

Pastoral Mentor – Job Description

Job Title:	Pastoral Mentor
Responsible to:	Assistant Headteacher(s)
Salary:	Grade 9
Hours:	37 hours per week, 39 weeks per year

Job Purpose:

To establish positive relationships with students, parents, staff and external agencies in line with the school's vision and values.

Led by the Head of Year, to be part of the year group alongside form tutors providing high quality pastoral support, ensuring high attendance, identifying behavioural issues and finding strategies to intervene, monitoring progress.

To enable students to access the curriculum and make progress. To support the development of the student support team in line with the Special Educational Needs Code of Practice and School Development Plan.

To provide support to students, as directed by key staff, in the delivery of excellent student learning, behaviour and pastoral care within the school. To ensure that the service and standards provided meet the requirements, objectives and policies of the school.

To contribute ideas to the development and improvement of Learning, SEN and pastoral support assisted by information and experiences of good practice in other establishments and from other external agencies.

Main duties & responsibilities:

Student Support

- To be led by and to work effectively with Heads of Year Groups (HOY) to support students in their learning, and encourage positive attitudes and behaviour in and around school.
- To report directly to HOY and advise teachers and departments in relation to behaviour, and effort of individual and groups of students.
- To work with the EWO and HOY to implement measures necessary to improve year group attendance including holding attendance panels and rewarding good attendance under the guidance of the HOY.
- Monitor aspects of students' welfare including the creation/maintenance of Behaviour Logs, Pastoral Support Plans, Pastoral Passports and referrals to internal and external agencies.
- To act as a Key Worker to facilitate and monitor interventions from both internal and external professionals.
- To attend meetings regarding the welfare of students in the year group e.g. Child Protection and Child in Need reviews as directed by the Head of Year.

- To work effectively with the HOY in managing the behaviour of the year group, leading detentions and establishing and implementing other sanctions as appropriate.
- To know the vulnerable students within the year group and act as a champion for them, supporting in 1:1s or small groups as necessary.
- To plan, deliver and review pastoral interventions under the guidance of the Care & Guidance Director and HOY.
- To encourage and develop positive parental relationships between HOY, Form Tutors/mentors, staff and relevant agencies.
- Be on call and available to students (and parents) in the year group throughout the day.
- Act as lead practitioner in matters of students' welfare for your specified Year Group.
- Uphold standards within the school regarding uniform and equipment.
- Facilitate the transfer or placement of students to and from other schools.
- To work with outside agencies and make appropriate referrals.
- To work with and refer to the Apollo Care and Guidance Group (APCG), providing ongoing information and reports.
- To provide ongoing information/reports for outside agencies on students.
- To prepare reports on students, including PSPs, SDQs, Boxhall, Risk Management Plans.
- To coordinate charity and community work of the teams/houses/year group.
- To organise and be present at the Parents' and Information evenings.
- To be available for students during lunch and break duty each day.
- To patrol the school buildings and grounds on a regular basis to ensure all students are fully engaged in lessons.
- To organise and manage the transition arrangements between all key stages as appropriate.

Personnel

- To be a point of contact for parents after Form Tutors/Mentors in relation to student behaviour and barriers to learning as directed by the HOY.
- To ensure that the HOY and members of the Senior Leadership Team are kept updated on matters pertaining to the year group.
- To lead any initiatives to engage students in demonstrating the vision of the Apollo Partnership Trust.

Curriculum

- Work closely with HOY and Heads of Department to identify barriers to achievement in relation to Care & guidance; guide and direct staff in the implementation of intervention and support strategies to overcome those barriers.
- Lead and/or assist in initiatives to improve achievement and progress of students identified as underachieving and/or failing to meet target as directed by the HOY.
- Under the guidance of the HOY review and implement personalised curricula for vulnerable students in conjunction with the link Assistant and Deputy Headteacher. Provide necessary information to tutors and teachers regarding the implications of any personalised curricula.
- Take responsibility for the design, research, implementation and reviewing of projects, school policies and procedures centred on attendance and behaviour with the HOY and link Assistant Headteacher.
- To provide emergency lesson cover for your own year group in the event of teacher absence, with training as directed.

