Job Title:	**Social Academic Mentor**
Location:	Royal Greenwich Trust School
Responsible to:	Designated member of the SLT/Extended Leadership Team
Full/part time:	Fixed Term Contract, Full time, Term time +
Grade:	Scale 5

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

MAIN PURPOSE OF THIS ROLE

- Act as a Champion for vulnerable students through effective role modelling, forming positive relationships and utilising creative approaches which provide them with the skills to be successful and happy.
- Provide targeted intervention and support to students within the key stage and contribute to the raising standards agenda.
- The postholder will encourage and enable students to become independent and resilient learners by providing one to one and small group coaching in academic related skills, wellbeing & self-management and emotional literacy.

SPECIFIC RESPONSIBILITIES

Academic Links:

- Work with subject teachers and middle leaders to identify students of all levels in need of support and challenge, devise bespoke plans to support them and create a mentoring timetable

- Plan and deliver sessions to support students' academic literacy
- Provide one to one small group tuition in basic literacy and numeracy in Key Stage
- Support students in their exam preparation and revision
- Monitor the impact of academic and pastoral interventions and report on the progress made with students at Key Stages meetings and to SLT/governors/parents as requested by the Line Manager

Inclusion:

- Support the work of the inclusion team by highlighting any concerns about students' progress, engagement, behavior and wellbeing
- Assist with the implementation of interventions and support for students identified on the Vulnerable Student Index
- Identify students' barriers to learning and put in place interventions to overcome these barriers
- Liaise with parents/carers in order to develop positive working relationships and ensure that additional support is provided at home
- Enable students to self-regulate, manage their behavior and engage fully in learning
- Facilitate restorative conversations in order for students to repair relationships within the school community and beyond and encouraging them to be excellent ambassadors for the school
- Play a key role in the supervision of the Internal Exclusion room and work with the Inclusion support Manager to ensure that students adopt a quiet and focused approach to their work and independent reflection
- Carry out one to one work with vulnerable students to assist with their reintegration into mainstream lessons from internal exclusion through the use of bespoke strategies
- Liaise with subject staff to share strategies which will enable students to be successful in lessons
- Converse with parents/carers in a timely and professional manner via telephone and through meetings [as agreed with the line manager]

General administration:

- Check that information required by various external bodies is produced within the given time scale and is of an excellent quality
- Assist middle leaders to establish and maintain accurate intervention records for targeted students
- Provide administrative support for the relevant postholders within the respective key stage
- Ensure that all interventions are logged on SIMs and CPOMs and internal trackers as appropriate
- Maintain good filing systems within the key stage
- Use email as an effective method of communication with stakeholders
- Organise workload and priorities tasks appropriately
- Meet all agreed deadlines

Wider Professional Responsibilities:

- Make an active contribution to the policies and aspirations of the school
- Seek to share your expertise with colleagues
- Contribute effectively to the work of the wider team.
- Play a critical role in the life of the school.
- Promoting the general progress and well-being of individual students
- Providing guidance and advice to students on educational and social matters and on their further education and future careers
- Providing a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer
- Communicating and consulting with the parents / carers of students in line with school procedures;
- Participating in meetings arranged for any of the purposes described above;
- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students.

- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.

General Duties:

- To provide additional capacity during pinch-points and cover for absences across the various functions performed by the administrative team.
- To cover the school's reception desk as needed.
- Provide first aid support were required and undertake relevant training.
- Support school projects as required.
- Attend and support school events as required.
- To assist with meeting room setup, including refreshments and any other necessary arrangements.
- To provide support at meetings with parents and translating as required.
- Providing fire marshal support as required.
- Ensuring that all duties and responsibilities are discharged in accordance with the school's Safeguarding and Health & Safety at Work Policy.
- Any other duties commensurate with the grade of the post and which may reasonably be required by the senior leadership team of the school.
- Complying with the school's Equal Opportunities and other policies and assisting with their development and promotion within the school.

