

# **RAISING ACHIEVEMENT MENTOR**

## **JOB DESCRIPTION AND PERSON SPECIFICATION**

## JOB DESCRIPTION

<b>JOB TITLE:</b>	Raising Achievement Mentor
<b>ACCOUNTABLE TO:</b>	Vice Principal
<b>SALARY:</b>	<b>OAT</b> - Grade 4 points 11-14 (£28,142 - £29,540 FTE) <b>Actual Salary</b> - £26,068 - £27,363 37 hours per week 42 working weeks

### Line of responsibility

The raising achievement mentor will be directly responsible to the vice principal.

### Job purpose

The raising achievement mentor is responsible for:

- Providing intensive curricular support in a range of subjects with a priority on English, mathematics and science to ensure targeted students achieve throughout the curriculum.
- Supporting identified students to access the academic curriculum in the most effective way, appropriate to their needs and understanding.
- Assisting and supporting the delivery of learning and teaching.
- Promoting the inclusion of all students.
- To work within and promote an integrated services framework.
- Contributing to the raising of attainment of individuals, or groups of, students, who have been identified as underachieving, or as likely to underachieve, as a result of experiencing particular barriers to learning, or who are beginning the process of making the transition to the next phase in their education, making use of the following:
  - Working with students both in and out of lessons this maybe one-to-one or involve leading a small group;
  - Written records and other action plans developed within the academy; and
  - Liaison with members of academy and other professionals who have a knowledge of the student, in addition to parents/carers.
- Developing and recording individualised action plans for students who have been identified as requiring targeted support, taking into account any other plans already developed for mentees, and ensuring that action plans are implemented in collaboration with members of staff in the academy.
- Developing a supportive relationship with mentees, including, as appropriate, regular one-to-one discussions for academic support or advice.

- Monitoring and recording mentees' progress, keeping detailed records of progress towards the identified goals and specific outcomes and assisting in the effective and speedy transfer of mentees' student information between phases and, where appropriate, between academies'.

- Maintaining regular contact with the families/carers of mentees as appropriate and encouraging positive family involvement in the learning process (including home visits where deemed appropriate by the line manager); supporting mentees and their parents through any transition process, including academy and other relevant procedures.
- Working within a policy of inclusion by ensuring that all activities, involve mentees and being involved in activities to assist with the learning process including:
  - Induction programmes.
  - Ongoing tutoring work.
  - Academic residential activities.
- Promoting the ethos of the academy to be attended by mentees, e.g. with regard to standards of behaviour, dress code, punctuality and attendance.

The post holder must at all times carry out his/her responsibilities with due regard to the academy's policy, organisation and arrangements for health and safety at work.

To ensure that the federation of Ormiston Academies is always presented positively within and beyond the academy.

### **Duties and responsibilities**

Main duties and responsibilities are indicated above. Other duties of an appropriate level and nature may also be required, as directed by the principal. Please note that the post holder may be required to work outside of normal school working hours for extended school status activities, school events, meetings and emergencies.

### **Conditions of employment**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).

- S/he is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- S/he shall uphold the school's policy in respect of child protection and safeguarding matters.
- S/he shall be subject to all relevant statutory and institutional requirements.
- S/he may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

**Performance Management:**

All staff are required to participate in the academy's arrangements for performance management, professional development and the academy's arrangements for quality assurance and internal verification.

**General Responsibilities:**

To undertake such other duties appropriate to the grade of the post as the principal may from time to time reasonably determine.

**Context:**

All support staff are part of a whole academy team. They are required to support the values and ethos of the school and school priorities as defined in the School Evaluation Framework and contribute to the development of a purposeful working atmosphere. They are required to support and follow all relevant school policies including those for behaviour management and child protection. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a demanding environment.

**Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the authority.**

***The applicant will be required to safeguard and promote the welfare of children and young people.***

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Leadership.*

Signed:

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Dated:

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## Person specification

<ul style="list-style-type: none"> <li>▪ Experience in an 11 -18 or 11 -16 academy/school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of working with children or students aged 11 – 19 years within an educational or youth work setting.</li> <li>▪ Experience of operating and successful implementation raising achievement through mentoring.</li> <li>• Experience of working with staff at all levels.</li> <li>▪ Experience of raising standards and performance.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Qualifications</li> </ul>	<ul style="list-style-type: none"> <li>▪ GCSE English and Maths at a 5 or above.</li> <li>▪ Further study in English and/or Maths post 16.</li> <li>▪ Possibly holding or working towards higher level qualifications.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Knowledge and Skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding of current requirements for GCSE English and Mathematics and Science.</li> <li>▪ High expectations of all students, respect for their social, cultural, religious and ethnic background and a commitment to raising the achievement and self-esteem of students.</li> <li>▪ Experience/knowledge of how students learn with evidence to show how this can be effectively translated into positive achievement.</li> <li>▪ An understanding of how pastoral care, welfare and guidance impact upon learning.</li> <li>▪ Understanding of monitoring &amp; evaluation processes and their impact on learning &amp; teaching.</li> <li>▪ The ability to analyse trends in performance in order to set challenging but achievable whole targets.</li> <li>▪ The ability to set up appropriate intervention strategies.</li> <li>▪ Understanding of the monitoring &amp; evaluation processes and their impact on learning and teaching.</li> <li>▪ Outstanding inter-personal and communication skills.</li> <li>▪ The ability to lead, manage, inspire and motivate students.</li> <li>▪ The ability to manage change.</li> <li>▪ Demonstrate a knowledge of equal opportunities and how equality issues can be addressed throughout the Academy.</li> <li>▪ An understanding of and commitment to e-learning.</li> <li>▪ Knowledge and understanding, and significant experience, in using data to inform learning and teaching.</li> <li>▪ Experience of using coaching as a model.</li> <li>▪ The ability to set up and manage appropriate intervention strategies to enhance achievement by the students.</li> <li>▪ Ability to build and maintain successful relationships with students, to treat them consistently, with respect and consideration and to demonstrate concern for them as learners.</li> <li>▪ Ability to build effective working relationships with students, parents/carers and colleagues.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Demonstrate and promote positive values, attitudes and behaviour with the students in setting(s).</li> <li>▪ Ability to work collaboratively with academy staff, colleagues and staff within agencies and partner organisations.</li> <li>▪ Ability to liaise sensitively and effectively with parents/carers and to help them recognise their role in promoting positive outcomes for students.</li> <li>▪ Ability to develop own practice through discussion, observation and evaluation with others.</li> <li>▪ Effective use of ICT data to support learning.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Special Requirements</li> </ul>	<ul style="list-style-type: none"> <li>▪ A willingness to work closely with other senior managers in promoting a corporate responsibility for student discipline.</li> <li>▪ The confidence to challenge factors which might undermine the academy's performance.</li> <li>▪ The commitment to building leadership capacity throughout the academy community.</li> <li>▪ The commitment to continue to develop- collaborative links with other Ormiston academies and partners.</li> <li>▪ A willingness to work collaboratively with staff and to support them sensitively and effectively.</li> <li>▪ The desire to lead by example; a willingness to participate in the high profile management style adopted by the senior leadership team.</li> <li>▪ A commitment to maintaining very high expectations of students and staff alike.</li> <li>▪ Evidence of communicating a clear vision to motivate and develop an effective team.</li> <li>▪ A capacity to work effectively under pressure.</li> </ul>

**[B] Application Form and Supporting Statement**

*The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post. No more than three A4 pages and a maximum of 2000 words. C.V's will not be considered.*

**[C] Confidential References and Reports**

Strong recommendation from all referees, including current employer	E
Satisfactory health and attendance record	E

***The applicant will be required to safeguard and promote the welfare of children and young people.***