General

- To be a Deputy Designated Safeguarding Lead as required.
- To have due regard for the Trust's Health and Safety, Safeguarding and GDPR policies.
- To take part in the annual professional development review for Associate staff being aware that job descriptions are subject to regular review.
- To undertake training as and when appropriate, including Child Protection training.
- To work positively and inclusively with colleagues and stakeholders.
- To undertake any other duties which may be assigned to the post from time to time as directed by the Senior Leadership Team.

All staff are expected to be familiar with and adhere to all Academy policies and, in particular, meet key requirements in relation to health and safety and teaching and learning.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore, a DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.

Person Specification	Essential	Desirable
Qualifications		
<ul style="list-style-type: none"> GCSE Level 4 or above (or equivalent) in at least Maths and English 	X	
<ul style="list-style-type: none"> Ability to use a range of Microsoft or similar software packages (i.e Excel, PowerPoint, Publisher) 	X	
<ul style="list-style-type: none"> Evidence of continuous professional development 		X
<ul style="list-style-type: none"> Sound knowledge of educational process at Key Stage 3 and/or 4 Level 		X
<ul style="list-style-type: none"> A Level or equivalent in English and Maths 		X
<ul style="list-style-type: none"> Counselling qualification or similar. 		X
<ul style="list-style-type: none"> Evidence of excellent Coaching and Mentoring experience of colleagues 		X
<ul style="list-style-type: none"> MIS Software knowledge such as Arbor or SIMS or equivalent 		X
<ul style="list-style-type: none"> Knowledge of LEA policies, systems and procedures relevant to post. 		X
<ul style="list-style-type: none"> Other training relevant to the role 		X
Experience & Skills		
<ul style="list-style-type: none"> Extensive experience and knowledge of working with students who are or are becoming disengaged, disaffected or disruptive within education. 	X	
<ul style="list-style-type: none"> Experience of delivering interventions that identify and fill significant gaps in learning. 	X	
<ul style="list-style-type: none"> Ability to assess the holistic needs of students. 	X	
<ul style="list-style-type: none"> Experience of working in a fast, changing, unpredictable and challenging environment. 	X	
<ul style="list-style-type: none"> Highly skilled in developing working partnerships with all staff and external agencies. 	X	
<ul style="list-style-type: none"> An appropriate understanding of Child Protection and school behaviour policies in relation to the post. 	X	
<ul style="list-style-type: none"> Previous experience of collection and collation of a range of statistical data and information. 		X
<ul style="list-style-type: none"> Research skills to ensure awareness of best practice 		X
<ul style="list-style-type: none"> Good communication and interpersonal skills 	X	
<ul style="list-style-type: none"> Ability to communicate at all levels. 	X	
<ul style="list-style-type: none"> Able deal sensitively with people and be able to resolve conflicts. 	X	
<ul style="list-style-type: none"> Able to relate to young people. 	X	
Knowledge & Personal Qualities		
<ul style="list-style-type: none"> Genuine passion and belief in the potential of every student. 	X	
<ul style="list-style-type: none"> Demonstrate excellent communication skills and ability to establish good working relationships with teachers and support staff. 	X	



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• Able to empathise with colleagues, students, visitors and external contacts	X	
• Understanding of key SEND conditions that can impact on behaviour, especially in terms of SEMH.	X	
• Reliability and commitment to confidentiality	X	
• Ability to work as a team member.	X	
• Willingness to undergo training and be committed to continuous professional development.	X	
• Enthusiasm for the job and a positive attitude to solving problems together.	X	
• Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.	X	
• Willingness to dress professionally in accordance with the culture of the school.	X	
• An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations.	X	
• Understand the role and remit of support staff and how they can be best deployed to improve student learning and enjoyment of learning.		X
• Ability to use Goodman's SDQ/Boxall to identify to identify needs and set targets especially in relation to Social Emotional and Mental Health needs.		X
Ethos & Expectations		
• Evidence of regular attendance at work.		
• An understanding of, and commitment to, Equal Opportunities, and the ability to apply this in day to day situations.		
• Willingness to undertake training.		