare and behaviour of young people and evidence of strategies to overcome these and support inclusion. * Pro-active approach to situations and ability to develop individual intervention strategies. * Confidence in being able to manage small groups of pupils and deliver programmes independently. * Understanding of restorative justice practices/approaches used in a classroom setting or willingness to undertake training in order to adopt this approach. * Willingness to be flexible and responsive to individual student’s needs but able to work within the framework of consistent, agreed approaches. * Strong personal boundaries in relation to self management and interaction with others. * Willingness to undertake training in behaviour management including Team Teach and confidence in supporting / coaching colleagues. * Ability to demonstrate confidence, resilience and perseverance. * Ability to be flexible and cope with changing priorities and demands. * Basic IT skills and willingness to engage in further training and support to be able to use management information systems. * A firm grasp of the importance of confidentiality and the duties of education professionals in relation to safeguarding concerns. |
| Personal qualities |
| * Flexible approach, including a sense of humour and positive attitude toward work * Ability to deal calmly, tactfully and effectively with a range of people * Trustworthy and discreet for confidentiality * Ability to be pro-active with a team, working effectively with a range of styles and personalities * Proactive and keen learner, with a willingness to undertake further training and professional development for the role |

This job description is provided to assist the post holder to know their principal duties. It may be amended from time to time in consultation with you without change to the level of responsibility appropriate to the grading of the post.