



Sixth Form Academic Mentor

Job Description and Person Specification

Contract Type:	Permanent, Term time only (44 weeks)
Salary:	Band 5 S17 – S20 (Actual salary: £27,367 - £29,194 per annum, Outer London)
School:	Haberdashers' Crayford Academy
Location:	Iron Mill Lane, Kent, DA1 4RS
Hours per week:	35
Accountable to:	Assistant Principal (Head of Sixth Form)

Job Purpose

We are seeking a Sixth Form Academic Mentor who will have the Sixth Form community at the centre of their focus. You will be responsible for managing the Sixth Form Study Area ensuring an appropriate working ethos is maintained, establishing a culture of effective study at KS5. Your main area of responsibility will be to lead, manage and develop the KS5 Learning Hub.

You will address the needs of students in Key Stage 5 who need help to overcome barriers to learning both inside and outside the classroom, in order to achieve their full potential. You will work with a range of students, especially those at risk of underachievement; supporting them to achieve within the curriculum and providing additional support outside of the classroom.

You will provide confidential management and administrative support for the day to-day operation and strategic planning of the Sixth Form. You will be supporting the Head of Sixth Form and Tutors, whilst ensuring a welcoming and supportive atmosphere for students and parents.

You will also assist the Sixth Form Team and Teachers monitoring student progress, collaborating with staff and external partners, and organising activities/trips.

Key Responsibilities of Role

Teaching and Learning

- To oversee the sixth form study area, supervising study conditions during lesson times, ensuring a calm and productive atmosphere and ethos for study
- To ensure policies are followed, maintaining an environment that supports effective study habits
- To maintain the register and track compulsory "study students" referred in by staff
- To track and assess students' academic performance, providing regular feedback and progress reports to students, parents, and staff.
- To register and review attendance at the timetabled supervised study sessions
- To communicate with parents regarding concerns, updated tutors, teaching staff, and the Sixth Form team and log all communications on the school MIS (Arbor)

- To provide study skills support for students – this could be in the form of personalised 1-1 or group mentoring sessions
- To identify students who are at risk of underachievement/poor attendance/low engagement/low self-esteem and develop targeted intervention plans to support their academic improvement.
- To help students develop effective study techniques, and time management skills
- To draw up action plans with students including short and long-term targets
- To work closely with teachers, staff, and external partners to provide comprehensive support for students
- To coordinate with colleagues to integrate academic support with classroom learning and address any learning barriers students might face
- To develop strong, trusting relationships with students to understand their needs and provide effective support
- To act as a mentor and role model, offering guidance and encouragement to help students navigate their academic journey at KS5
- To maintain the KS5 resources and develop and manage the KS5 learning hub
- Organise and attend GCSE and A-Level results days

Transition and Pupil Recruitment

- Lead management of transition and recruitment of pupils from year 11 in to 12
- Assist with 6th Form recruitment

Attendance and Timetabling Support

- To support with timetabling changes
- To create appropriate form groups specific to tutor specialisms
- To track weekly attendance
- To record and track any pupils that are on Academic Report
- To assist the Careers Manager and Head of Sixth Form where required, for example the UCAS process
- To support the work of the school attendance officer and wider sixth form team when the early support provided has not resulted in poor attendance

General

- To work within the school framework with regard to Health and Safety
- To promote equal opportunities in the school
- To promote the ethos of the Trust / school
- To promote the school's commitment to the continued professional development of all staff.
- To work within the school's framework with regards to Health and Safety.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children.
- To report any Safeguarding concerns in accordance with Trust's Safeguarding Policy
- To undertake any duties as may reasonably be required by the Executive Principal or Leadership Team

Person Specification

	Essential Criteria	Desirable Criteria	Method of Assessment: Application (A) Interview (I) Assessment (AS) References (R)
Education & Qualifications	<ul style="list-style-type: none"> Grade 4 or equivalent GCSE English, Maths and Science Educated to A Level (or equivalent) An Enhanced DBS (we will apply for this for you) 	<ul style="list-style-type: none"> Educated to University level DSL /Safeguarding training/qualification 	<p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p>
Knowledge & Experience	<ul style="list-style-type: none"> Previous experience of working with young people in a Post-16 role Recent safeguarding experience and knowledge of contextual safeguarding issues Experience of dealing with disruptive or disenfranchised students and delivering impactful interventions Working knowledge of Level 1,2 and 3 courses available at KS5 	<ul style="list-style-type: none"> An interest in working within a Multi-Academy Trust setting Experience of ARBOR MIS system 	<p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p>
Personal Qualities	<ul style="list-style-type: none"> Clear commitment and understanding of the Trust ethos, vision and values and an ability to uphold them Belief in equality and opportunity for all, ensuring that all staff feel included and listened to Ability to establish and articulate a clear vision in an engaging way Determination and resilience High level of interpersonal and communication skills and the ability to build relationships and influence at all levels – engaging with a range of stakeholders successfully Commitment to collaborative working High expectations of achievement, conduct and 		<p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p>

	behaviour and a willingness to address situations where these fall short		A, I, AS, R
	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people 		A, I, AS, R

Staff Development

We value our people. Professional learning is central to our success, and as a new employee, you will receive support from the Senior Directors of People and Professional Learning, alongside your line manager, to help you reach your full potential.