



Queen Mary's Grammar School



Job Description and Person Specification

Job Title:	Academic Mentor – English Intervention & Welfare Hub
Grade / Salary:	NJC SCP 9-17 Actual Salary: £23,442- £26,801 (FTE: £27,254 – 31,022)
Hours:	37 hours per week, Term Time Only
<p>Purpose of Job: The Academic Mentor will provide targeted academic intervention and structured individual support for vulnerable students, with a particular focus on improving GCSE English outcomes and supporting vulnerable students accessing the Welfare Hub.</p> <p>Approximately 50% of the role will involve leading small-group GCSE English and literacy intervention through timetabled withdrawal from option subjects for carefully selected Year 10 and Year 11 students. The postholder will also plan and deliver small, targeted lunchtime KS3 literacy clubs to promote reading confidence, writing fluency and a positive engagement with English beyond the classroom for those identified as requiring support from an earlier stage. The remaining 50% of the role will be based within the Welfare Hub, providing 1:1 and small-group academic mentoring for students with SEND, SEMH, anxiety, or other barriers to accessing mainstream lessons.</p> <p>The postholder will work closely with teaching staff, the SEND and pastoral teams to ensure joined-up, purposeful support that improves attainment, engagement, attendance and reintegration into lessons.</p> <p>Reporting to: Deputy Headteacher (with day-to-day liaison with SENDCo, Head of English, and Lead Academic Mentor)</p>	

Key responsibilities:

GCSE English Withdrawal Group Mentoring (c. 50%)

- Deliver small-group GCSE English and literacy intervention for targeted Year 10 and Year 11 students through planned, individualised curriculum pathway amendments.
- Teach core literacy skills
- Develop skills in extended writing and exam technique
- Align all intervention content with GCSE English Language assessment objectives and whole-school literacy strategies.
- Work with small groups of students, identified through data analysis, teacher referral, and SEND/Pupil Premium oversight.
- Liaise closely with English teachers to ensure coherence with classroom teaching and examination requirements. Provide regular reports for SLT, Heads of Year, Head of English and teaching staff to facilitate ongoing intervention programmes, using existing and future systems such as Bromcom, CPOMS, MS TEAMS.
- Monitor and track student progress, maintaining clear records of intervention and impact, including individualised action plans.
- Support the organisation, training and oversight of Year 12 student peer mentors where appropriate.
- Encourage independence and self-motivation, ensuring that all students understand the importance of wider and more accurate reading, “hinterland”, cultural context and a general love of reading for pleasure

Welfare Hub Academic Mentoring (c. 50%)

- Provide structured 1:1 and small-group academic mentoring for students accessing the Welfare Hub.
- Support SEND and SEMH students who are temporarily unable to access mainstream lessons, ensuring curriculum continuity and purposeful learning.
- Coordinate academic work from subject teachers so that time spent in the Hub remains focused and productive.
- Help students build confidence, independence and readiness to reintegrate into mainstream lessons.
- Contribute to reintegration planning, including short-term scaffolding and confidence-building strategies.

- Work collaboratively with SEND, SEMH, safeguarding and pastoral staff to ensure consistent, joined-up provision.
- Maintain regular contact with parents/carers as appropriate and encouraging positive family involvement in the learning process
- To support the successful learning and participation of targeted students across a range of education activities, including extra-curricular opportunities.
- To liaise with external bodies where appropriate, including colleagues at The Mercian Trust, Social Services, LA officers, staff in other schools

General Responsibilities:

To play a role, under the overall direction of the Headmaster, in:

- creating a school environment with an outstanding care and guidance of, and for, all members of the School community;
- promoting the ethos of the School, e.g. with regard to attitudes to learning, effective study habits, standards of behaviour, dress code, punctuality and attendance;
- contributing to the overall high academic achievement of the School by demonstrating and supporting outstanding teaching and learning

This includes:

- being an active member of the School community who is passionate about ensuring an excellent standard of teaching and learning;
- providing a flexible service that adapts to the changing needs of the School community and responds to day-to-day situations as they arise;
- ensuring that a proactive customer service approach is adopted in all tasks undertaken;
- ensuring that the School community has the right information at the right time to enable an excellent service;
- contributing to the ethos of the School by participating in enrichment activities;
- taking on relevant responsibilities that are both essential or add value to the School community
- being aware and alert to the care of each child in the School, monitoring as appropriate and raising concerns when they appear;
- having an awareness of how SEND can impact learning, behaviour, emotional regulation and access to the curriculum
- being a professional role model with a clear understanding of tolerance and the importance of diversity;
- developing positive and collaborative working relationships with, and between staff to provide them with appropriate support and guidance in achieving the school's priorities and targets;
- attending and participating in meetings, as required;
- regularly reviewing own practice, setting personal objectives and taking responsibility for self-development;
- consistently enhancing knowledge of educational initiatives, information and communications technologies and developments in relation to your role utilising self-directed learning;
- managing own workload and that of others to allow an appropriate work / home life balance;
- attending out-of-school-hours events, as directed by the Headmaster, Line Manager or another member of the Senior Leadership Team;
- undertaking any other professional duties reasonably delegated by the Headmaster, Line Manager or another member of the Senior Leadership Team.

Other requirements:

- to be aware of all Safeguarding and Child Protection updates, as well as the need for data protection compliance at all times;
- to carry out responsibilities at all times with due regard to the organisation and arrangements for Health and Safety at Work (including the preparation of Risk Assessments);
- to carry out duties in line with the School's Policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment;
- Understand the importance of confidentiality and take all necessary steps to protect individuals' personal data according to GDPR, by following Mercian Trust policies and accessing all available training.

Person Specification:

This post may suit a candidate interested in progressing on to a teaching career in the future. Queen Mary's Grammar School has developed excellent links with our teacher-training delivery partners.

Personal Qualities and Professional Relationships:

- To have studied an English-related subject at least to A Level, preferably with an English-related degree
- To have a positive and motivated approach to work;
- To have an excellent customer service approach;
- To be able to work in a supportive and patient manner with all students;
- To be flexible and approachable and inclusive when supporting all students
- To be resilient and calm under pressure;
- To have excellent administration and time management skills;
- To proactively engage with pupils and students and have presence in order to maintain excellent standards of behaviour;
- To be able to establish and develop good relationships with all involved in the School community, working well within different teams;
- To demonstrate a flexible approach to work and changing priorities.

Skills:

- To be competent in the use of ICT and data entry, including Bromcom and all Microsoft packages;
- To have excellent communication skills, both oral and written;
- To have experience of communicating with people at all levels across an organisation.

Operational experience:

- To have experience of working with and supporting young people;
- To have experience of using management information systems and/or online systems.
- To have experience of working with students with SEND and/or additional needs, including Autism, SEMH or anxiety

Other:

- To have an understanding and willingness to be involved in School enrichment activities;
- To have an understanding of the School environment and priorities for learning.

Queen Mary's Grammar school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. Safeguarding and Safer Recruitment Policies can be found on our website. This position is subject to appropriate vetting procedures, including a criminal record check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions as part of the recruitment process.