

## Job Description

### Teachers and Support Staff

**Role:** Catch-Up Mentor

**School:** Beckfoot Oakbank

**Salary/Grade:** Band 5

**Reporting to:** Associate Headteacher

### Core Purpose of the Post:

As a Catch-Up Mentor you will be fully committed to raising attainment in Literacy. You will provide additional support to identified students to raise standards of achievement through 1:1 and small intervention groups.

This role involves engaging with students in regulated activity relevant to children.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

### Main Duties and responsibilities:

- To establish excellent working relationships with pupils, acting as a role model and setting high expectations of their ability to learn, make progress and succeed academically.
- To provide consistent academic support.
- To track and monitor the academic progress of individuals including homework and remote learning.
- To provide feedback to the teacher about the progress and achievement of individuals accessing the support.
- To be responsible for keeping and updating records in agreed format with the teacher / HOD.
- Administer and assess tests and accurately record achievement / progress.
- Will identify existing and potential barriers to learning and jointly engage strategies to overcome these barriers

#### Support for the curriculum

- Support identified students' needs through the planning and delivery of 1:1 or small group programmes.
- Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of skills.
- In line with the school's policy and procedures, you will contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others.
- Organise and safely manage the appropriate learning environment and resources.
- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward progress and achievement.

#### Support with Monitoring and Assessment

- With teachers evaluate students' progress through appropriate of assessment measures.
- Assess students' responses to learning tasks and where appropriate, modify methods and resources to meet individual and/or group needs.
- Monitor students' participation and progress and provide constructive feedback to students in relation to their progress and achievement.
- Assist in maintaining and analysing records of students' progress.
- Give consistent support to the children whilst recognising and responding to their individual needs.
- Possible one to one support in phonics/reading and wellbeing support.
- Report any safeguarding concerns that arise in line with school policy and procedure to the designated officer
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### Supervision and range of decision making:

- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.

### Communications and working with others:

- Promote the Trusts values, core purpose, and key principles.
- Will develop a range of mentoring relationships with pupils needing particular support and aimed at achieving the goals defined in the action plan.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Encourage students to interact and engage with the activities and work set.
- Provide feedback to pupils in relation to progress and achievement.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc..
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

### Resources:

- Operate equipment/ICT packages that are relevant to the position.
- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working.
- General responsibility for the care of all equipment and materials within the classroom / designated area of the school.

### Professional development:

- Commitment to own personal and professional development, being prepared to undertake training relevant to the post.
- Will participate in own performance development, identify, and address any training needs/other learning activities.
- Engage and commit to the appraisal process as a key part of their professional development.
- Opportunity for Trust collaboration and Continued Professional development.
- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including a willingness to participate in occasional overnight visits.

### Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carer files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

**Safeguarding:** No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

**Intermediate Fluency Duty required:** In line with 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 Intermediate Threshold Level. The post holder should demonstrate: They can express themselves fluently and spontaneously with minimal effort and, only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

**Notes:** This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.

Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.

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

<b>Date:</b>	02/10/2020
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## Person Specification

### Teachers and Support Staff

Role:	Catch-Up Mentor	
	Essential Requirements	How Identified
Qualifications	GCSE English and Maths at a minimum Grade 4 (C) or equivalent.	Application
Experience	Some experience of working with children in an educational setting or experience of tutoring. Excellent subject knowledge.	Application References Interview
Training	Willingness to participate in development and training opportunities.	Application Interview
Knowledge, Skills and Ability	Excellent personal numeracy and literacy skills. Some knowledge of appropriate strategies, interventions, target setting and monitoring associated with specific areas of need. Ability to understand individual needs and deliver appropriate intervention programmes to meet those needs. Ability to use ICT effectively. Ability to use relevant equipment/resources.	Application Interview
Personal Circumstances	Must have the ability to be flexible and work to the requirements of a busy School.	Application Interview
Disposition and Attitude	Ability to relate well to students and adults. Ability to work constructively as part of a team. Ability to remain calm under pressure. Demonstrate good co-operative, interpersonal and listening skills. Demonstrate a commitment to working with children of the relevant age. Willingness to share knowledge, expertise and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to callers and visitors. Maintain confidentiality in matters relating to the school, its students, parents and carers. Ability to prioritise conflicting.	Application Interview References
Physical	Excellent attendance and punctuality. Resilient.	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview