



Job Description

Job Title	Pupil Support Mentor – Horizon
Academy	The Harbour School
Reports to	Horizon Phase Leader
Line Management of	N/A
Salary / Grade	F
Date Last Evaluated	December 2024
Core Purpose	<ul style="list-style-type: none"> • To work under an agreed system of supervision to plan and prepare social and emotional lessons and learning activities. • To deliver these on a one-to-one basis in a pupil's home, in their school or in a community setting. • Contribute to the development of life skills, access skills and reintegration. • To work under an agreed system of supervision to deliver a social and emotional skills programme for a caseload of individual pupils aged from 5 to 16 years. • To support reintegration of pupils into mainstream school. • To work in partnership with other external agencies (i.e. EWS, EPS, CAMHS).

Key Responsibilities

Individual Tuition – Under an agreed system of supervision to deliver social and emotional skills lessons and learning activities.

- To support the development of social and emotional skills and development of social and emotional skills and to support student's successful reintegration into The Harbour School or a mainstream school.
- To plan, deliver and evaluate learning activities that reflect specific expertise and knowledge regarding pupil's social, emotional and behavioural development needs. To deliver these at the pupil's home, school or in the community.

- To monitor pupil responses to learning through observation and structured assessment.
- To use assessment to determine which strand of emotional literacy will be delivered. To bring assessment data and progress measured to Re-integration/Review meetings.
- To support the Curriculum Plan and learning programmes designed by the teacher.
- To supervise pupils, delivering learning activities to individual pupils, adjusting activities within the scope of the lesson plan and learning outcomes in response to pupil's individual needs.
- To create a structured, stimulating and positive learning environment.
- To prepare and design materials for teaching emotional literacy skills.
- To prepare and design supporting and monitoring materials (eg attendance charts, target charts and visual timetables).
- To provide guidance and support to enable pupils to find answers to questions and tasks set, using knowledge of each pupil's differing levels of development and ability to ensure progression and continuity.
- To instigate productive working relationships with pupils using methods to encourage pupil engagement, participation in activities, promoting of self-esteem and independence.
- To provide information and advice to enable pupils to make their own choices about learning and behaviour.
- To support academic learning under a tutor's guidance (particularly around an Entry Level/GCSE examination or course work).
- To implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills. To attend and utilise the continued professional development training offer provided.
- To support the use of IT as a learning aid (including the use of specialist curriculum software), assisting pupils to develop IT competence and independent use of systems.

- To contribute towards regular reintegration/meetings/reviews of pupils' progress including liaison with outside agencies and parents bringing updates on pupils' progress in social and emotional skills.
- To provide objective and accurate feedback for pupils, parents and stakeholders. Work in collaboration with others to contribute to individual learning plans and reintegration plans.
- To systematically record achievements in social and emotional lessons, collecting evidence of attainment and attendance.
- To ensure the milestones for achievement are challenging and demanding, adjusting activity as required.
- To monitor and encourage pupil attendance.
- To model high levels of emotional literacy and to promote positive values, attitudes and ethos of the school.
- To contribute towards risk assessments and their reviews.
- To promote the inclusion and acceptance of all pupils.
- To share good practice with others.
- To work with individuals, pairs or small groups of pupils

General Responsibilities

- Comply with any reasonable request from the Phase Leader to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the school improvement plans.
- To provide or organise the safe transport of students between site where necessary.
- To treat all information acquired through employment, both formally and informally, in strict confidence.



- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and school and its commitment to equal opportunities.

*******Full training will be offered to the successful candidate*******

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Headteacher approval.

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of team/operational requirements, or it is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.

Assessment methods

A – Application I – Interview T – Task/Activity R – References

Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications & Experience		
Very good literacy and numeracy skills	E	A
NVQ4 or equivalent qualification or experience	E	A
Evidence of recent Continuing Professional Development	E	A/I
Knowledge and Understanding		
A sound understanding of SEMH needs including risk factors relating to substance misuse, offending behaviour, self-esteem, social skills, risk taking behaviour and/or medical needs	E	A/I
Knowledge of a range of support/resources for pupils	E	A/I
A sound understanding of effective interventions and support for pupils with SEMH needs	E	A/I
Experience and understanding of the need for monitoring and evaluation systems	D	A/I
Skills and Abilities		
An ability to communicate effectively with pupils.	E	A/I/R
Evidence of working effectively with pupils with SEMH and/or medical needs	E	A/I/R
Ability to involve pupils in decisions about their future	E	A/I
Ability to involve parents/carers in decisions relating to their children	E	A/I
Experience of maintaining effective partnership working with external agencies	D	A/I/R
Can use IT to effectively support learning	E	A/I
Well developed organisational skills	E	A/I
Ability to write clear and concise records	E	A/I
Self-motivated and able to work independently with an ability to prioritise, plan and organise own work	E	A/I/R
Ability to self-evaluate learning needs and actively seek learning opportunities	E	A/I
Experience		
Experience of working with students with social emotional and mental health issues and their families in a professional capacity	E	A/I/R

Experience of working with colleagues and external agencies.	D	A/I
Personal Commitment		
Demonstrate and adhere to the school's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the school's internal procedures.	E	A
Adhere to the school's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to the schools Health and Safety policies and procedures.	E	A
An ability to work under pressure	E	A/I
Recognise when to ask for advice and support	E	A/I
Own transport	E	I

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