

CHILDREN AND LIFELONG LEARNING – HR SERVICES

| School | | | | |
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| Job No. | Post Title | Grade | JE Pts | Date |
| X1484 | Student Progression Mentor | Grade 5 | 427 NJC | April 2009 |

Statement of Purpose

Under the guidance of teaching staff, work with students to support them in achieving their potential by providing support to overcome potential barriers to learning and progression to Higher Education (“HE”).

To support senior staff in raising student aspirations, self esteem and motivation levels so they can achieve their academic potential.

Support for Students and their Progression

- To manage and review progress of an agreed plan of progression mentor activities in school to meet the needs of individual students.
- Support structured interventions and learning opportunities for target groups in response to the Aimhigher progression framework.
- Review learners progress and identify possible barriers to learning and progression.
- Assist in the identification of the widening participation group of students using data prepared by the Local Authority and the school.
- Act as an academic mentor for groups/individual students where specific support is needed to achieve identified goals.
- Support students in maintaining their record of Aimhigher activities
- Signpost resources and strategies to students to enable progression to HE.

Support for the Organisation

- Attend meetings with relevant agencies, groups and Aimhigher events, network and share best practice.
- Engage with relevant agencies, stakeholders and parents as appropriate.
- Contribute to the evaluation and quality assurance of relevant activities.
- Prepare, interpret and manage data for presentation to internal and external stakeholders.
- Liaise between key staff in school and with other educational providers on administrative issues linked to enrolment, entry qualifications and targets.
- Have a full knowledge of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide support for pupils.
- Prepare and complete timely reports on activities and progress as appropriate.

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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.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Commitment to support and contribute to the distinctive ethos of the school.
- Engage in professional development and other learning activities and performance development as required.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Assist with pupils needs as appropriate during the school day.

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 post holder and the relevant trade union before submitting for re-evaluation.

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Person Specification Student Progression Mentor Level 3

| Essential Criteria | Measured By |
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| Experience <ul style="list-style-type: none"> • Experience of working in an educational setting committed to the inclusion agenda. • Experience of working with pupils demonstrating challenging behaviour or dealing with disadvantaged circumstances • Experience of working with external partners. | AF/I |
| Qualifications/Training <ul style="list-style-type: none"> • NVQ 3 in learning, development and support services for children, young people and those who care for them or equivalent qualification or experience in a relevant discipline. | AF/I |
| Knowledge/Skills <ul style="list-style-type: none"> • Understanding of principles of child development and learning processes and in particular, barriers to learning • Ability to plan effective actions for students at risk of underachieving • Good ICT and record keeping skills • Good numeracy and literacy skills • Ability to work constructively as a team, understanding school roles and responsibilities and your own position within these • Ability to relate well to children and adults and deal with sensitive issues in a professional manner • Understand the need for confidentiality when appropriate and to ensure clear and sensitive communication • Good communication skills • Strong organising, planning and prioritising skills demonstrating the ability to be methodical with attention to detail. | AF/I |
| Behavioural Attributes <ul style="list-style-type: none"> • Friendly yet professional and respectful approach which demonstrates support and shows mutual respect • Open, honest and an active listener • Takes responsibility and is accountable for own actions • Committed to the needs of the pupils, parents and other stakeholders • Demonstrates a “can do” approach including suggesting solutions, participating, trusting and encouraging others • Is customer focused and committed to the improvement of | AF/I |

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| <p>quality of service provision</p> <ul style="list-style-type: none"> • Is adaptable to change/embraces and welcomes change • Acts with pace and urgency being energetic, enthusiastic and decisive • Can demonstrate 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 skills. | |
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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.***