

## Outdoor Learning Mentor Job Description

As part of the Delta Education Trust, Delta Bespoke manages and runs a series of Outdoor Education Centres for young people. Our vision, ***Happiness in the Pursuit of Learning*** embodies our passion for creating learning and educational opportunities for students who find being in the classroom difficult. We are looking for enthusiastic and inspirational Instructor to share our vision in all they do.

<b>Job Title</b>	Outdoor Learning Mentor
<b>School</b>	Harbour School Dorset
<b>Grade</b>	Grade E
<b>Reporting to</b>	Centre Lead
<b>Hours</b>	37 hours per week, Term-time only
<b>Contract</b>	Permanent
<b>Any Special Conditions of Service</b>	Ability to take part practically in Adventurous Activities

### Main Purpose of the job

- To assist Teachers, Instructors, and other relevant staff in supporting pupils at Harbour School Dorset
- To assist Instructors in a variety of offsite lessons including but not limited to: Rock Climbing, Abseiling, Stand-up Paddleboarding, Mountain Biking, Kayaking, Orienteering, Archery, Bushcraft.
- To supervise and support targeted students both individually and in groups.
- To help students achieve learning and behaviour targets as specified in Educational Health Care Plans (EHCP's).
- To liaise closely with parents / carers and other professionals and to develop effective partnerships in the interests of the child / young person.

- To motivate and support students in a variety of learning situations in a variety of settings.
- To supervise students during breaks and lunchtimes.
- To help students develop study, organisational and social skills.
- To build students' confidence and motivation.
- To support students using IT resources.
- To oversee students working on individual programmes and in small groups.
- To supervise activities / visits out of school.
- To support behaviour and attendance programmes.
- To develop positive relationships with parents / carers through regular communication.
- To promote regular attendance.
- To counsel students and refer them to specialist services where appropriate.
- To monitor and record the progress of students.
- To liaise with the school support staff, teaching staff, parents, outside agencies as necessary.
- Participate in professional development programmes.
- To contribute to planning and review meetings.
- Undertake equipment cleaning and maintenance as directed.

### Additional Duties

In addition to their core responsibilities, most learning mentors will lead / develop one or two additional areas of provision such as:

- Enrichment activities / clubs
- Parental engagement / parenting programmes
- Emotional Literacy programs
- Targeted Mental Health Programmes
- Social Skills
- Work Skills
- Positive Attendance strategies
- Induction & Assessment
- Counselling

### Personal and professional conduct

- Develop effective professional and constructive relationships with colleagues.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, to support the school's values and vision.
- Be required to safeguard and promote the welfare of pupils and follow school policies and the staff code of conduct.

### Other

- Promote the safety and wellbeing of pupils.
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Be responsible for your health, safety and welfare in accordance with the School's policy and the Health and Safety at Work Act, 1974.
- Perform your duties in accordance with School's Equal Opportunities Policy and Safeguarding Procedures.
- Perform all duties efficiently and with the utmost care and confidentiality.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that you will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Centre Lead.

The duties of the post will be reviewed annually and after due consultation with the post holder and if she/he wishes, with his/her trade union representative, changes in duties may be made in the light of the requirements of the service.

## Person Specification – Outdoor Learning Mentor

Criteria	Essential	Desirable
<b>Qualification and Experience</b>	<p>Experience of working with children in one of the following settings.</p> <ul style="list-style-type: none"> <li>• School – primary / secondary/ PRU</li> <li>• Further education</li> <li>• Social Services setting</li> <li>• Voluntary agency</li> <li>• Education Welfare</li> <li>• Health Service setting</li> <li>• Youth Service</li> <li>• Outdoor Education Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifications in Education; Youth Work; Social Work; Health, Careers, YOT, parenting</li> <li>• Counselling skills.</li> <li>• 16 hour Outdoor First Aid Certificate</li> <li>• Experience of producing curriculum teaching support materials.</li> <li>• Experience of working with adolescents.</li> <li>• BC Level 1/2 Instructor</li> <li>• BSUPA Instructor</li> <li>• RYA Dinghy Instructor</li> <li>• RYA Powerboat L2</li> <li>• Driving Licence with minibus entitlement</li> <li>• Archery GB Instructor</li> <li>• NSRA Instructor</li> <li>• Bushcraft/Forest School Qualification</li> <li>• Lifeguard Qualification/Coasteering Experience</li> <li>• CWI/CWDI Qualification</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Ability to respond appropriately to anti-social behaviour, i.e. avoid confrontation, stay calm, non-judgemental</li> <li>• Good standard of written English and numeracy</li> <li>• Ability to work with parents / carers in difficult situations</li> <li>• Familiarity and basic competency with ICT</li> </ul> <p>Ability to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively both verbally and in writing to children, parents and professionals e.g. writing letters.</li> <li>• Help children to work on specific activities / tasks</li> <li>• Work as part of a team</li> <li>• Work with a variety of professionals and agencies</li> <li>• Use own initiative and operate independently when required.</li> <li>• Maintain optimistic and motivational attitude to young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of personal, social and educational topics which relate to adolescent concerns.</li> <li>• Basic knowledge of relevant educational guidance e.g. exclusion, disaffection, attendance issues (see DfEE Circular 11/99, Social Inclusion Pupil Support.) Knowledge of strategies used in dealing with young people with learning and behavioural difficulties.</li> <li>• Experience of the Internet and email.</li> <li>• Experience of using Microsoft Office</li> <li>• Experience of assisting students in the use of ICT.</li> </ul>

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<p><b>Personal qualities</b></p>	<ul style="list-style-type: none"> <li>• Share our vision</li> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> </ul> <p>High expectations for children’s attainment and progress          Ability to work under pressure and prioritise effectively          Commitment to maintaining confidentiality at all times          Commitment to safeguarding and equality          A belief that ALL pupils have the right to an education          Resilience – tomorrow is a new day with new opportunities</p>	
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<p><b>Other factors</b></p>	<ul style="list-style-type: none"> <li>• Willingness to work over student lunch hours and in adventurous locations.</li> <li>• Ability to support with adventurous activities/sports which take place offsite</li> <li>• Satisfactory pre-employment checks including DBS, reference and full career history</li> </ul>	
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**Notes:** This job description may be amended at any time in consultation with the postholder.