This Job Description is not intended to be prescriptive. The needs of the school may change, and this could necessitate revision in the future and amendment at any time, following appropriate consultation.

COMMON ROLES OF ALL TRUST MEMBERS

Leadership: Vision and Values

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents/carers and wider community, the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive innovation.
- To drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the Trust, where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's Health and Safety Policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents/carers, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional Requirements:

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities Policy and Use of ICT Policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

Equality and Diversity:

- The school has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Safeguarding:

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school.

- Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young people.

JOB DESCRIPTION AGREEMENT

The postholder will be line managed and appraisal managed by: **Designated member of the SLT/Extended Leadership Team.**

The above job description was agreed on …… (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

_____ Signed by (Post holder)

_____ Signed by (Headteacher)

PERSON SPECIFICATION:

Social and Academic Mentor

Knowledge and Experience	Essential	Desirable
• English/Maths GCSE grade A*-C/4+ or equivalent	x	
• NVQ III or equivalent.	x	
• Experience of working with young people at secondary level, preferably within a multi-ethnic urban school (not essential).	x	
• Understanding of current theory and practice in delivering learning interventions	x	
• Relevant experience/proven success in working with young people in school or youth setting	x	
• The ability to work as part of a team.	x	
• The ability to communicate effectively with individuals and groups of students, teachers, parents and other members of staff.	x	
• The ability to establish and maintain effective working relationships with teachers and other members of staff.	x	
• The ability to accept guidance and direction from teachers.	x	
• The ability to distinguish between the roles and responsibilities of the teaching assistant and the class teacher.	x	
• The ability to keep written records and support the development of students' literacy and numeracy skills with confidence.	x	
• A willingness to undertake training to ensure that the roles are effectively carried out.	x	

Skills and Abilities	Essential	Desirable
• An understanding of the strategies needed to establish consistently high expectations	x	
• The ability to work as part of a team and to develop and maintain positive relationships with all colleagues.	x	
• Excellent behaviour management skills.	x	
• Good level of ICT skills.	x	
• Knowledge of strategies that can be used effectively at all Key Stages to raise attainment.	x	
• Ability to lead and manage own work effectively in line with school the school's priorities, meeting all agreed deadlines.	x	

• Ability to accurately reflect on practice and identify professional development needs	x	
• Strong leadership skills and evidence of motivating students and staff.	x	
• Ability to recognise and respond to the needs of students of different learning needs and backgrounds.	x	
• Ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention.	x	
• Passionate about developing and working within a culture of academic excellence.	x	
• Committed to providing an inclusive transformational education for all students.	x	
• Motivated to contribute directly to the creation and growth of a thriving new secondary school.	x	
• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels.	x	
• Committed to contributing to school life as a whole and willingness to be involved with enrichment activities and community projects.	x	
• A positive approach to hard work and collaboration within a team.	x	
• Passionate belief in the success of young people in the subject and in teaching and obtaining high standards.	x	
• Responsive to and resilient when faced with the management of change or challenge.	x	
• Passionate about developing and working within a culture of academic excellence.	x	
• Committed to providing an inclusive transformational education for all students.	x	
• Motivated to contribute directly to the creation and growth of a thriving new secondary school.	x	
• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels.	x	
• Committed to contributing to school life as a whole and willingness to be involved with enrichment activities and community projects.	x	
• A positive approach to hard work and collaboration within a team.	x	
• Passionate belief in the success of young people in the subject and in teaching and obtaining high standards.	x	
• Responsive to and resilient when faced with the management of change or challenge.	x	
• Perfect for an aspiring English Teacher	x	

Professional knowledge and understanding	Essential	Desirable
• Understanding of and ability to maintain strict confidentiality regarding issues relating to pupils, parents, other staff and school business.	x	
• Understanding of and ability to maintain high standards of punctuality and attendance.	x	
• A commitment to continuous professional development.	x	

Other	Essential	Desirable
• A satisfactory Enhanced DBS disclosure.	x	