

Role Profile: Regional Pupil Outreach Support Mentor
Reporting to: Executive Principal
Responsible for: n/a

Important Functional Relationships:

Internal - Staff within Wave Mat Academy

External - Principals and other school-based staff; Pupils and their Parents/Carers, FE Colleges and other Outside Providers; Other outside agencies, both statutory and non-statutory.

Our Values:

- **Teamwork**

We recognise that when we work together effectively we are stronger and more consistent.

- **Empathy**

Consider the consequences of my decisions, large and small on those around me.

- **Inclusivity**

Everybody is treated fairly and equally no one is marginalised or left behind.

- **Respect**

We will ensure that we have due regard for the feelings, wishes, or rights of others in every action we take.

- **Positive**

It is our intention to stay constructive, optimistic and confident both for and with our young people and their families.

We believe that the values that we embody in Wave MAT empower young people to succeed, these are the values we are looking for when we seek new staff.

Main purpose of Job

The Regional Pupil Outreach Support Mentor will work under the direction of the Executive Principal. This role will use a 'whole family' approach, focusing on the strengths and difficulties within the family. This role will enable parents' recognition that their children's cognitive development and learning is important, as is the instilling of values, aspirations and support for the development of wider interpersonal and social skills. This role will promote the importance of consistent school attendance and engagement with education.

Duties and responsibilities

- Work around bespoke provision for complex case students
- Provide bespoke provision for waiting list students to include White Gold-type activities but also (and with the emphasis on) learning in core areas
- Baselineing (NGRT etc)



- Liaison with SENCO to draw up initial APDR targets
- Liaison with PSM on safeguarding and welfare
- Oversee induction in advance of taking a physical space on site when the place becomes available
- Liaise with mainstream schools where dual-reg, or where reintegration to mainstream is the desired outcome (several young people have been mainstream-ready, but on the waiting list so long that this becomes untenable).
- To act as a children's educational advocate and to facilitate the educational partnership between home, school, APA and other agencies by support, liaison and negotiation. Give paramount consideration to the welfare of the child ensuring a highly focused approach, placing the needs of the child above all others and advocating for them when necessary.
- Contribute to the APAs attendance strategy.
- To carry a caseload for the APA they are assigned to.
- To liaise and collaborate in joint work with all stakeholders in relation to aspects of young peoples' general welfare and educational developments.
- Initiate CAF/Early Support, act as Lead Professional and attend and contribute to multi-agency meetings when appropriate.
- To work with young people taking into account their views seeking to strengthen the coping and resiliencies of young people and adults through protective support. Support and understand young people's social, psychological and educational development, supporting their belonging to family, school and community. Mobilise support for these young people.
- To maintain appropriate records in accordance with APA policy.
- To challenge current processes and offer ways to improve through continuous development.
- To participate in Wave MAT Performance Management systems.
- To maintain confidentiality of information acquired in the course of undertaking duties for the APA.

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members
- Understand their role in order to be able to work collaboratively with Principals
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust
- Develop effective professional relationships with colleagues
- Establishing constructive relationships and communicating with other agencies/professional

Whole-school organisation, strategy and development



- Contribute to the development, implementation and evaluation of the school's Five Year Plan, policies, practices and procedures, so as to support the school's values and vision

Health and safety

- For lone working, ensure that you have read the appropriate policy
- Keep yourself safe
- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust

Professional development

- Help keep own knowledge and understanding relevant and up to date by reflecting on own practice, liaising with your line manager, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from your line manager
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards of attendance and punctuality
- Demonstrate Wave's Values, to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

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 carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal, SLT or line manager.

To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Academy's Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection);

This job description does not form part of the contract of employment. It describes the way in which the post holder is expected and required to perform and complete the particular duties as set out above and will be reviewed on an annual basis (or as need arises) and following consultation with you, may be changed to reflect changes in the job

Person Specification



ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • Successful track record in promoting children’s rights/ needs through family focussed support work. • Display knowledge and understanding of appropriate use of ICT in an education setting • Display regular evidence of initiative taking and willing to take action to contribute to the results of the academy • Have the ability to develop and use a structured approach to gather and record all relevant information relating to pupil/ family contact with services • Experience working in an education setting or similar • Working knowledge of safeguarding 	<ul style="list-style-type: none"> • Display robust self-management skills with regard to problem solving. • Practitioner of Evidence Based Practice. • Knowledge of processes and systems in an educational establishment. • Evidence of challenge and support • Proactively plan, organise and manage workload • Undertake analysis and synthesis of complex information
Education & Training	<ul style="list-style-type: none"> • Relevant Level 2 (social work/youth work/education/nursing) or other professional experience or qualifications/experience in public or statutory sector. • Level 2 or equivalent in English & Maths • Level 2 Safeguarding 	<ul style="list-style-type: none"> • Further qualifications (Social work, youth work)
Special Knowledge & Skills	<ul style="list-style-type: none"> • Robust self-management skill. • Display integrity and honesty in relationships with all stakeholders. • Display personal and interpersonal development and team-working skills. • Be an excellent communicator, who can demonstrate your ability to influence and negotiate at a variety of levels • Be able to demonstrate that you can work effectively as part of a team, showing flexibility and a desire to innovate and develop best practice. 	<ul style="list-style-type: none"> • Have the ability to influence and contribute to an organisational climate that promotes open dialogue and supports reflection, critical thinking and constructive challenge
Any Additional Factors	<ul style="list-style-type: none"> • Regular access to a car. • Current driving licence. • Motor insurance certificate with Business use 	

