

CHILDREN AND LIFELONG LEARNING – HR SERVICES

School				
Job No.	Post Title	Grade	JE Pts	Date
C1191	Pupil Mentor (Emotional and Social Support)	Grade 5	420 NJC	April 2008

Statement of Purpose

Under the supervision of a senior member of staff provide both proactive and reactive support for the school's pastoral system, helping pupils to learn effectively and experience achievement, in line with the school's aims and ethos.

- To work with small groups and individuals as requested, to aid social inclusion and effective learning.
- To undertake initiatives proactively which contribute to the school's ethos.
- To liaise effectively with families/parents, external agencies, etc. to help individual pupils learn and achieve.

Support to Pupils

- To support social inclusion in school by mentoring individuals referred by the pastoral team.
- To support supporting students in developing:
 - Emotional awareness and regulation
 - Self-esteem and confidence
 - Friendship and social skills
 - Managing anxiety, anger, or change
 - Problem-solving and resilience
- To provide a safe, supportive space where students feel comfortable sharing feelings or concerns.
- To be proactive in identifying training/development needs which will contribute to the learning and social welfare and achievement of pupils,
- To agree a timetable of deployment throughout the week at the start of the autumn term with the senior member of staff to facilitate organisational effectiveness.
- To maintain a log of all formal meetings with pupils identifying date, time, name of pupil (making notes for those meetings which may require referral to colleagues).
- Provide regular feedback to relevant staff about students' progress and needs.
- To attend pastoral team meetings, as appropriate.

CHILDREN AND LIFELONG LEARNING – HR SERVICES

Support for Home/School Links

- To liaise with other designated staff and link with other school systems as part of a holistic and coherent strategy.
- To liaise where appropriate with parents and, on request, with other agencies.
- To attend reviews/case conferences of identified pupils with whom the post holder has been working.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Assist with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required ¹.
- Participate in training and other learning activities and performance development as required (see footnote 1).
- Recognise own strengths and areas of expertise and use these to advise and support others.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the school's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the postholder and the relevant trade union before being re-evaluated.

CHILDREN AND LIFELONG LEARNING – HR SERVICES

**Person Specification
Pupil Mentor (Emotional and Social Support)
Level 3**

Essential Criteria	Measured By
<p>Experience</p> <ul style="list-style-type: none"> • Three years' experience of working to support children's learning gained in a relevant environment. 	AF/I
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Very good numeracy/literacy skills equivalent to GCSE grade C and above • NVQ 3 for Teaching Assistant (or recognised equivalent qualification). 	AF/I
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice. • In depth understanding of areas of learning, • Understanding of principles of child development and learning processes. • Ability to plan effective actions for pupils at risk of underachieving. • An understanding of curriculum matters and to be able to contribute effectively to curriculum development, planning, evaluation and implementation. • Effective use of ICT to support learning. • Use of other equipment technology – video, photocopier. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills. 	AF/I/PE
<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. 	AF/I

CHILDREN AND LIFELONG LEARNING – HR SERVICES

<ul style="list-style-type: none">• Acts with pace and urgency being energetic, enthusiastic and decisive.• Communicates effectively.• Has the ability to learn from experiences and challenges.• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

AF - Application form

I - Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***