

Salary:	NJC Pay Scale, Grade E
Responsible to:	
Date of Job Description:	June 2023

Purpose of the Role:

To be a mentor to address the needs of pupils who require additional support to overcome barriers to learning.

Main Tasks and Responsibilities

General Duties:

- To work flexibly to accommodate meetings with early or late start/finish times as required.
- To act in accordance with FCAT's policies and procedures.
- To act as a role model and work in accordance with the Trust values: pride, ambition, respect, resilience, integrity and excellence.
- To encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within FCAT and our academies.
- To ensure compliance with the General Data Protection Regulations and maintain confidentiality in your working practices each day.
- To ensure compliance with FCAT's Health and Safety Policy at all times.
- To adhere to FCAT's Safeguarding policy and procedures to ensure that the duty of care for all staff, including yourself to protect children and young people is maintained.
- Any other tasks and responsibilities reasonably appropriate to this post and grade.

Key duties:

1. Liaise with teaching staff to assess and provide particular support to targeted pupils to raise achievement and enable them to overcome barriers to learning;
2. Be accountable for the identification of the needs and assessment of those pupils requiring extra support and the development of individual action plans for targeted pupils and work with an allocation of pupils;
3. To attend and contribute to staff training and development.
4. Work with parents / carers to help address poor performance / attendance / behaviour;
5. Provide extra support to pupils through knowledge of a range of activities and opportunities available to them;
6. Develop and maintain partnerships with external agencies / organisations to set up resources / initiatives to help address barriers to learning;
7. Maintain confidentiality and adhere to the 'Keeping Children Safe in Education (September 2016)' procedures.
8. Liaise closely with teaching and support staff to assess and identify targeted children needing additional learning and pastoral support to enable them to overcome barriers to learning.
9. To be a positive role model and develop a supportive mentoring relationship with children needing targeted support.
10. Be an active listener and work with parents/carers to help address poor performance, attendance and behaviour.
11. Monitor the implementation of plans, report on progress achieved, and support the new admission and re-integration of pupils.
12. Provide support in the classroom to targeted pupils where necessary. • Develop and maintain partnerships with external agencies/organisations/multi-agency staff to set up resources/initiatives to help address barriers to learning.
13. To undertake any other duties which may reasonably be expected of you within the grading of the post, as requested by the Headteacher or designate.

Duties in this role may also include:

1. Assist in the development of individual development plans for pupils (such as Individual Educational Plans);
2. Support the work of volunteers and other teaching assistants in the classroom;

3. Assist with break-time supervision including facilitating games and activities;
4. Invigilate exams and tests;
5. Assist in escorting and supervising pupils on educational visits and out of school activities;
6. Support children's learning through play;
7. Support pupils in developing and implementing their own personal and social development;
8. Demonstrate own duties to new or less experienced staff.

Indicative knowledge, skills and experience

- Knowledge / skills equivalent to Level 4;
- Communication with other staff and external agencies;

Skills

- Work effectively with teaching, support and mentoring colleagues in school
- Negotiate effectively with children, parents/carers and colleagues providing a positive role model
- Work creatively with children to identify strengths and targets for development/achievements
- Agree and draw up action plans to meet targets
- Work effectively with children and their support network to implement the plans
- Ability to act as an advocate and build trust with our children
- Demonstrate empathy, effective communication, active listening and interpersonal skills when dealing with children, colleagues and parents/carers
- Promote children's feelings of self-worth and confidence in their abilities
- Demonstrate a positive attitude to working with challenging pupils in intense and emotionally demanding situations
- Experience of management in a related environment
- Identify and liaise with appropriate resources and agencies of support
- Be confident and competent in the use of ICT packages including report writing
- Demonstrate good organisation skills
- Demonstrate team-building skills
- Demonstrate the ability to work flexibly with adaptability
- Demonstrate a sense of humour

- Demonstrate a willingness to undertake training
- An excellent health and attendance record.

Knowledge

- Education/ Child development/Child Studies/Social Work/Social Care
- Issues relating to social exclusion and an understanding of these issues
- Methods of setting realistic programmes for disaffected and underachieving children
- Local services and resources for children, young people and their families
- Relevant legislation e.g. Children's Act 1989, Keeping Children Safe in Education, Working together to Safeguard Children, Prevent Duty etc
- Local & National Child Protection & Safeguarding procedures (GIR)
- Data Protection Issues and Confidentiality
- Approaches to counselling and the mentoring process
- Matters referring to attendance and school exclusion

Qualifications

- Relevant Level 4 or above qualification (Desirable)

Experience

- Previous experience of working with primary and/or Secondary age children (3 – 19) in Education, Health or Social Services
- Experience of working with children, families/carers accessing available support services and referral routes
- Experience of working with children with Special Educational Needs and other disabilities
- Experience of working with the voluntary sector
- Experience of community involvement
- Experience of working with a range of multi - agencies