

## Person Specification

### Alternative Provision Mentor

Essential		Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• A- C/ 9-4 in Maths and English at GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>• DSL level three training or the Local Authority DSL training.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of motivating, supporting, and guiding young people.</li> <li>• Experience of working with people aged 11-16.</li> <li>• Full driving license and use of a car.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with pupils with additional needs.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Ability to effectively use assessment and attainment data to improve departmental standards and practices.</li> <li>• Have knowledge of the wide variety of courses available for pupils across KS3 &amp; 4.</li> <li>• Understand &amp; appreciation of the H&amp;S regulations within the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.</li> <li>• Working knowledge of national curriculum and other relevant learning programmes.</li> <li>• Understanding of principles of child development and learning processes and, in particular, barriers to learning.</li> <li>• Full understanding of the range of support services/providers.</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>• Ability to relate well to children and adults.</li> <li>• Appropriate knowledge in First Aid. First Aid trained to Level 3.</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Excellent IT skills.</li> <li>• Excellent communication skills (both written and verbal).</li> <li>• Excellent analytical skills.</li> <li>• Strong organisational and planning skills.</li> <li>• A proactive and creative approach to their work.</li> <li>• Ability to prioritise and manage conflicting demands.</li> <li>• Drive and enthusiasm.</li> <li>• Ability to plan effective actions for</li> </ul>	

	<ul style="list-style-type: none"><li>pupils at risk of underachieving.</li><li>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</li></ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"><li>Ability to provide evidence to show a commitment to professional development.</li></ul>	
<b>Values</b>	<ul style="list-style-type: none"><li>Committed to Airedale Academy/Castleford Trust values.</li><li>Support Trust ethos and values at all times both within the academy and the wider community.</li></ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"><li>Planned and organised approach to workload.</li><li>Excellent role model to young people and staff.</li><li>Positive “can do” approach to tasks.</li><li>Ability to keep calm in challenging situations.</li><li>Excellent interpersonal skills.</li><li>Committed to providing the best for all pupils across the Academy/Trust.</li></ul>	

## Job Description Alternative Provision Mentor

RESPONSIBLE TO	Deputy Headteacher
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### KEY PURPOSE OF THE POSITION

- Under line management direction, coordinate paperwork and provision for all pupils accessing alternative provision.
- Liaise with offsite providers to ensure continuity of care, education and support for all pupils who attend alternative provision.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with academy policy, to enable all pupils to achieve their full potential.
- Contribute to the safeguarding and promotion of the well-being of children and young people in line with current legal requirements, national policies, and local guidance.
- Support individual pupils to overcome barriers to learning, both inside and outside academy, and thereby assist them in achieving their full potential.
- Support the learning provision for pupils at KS3 and KS4, supporting pupils and liaising with parents/carers.
- Coordinate reintegration plans for pupils returning to the academy and communicate with all necessary staff.
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### MAIN AREAS OF RESPONSIBILITY

- Support pupils who are at risk of exclusion by coordinating appropriate timetables and provision to remove barriers and re-engage pupils within Airedale Academy
- Support teachers to raise of pupil standards and achievements through raising pupils' esteem, expectations, and aspirations.
- Support leaders to implement the necessary support and intervention strategies to all target pupils.
- Be responsible for pupils who attend mainstream for part of their timetable.
- Support pupils to access the curriculum.
- Maintain accurate curriculum, attendance and safeguarding records for pupils who attend alternative provision.

### KEY RESPONSIBILITIES AND ACCOUNTABILITIES

#### Supporting Pupils

- Help to identify individual needs with assistance from teaching staff and Year Leaders.
- Develop and maintain positive attitudes in pupils towards the mentoring programme - such as trust and confidence.
- To work with pupils, individually or in groups, out of the classroom on set work enabling them to achieve completion and to submit to their teacher.
- Facilitate the process of enabling pupils to meet coursework deadline dates by supporting both pupils and teaching staff.
- Develop one-to-one mentoring relationships, giving emotional support and acting

as coach, trainer, developer, and motivator.

- Work with pupils, one-to-one, to encourage them to maximise their potential through a range of strategies and support programmes, e.g. use strategies which:
  - Develop organisational skills and memory,
  - Develop independent and collaborative working,
  - Help to identify different learning styles,
  - Improve the pupil's behaviour.
- Encourage pupils to make a positive contribution to the academy and community and gain confidence through participation in activities.
- Draw up an action plan for each pupil, set regular targets and actions, and monitor the outcomes – thereby evaluating progress towards a more positive approach to learning.
- Maintain accurate and up-to-date records of action plans and evidence of pupil progress.
- Implement agreed learning activities/learning programmes, adjusting activities according to pupil responses/needs.
- Constantly challenge pupils to remain motivated and focused.
- Monitor and control behaviour reporting any misbehaviour to Year Leaders through academy procedure.
- Work with individual pupils, identifying the current barriers to learning, and monitor progress towards set targets.
- Support pupils to evaluate their progress and provide access to learning skills for personal development.
- Act as a role model to pupils and be available to them in unstructured academy sessions.
- Support pupils with preparation for life after school i.e. interviews.

### **Liaison**

- Work with Alternative Providers, support staff, leaders, and teaching staff to identify a range of strategies to assist pupils who should benefit from mentor support.
- Liaise with Year Leader, child protection officer, attendance officer & exams officer in order to best support the pupils.
- Liaise with learning providers to gain expert knowledge to offer pupils the best solutions for education.
- Liaise with teaching staff to monitor pupil workload, work rate, and access to learning.
- Regularly inform staff of developments, improvements in performance and successful strategies.
- Make regular contact with parents, encouraging them to support their child in overcoming their learning difficulty by advising them about strategies to improve learning.
- Liaise with Year Leaders regarding issues and concerns with offsite pupils.

### **Professional Standards and Development**

- Be a role model to pupils through personal presentation and professional conduct.

- Establish effective working relationships with professional colleagues.
- Be involved in extra-curricular activities such as contributing to after-school clubs and visits.
- Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
- Be familiar with and implement the relevant requirements of the current SEN Code of Practice, The Equality Act and Access to Work.
- Consider the needs of all pupils (and implement specialist advice) especially those who:
  - have SEND;
  - are gifted and talented;
  - are not yet fluent in English.

### **Health and Safety**

- Where appropriate, undergo Basic First Aid training and update courses.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.
- Support the Academy's implementation of all current statutory requirements, e.g. The Equality Act, Access to Work, Equal Opportunities and Child Protection.

### **Continuing Professional Development**

- Keep up-to-date and informed on changes to legislation, and roles and responsibilities.
- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in mentoring which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified in the School Development Plan, and multi-agency requirements, taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

Candidates must also be willing to undertake any other responsibilities requested by the Academy.