

JOB DESCRIPTION

Pastoral Mentor (2 posts)

Reporting to:	Pastoral Mentor Lead
Starting Salary:	£28,666 - £32,140 per annum (TCES Salary Band 6.02)
Location:	Remote
Contract:	Permanent, Term time only

Job Purpose

The TCES National Online School delivers therapeutic education virtually to pupils with complex co-morbid needs, including pupils with neurodiverse identities and emotionally based school avoidance (EBSA) which present barriers to them accessing mainstream school-based education.

The Pastoral Mentor plays a vital role in supporting students through tailored interventions that promote academic progress, emotional wellbeing, and personal development. Mentors work collaboratively with students, families, and multidisciplinary teams to remove barriers to learning and help students thrive in their educational journey.

Under the guidance of the TCES National Online School's Senior Leadership Team (SLT) and wider experts in the organisation, Pastoral Mentors are paramount to supporting the pupil stepping down from dependence to independence.

Main duties and responsibilities

Wellbeing & Engagement

Deliver individualised mentoring support by building trust, supportive relationships with students.

Deliver bespoke mentoring sessions focused on confidence, resilience, communication, and academic engagement.

Support students with pre-learning, consolidation, and LIFE lessons (Leadership, Independence, Future Options & Employment, Empowerment).

Implement evidence-based interventions including coaching, goal-setting, and emotional regulation strategies and deliver structured sessions aligned with the Pastoral Programmes.

Support pupils with transitioning from 1:1 support to small group (class) learning, collaborating with class teachers and leaders.

Support a number of individual pupils, providing a formal consistent contact with pupils each day, establishing positive relationships and supporting the pastoral care of each pupil.

Attend and take part in meetings, training and other group events as required.

Keep accurate and up to date records of educational progress, where required, including completion of marking as per TCES prescribed guidelines, deadlines and policy, as well as updating pupil records through the school's MIS.

Contribute towards half termly written reports for all pupils and attend reviews when required.

Attendance & behaviour

Monitor attendance (including reasons for non-attendance), communicating directly with parents/carers and relevant staff; provide early intervention and support to ensure consistent attendance.

Track attendance, engagement, and progress using tools like the Pastoral Impact Tracker and Provision Map.

Be responsible for addressing non-attendance and improving behaviour and learning behaviour outcomes for pupils.

Role model the TCES Community Values, supporting pupils to develop and demonstrate appropriate behaviours for learning and building of appropriate relationships.

Support in the resolution of any incidents of challenging behaviour, addressing alongside the Inclusion and Therapy teams.

Monitor and support pupils progress through their EHCP, provide further pastoral support and 1:1 focused relationship building sessions when necessary.

Liaise with class teachers and SLT in completing comprehensive risk assessments, pupil pathway plans and associated documentation.

Pupil wellbeing

Liaise with form tutors, DSL, SENCO, LIFE Lead, and therapy teams to ensure a holistic support approach.

Working with input from the wider TCES team (including therapists and social workers), look at our pupils holistically and draw on a wide range of social care, therapeutic and teaching strategies to meet pupil needs.

Adhere to both Local Authority and TCES' Child Protection Procedures and ensure at all times that the welfare of the pupil is paramount.

Be the link between families and TCES National Online School, monitoring and addressing issues regarding pupil attendance, punctuality and overall outcomes.

Provide written reports to families and staff summarising progress and next steps.

Engage families in the mentoring process and provide strategies for home support.

Promote the safety and well-being of the pupils at all times and ensure that any Child Protection/Family Protection concerns are communicated appropriately and swiftly to senior TCES staff so that all necessary measures may be taken to safeguard and support those concerned.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Numeracy and Literacy qualifications at level three or above (or equivalent qualifications).

Relevant qualifications and certified training courses relating to Education / Social Work / Youth Work or willingness to work towards a qualification if not already held.

Level 3 Award in Therapeutic Education & Group Process (D).

Knowledge and experience

Minimum of two years' experience of working directly with high risk and complex pupils in a recognised setting such as social work, youth work or education (ideally online or virtually).

Substantial experience of working with pupils with Social, Emotional and Mental Health (SEMH) needs, Emotionally Based School Avoidance (EBSA) and working knowledge of best practice in supporting neurodiverse pupils.

Clear understanding and knowledge of the National Curriculum, teaching, assessment and behaviour management strategies that facilitate effective learning and progress.

Knowledge and experience of the importance of cultural identity to young people, child protection guidance and commitment to safeguarding pupils and staff.

Skills and ability

Understanding of special educational needs, neurodiversity and child development.

Proficient IT skills, with the ability to use virtual learning environments to deliver positive learning experiences.

Ability to work independently and in a task-focused way as directed or guided, according to set targets drawn from pupil's Individual Education Plan.

Ability to work in a child focused way and support them and their families to have genuine voice and participation for decisions and choices with impact their own lives.

Good interpersonal skills and the ability to develop constructive and appropriate relationships with all stakeholders, modelling positive personal and professional conduct.

Ability to deliver teaching to classes based on pre-determined lesson plans, differentiating when required to ensure pupil engagement and progress.

Ability to engage in direct work with pupils, to include effective communication, good listening skills, understanding of children and young people's needs.

Discretion and confidentiality of service users and to work in line with the guidance and procedures of Data Protection legislation

Resilient, committed, and a hard worker – able to keep going in the face of adversity and never giving up.

Other

Commitment to safeguarding and promoting the welfare of children and young people.

Commitment to Equality and Diversity

Commitment to TCES values

D = Desirable

February 2026