



Job Description and Person Specification

Academic Mentor

Secondary School

Grade: Scale 4

Reporting to: Senior Leadership Team

The Saint John Southworth Catholic Academy Trust (and its commercial trading subsidiary and registered charitable foundation) is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

This is a school-based role that will involve contact with children.

Job Description

Key Duties and Responsibilities

Academic Support and Intervention

- To plan, deliver and evaluate targeted academic interventions for individuals and small groups, addressing identified gaps in learning
- To support pupils in developing subject-specific knowledge, literacy, numeracy and independent study skills
- To deliver structured catch-up programmes, exam preparation sessions and bespoke support for pupils at risk of underachievement
- To assess pupil progress within intervention sessions and provide detailed feedback to teachers, Special Educational Needs Co-Ordinator and senior leaders
- To contribute to the creation, adaptation and resourcing of intervention materials, ensuring they are appropriate and accessible

Mentoring and Pastoral Support

- To act as a key adult and academic mentor for allocated pupils, promoting high expectations, motivation and positive attitudes to learning
- To support pupils with organisation, time management, goal setting and resilience
- To provide mentoring support for pupils with additional needs, including those with Education, Health and Care Plans (EHCPs), those at risk of exclusion or disengagement and disadvantaged learners
- To establish positive, professional relationships with pupils, acting as a role model and supporting emotional wellbeing
- To liaise with teachers, pastoral staff, families and external professionals where appropriate to support pupil progress

Private Study Supervision

- To supervise pupils during private study periods, ensuring a calm, purposeful and productive learning environment
- To support pupils in planning and completing independent learning tasks, homework and revision
- To promote effective study habits and independent learning skills
- To maintain high standards of behaviour and engagement during private study sessions

Classroom and Whole-School Support

- To work independently and collaboratively with teachers, including delivering pre-planned learning activities under teacher direction where appropriate
- To support teaching and learning across the curriculum, adapting approaches to meet individual pupil needs
- To contribute to assessments, record keeping and monitoring systems, maintaining accurate and up-to-date records

- To assist with examination support and invigilation duties where required, including supporting access arrangements

Corporate Responsibilities

- To contribute to a working environment underpinned by the principles of Catholic Social Teaching
- To ensure probity, propriety and adherence to the Nolan Principles both in personal conduct and throughout the Trust
- To comply with policies and procedures relating to Child Protection; being vigilant for signs that children may be being abused and reporting any such suspicions, no matter how small, to the Designated Safeguarding Lead or in the case of concerns about a member of staff, the Headteacher
- To comply with all other policies, procedures, working practices and regulations, in particular, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- To uphold an individual and organisational commitment to a culture of safeguarding for all
- To be accountable to and carry out any reasonable request from the Headteacher(s) / Line Manager

Professional Development

- To be committed to own professional development
- To establish and participate in training opportunities, meetings and networks to support and maintain excellent skills, techniques and knowledge
- To seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities
- To undergo regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD)
- To engage in continuous professional development, including relevant HLTA training and mentoring practice

Fluency Duty

In line with Part 7 of the Immigration Act 2016, the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role, the post holder is required to meet the advanced fluency level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly
- Explain difficult concepts simply without hindering the natural smooth flow of language
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in the Trust



We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check with Children's Barred List.

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. The amendments to the ROA 1974 (Exceptions Order 1975, (amended 2013 and 2020)) provides that when applying for certain jobs, certain spent convictions and cautions are protected and they do not need to be disclosed to employers. If they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the [Ministry of Justice website](#) and further information about filtering offences can be found in [DBS filtering guide](#).

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Date: May 2026

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks.

Post holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager.

This job description will be reviewed with the post holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.

Name: _____

Signature: _____

Date: _____

Person Specification

| | Essential Requirements | Desirable Requirements | How Identified |
|--------------------------------------|---|--|--|
| Qualifications | <ul style="list-style-type: none"> • Minimum of five GCSEs (A–C / 4+) • Evidence of relevant CPD | <ul style="list-style-type: none"> • Evidence of relevant CPD • Level 3 qualification or HLTA status • Degree or subject-specific qualification | <ul style="list-style-type: none"> • Application |
| Experience | <ul style="list-style-type: none"> • Experience supporting learning or wellbeing of secondary-aged pupils | <ul style="list-style-type: none"> • Experience delivering academic interventions • Experience in mentoring pupils and supporting independent learning • Awareness of Catholic academy trusts | <ul style="list-style-type: none"> • Application • Interview |
| Knowledge, Skills and Ability | <ul style="list-style-type: none"> • Strong understanding of Safeguarding in schools and Keeping Children Safe in Education • Strong understanding of secondary curriculum and intervention strategies • Ability to work independently and use initiative • Excellent communication and interpersonal skills • Ability to motivate, mentor and inspire pupils • Effective behaviour management skills | <ul style="list-style-type: none"> • Experience supporting pupils with special educational needs and disabilities, EHCPs or social, emotional and mental health needs • Confident use of IT systems and educational software | <ul style="list-style-type: none"> • Application • Interview • References |
| Character and Values | <ul style="list-style-type: none"> • High commitment to safeguarding and promoting the welfare of children • A passion for education and a | | <ul style="list-style-type: none"> • Application • Interview |

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|--------------------------------------|---|---|---|
| | <p>deepfelt desire to make a difference for young people</p> <ul style="list-style-type: none"> • Commitment to the Trust agenda for inclusion, diversity and equality • Commitment to the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty, and leadership • Humility: a recognition that the more you know, the less you know and not being afraid to say, 'I do not know' • Emotionally intelligent: know when to direct and when to challenge • Able to listen and show awareness of other's sensitivities; have personal pride and lead by example • Understand the importance of work/life balance • Resilient, flexible and hardworking | | |
| <p>Personal Circumstances</p> | <ul style="list-style-type: none"> • Legally entitled to work in the UK • Ability to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act 2010 | <ul style="list-style-type: none"> • Flexible to support out of hours activity on occasion | <ul style="list-style-type: none"> • References • Interview |