

Person Specification

Alternative Provision Provision Mentor

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

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

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.