

Job Description



Post Title	Pastoral Mentor (Personalised Learning Department)
Grade	Grade 5
Location	Kelvin Hall School
Reporting to	Personalised Learning Development Co-ordinator

Purpose of Role

To provide support and guidance to students, removing barriers to learning in our personal learning development base in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential. The Pastoral Mentor supports the school in raising standards specifically through raising the aspirations of students, addressing negative attitudes, improving attendance and reducing exclusions.

Key Responsibilities

1. To promote and safeguard the welfare of children, young people and/or vulnerable adults. To provide support and guidance to students who are at risk of underachieving by removing the barriers to learning.
2. To facilitate the sharing of information between the school, parents and outside agencies.
3. To support the whole school behaviour policy to create a positive climate for learning.
4. To provide welfare support for pupils within the base including those students with vulnerable needs.
5. Attend and participate in regular meetings (e.g. Multi- Agency, Case Reviews), training courses and other learning activities as required. Identify possible child protection issues and bring to the attention of the Child Protection Co-ordinator. To establish effective contact with parents and outside agencies to address issues relating to achievement, attendance, behaviour, homework/coursework.
6. To keep detailed records of intervention and use data.
7. To support specific activities appropriate to Year groups
8. To attend Year Group Parents Evenings to meet/greet parents. To provide attendance figures for each event in the agreed format.
9. To use initiative to follow procedures in accordance with school policies with minimal supervision/managerial direction.
10. To exercise discretion in identifying appropriate contacts/arranging meetings and setting targets for students. To be professional in all requests when dealing with parents and other agencies.
11. To work flexibly in the interests of the school as required.
12. To participate in school support staff professional development and undertake staff development activities as appropriate, attending any relevant training and/or meetings.
13. To work in a professional manner with integrity, maintaining student and staff confidentiality.
14. To comply with the school policies and codes of practice in relation to Health and Safety, Equality and Diversity.
15. Any other duties of a similar nature and level of responsibility as requested by the PLD Co-ordinator, Director of Pupil Engagement or Headteacher.

Safeguarding Children

Thrive Co-operative Learning trust is committed to safeguarding and promoting the welfare of our pupils and young people. Each school has a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff to share this commitment. All post holders are subject to a satisfactory Enhanced disclosure from the Disclosure & Barring Service (DBS) and satisfactory employment references, as well as identification and qualification checks which will be required before commencing duties.

Responsibilities for Staff:	N/a
Responsibilities for Customers/Clients:	Safeguarding and promoting the welfare of children. Responsible for supporting the learning and welfare of students. Responsible for keeping parents informed about progress. Liaise with other partner agencies regarding referrals and agreeing a way forward.
Responsibility for Budgets/Financial Resources:	N/a
Responsibility for Physical Resources:	Responsible for case files on a day-to-day basis, which contain confidential and often sensitive information. Ensure accurate records are kept

		E	D	How Identified
Qualifications	Grade 4 or above (or equivalent) in English and Maths	✓		AF, CQ
	Counselling Qualification		✓	AF, CQ
	ICT Qualification of skills		✓	AF, CQ
Relevant experience	Broad experience of working with families and young people in a school environment.	✓		AF, I
	Broad experience of working with young people who are disadvantaged	✓		AF, I
	Extended experience of working within an educational environment with children with complex needs	✓		AF, I
	Direct experience of working with partners from a wide range of organisations		✓	AF, I
Skills & Abilities (including thinking challenge/mental demands):	Motivation to work with children and young people and/or vulnerable adults.	✓		
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		AF, I
	Able to work as part of a team as well as individual, but also the ability to work under own initiative, to identify work priorities and manage own work to meet targets and deadlines with the minimum of supervision	✓		AF, I
	Proven ability to make appropriate decisions quickly using own knowledge and initiative on a range of issues affecting the wellbeing, safeguarding and quality of life for students	✓		AF, I
	Capacity to influence and advise other professionals	✓		AF, I

	Flexible approach to working arrangements to meet each students/school's needs as may be required to alter his/her hours to meet the operational needs of the school.		✓	AF, I
	Ability to deal with difficult and complex situations, which could involve sensitive issues.	✓		AF, I
	Ability to work under pressure working with emotional and demanding circumstances involving parents and children.	✓		AF, I
	Good organisational skills	✓		AF, I
Knowledge	A knowledge and commitment to safeguarding and promoting the welfare of young children and young people	✓		AF, I
	A knowledge of homework/coursework requirements and school curriculum to enable the post holder to play a key role in improving the academic performance of students.		✓	AF, I
	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation		✓	AF, I
	Working knowledge of national curriculum and other relevant learning programmes/strategies		✓	AF, I
	Understanding of principles of child development and learning processes		✓	AF, I
Interpersonal /Communication Skills: Verbal Skills	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people.	✓		AF, I
	Ability to communicate effectively in a non-judgemental way with young people, parents and professionals; be able to use courtesy and tact; be clear and articulate when providing guidance; advocacy and negotiating with others.	✓		AF, I
	Good Communication skills	✓		AF, I
	Have respect for the school's ethos and the ability to project a positive, professional image for the school	✓		I
Written Skills	To exchange complicated or sensitive information to a range of audiences and write detailed reports which will support day to day decisions		✓	AF, I
Disclosure & Barring Service	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced disclosure from the Disclosure & Barring Service and Children's Barred list check	✓		DBS
	This post is exempt from the Rehabilitation of Offender Act 1974 the candidate is required to declare full details of everything on their criminal record	✓		(After shortlisting)