

Grade		PS7	Role Title	Outreach SAFE Team Mentor
			Reports to (role title)	Head of School
			School	Wey Valley College
			Date Role Profile was created	January 2026

Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Trust reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs

- To deliver a high-quality outreach mentoring service to partner secondary schools that promotes an inclusive culture and supports children to overcome barriers to learning, behaviour, and participation.
- To improve outcomes for pupils with complex SEND, behavioural, and pastoral needs, helping to reduce the risk of exclusion and disengagement.
- Deliver targeted outreach mentoring provision to pupils in partner secondary schools, supporting emotional regulation, behaviour, engagement, and inclusion.
- Build strong, professional relationships with Behaviour Leads, SENDCos, and senior leaders to coordinate appropriate mentoring and support strategies.
- Manage, develop, and monitor a caseload of pupils, delivering regular individual and small-group mentoring sessions.
- Provide clear, timely feedback to schools on pupil progress, including practical strategies to support pupils in school and reduce the risk of suspension or exclusion.
- Support school leaders in maintaining high standards of behaviour, safety, and pastoral care, contributing to positive pupil outcomes.
- Establish and maintain purposeful learning environments using appropriate strategies, ensuring pupils' behavioural and emotional needs are met.
- Contribute to planning and delivering learning and intervention opportunities in a range of settings.
- Support pupils' emotional and educational development during the school day, including at break times and, where required, before and after school.
- Maintain concise, accurate records of mentoring activity, progress, and concerns.
- Identify safeguarding issues promptly and make appropriate referrals in liaison with the relevant DSL
- Develop productive working relationships with external agencies to support effective signposting and referrals for pupils and families.
- Implement restorative approaches to help pupils repair relationships and rebuild following conflict, working closely with families and relevant professionals.

		<ul style="list-style-type: none"> • Support the early identification of barriers to learning and inclusion, advocating for pupils and mediating with schools and services to resolve challenges. • To work collaboratively with schools, families, and external agencies to ensure timely, effective support that is delivered within agreed resources and budgets.
Work Context		<p>Wey Valley College is part of Inclusive Education Multi Academy Trust (IET) operates the following Alternative Provision Academies in Surrey: - Reigate Valley College, Wey Valley College and The Fordway Centre. The aim of the role is to provide outreach services across Surrey schools. The post holder:</p> <ul style="list-style-type: none"> • Must be flexible to work across all schools within the Trust, and any other schools operating within the extended service offer. • To engage with families and carers where appropriate. • To facilitate and attend CPD and training opportunities for staff in-house or schools within the extended service offer.
Line management responsibility if applicable		None
Budget responsibility if applicable		None
Representative Accountabilities Typical accountabilities in roles at this level in this job family		<p>Support delivery</p> <ul style="list-style-type: none"> • Assist with the delivery of relevant schemes of work, delivery and assessment. • Deliver a range of operational support for existing systems or processes to agreed standards, to maximise quality of teaching & learning. • Support more senior staff in classroom management and behaviour techniques. • May carry out personal care routines as appropriate. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Plan and prioritise own work activities for the weeks ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed. <p>Policy and Compliance</p> <ul style="list-style-type: none"> • Assist with work in a relevant technical or regulatory area in order that statutory and policy compliance is maintained. <p>Work with others</p> <ul style="list-style-type: none"> • Respond to and resolve enquiries and problems, judging when to pass on complex issues or involve others, to provide effective support and clear advice to colleagues and customers. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • Guide and/or supervise staff in their duties to facilitate their development and ensure standards are maintained. • Communicate and liaise with service users and/or external contacts, representing the team/service as required. <p>Resources</p> <ul style="list-style-type: none"> • May assist in the management of a small budget or recovery of income. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Collate data, prepare reports/statistics to meet statutory/management information requirements. • Recommend improvements and support implementation to

		<p>systems, processes and procedures, ensuring best practice is shared across the team.</p> <ul style="list-style-type: none"> • Support, coordinate and undertake research into a variety of projects in the defined area of activity to support achievement of team's objectives. <p>Duties for all Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others. The Core National Standards for Supporting Teaching & Learning: To understand and carry out a role in line with agreed standards, expectations & qualifications. Contribute to and influence children's learning and personal development. To have regard to and comply with safeguarding policy and procedures.</p>
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics		<ul style="list-style-type: none"> • Educated to A level, HNC or equivalent, or able to evidence ability at an equivalent level. • Knowledge of relevant technical area including, where appropriate, relevant practical skills & relevant qualifications at Level 3 or 4 • Understanding of relevant regulations, processes and procedures and issues relating to the service user group. • Competent in a range of IT tools. • Good written and oral communication skills with the ability to build sound relationships with customers. • Ability to apply specialist skills/judgement to undertake a programme of works. • High level analytical and organisational skills. • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative. • A methodical approach to tasks, recording and reporting. • Typically previous work experience in a relevant environment.
Details of the specific qualifications and/or experience if required for the role in line with the above description		<ul style="list-style-type: none"> • Experience of working within a school or similar setting. • Experience of working with and mentoring children, young people and families. • Experience of working within a multidisciplinary team. • Knowledge and understanding of child development, behaviour and the impact of trauma. • Knowledge of referral routes and how to raise concerns. • Satisfactory DBS clearance is required. • In depth knowledge of the complex issues young people face. • Clean UK Driving Licence and use of vehicle.
Role Summary		<p>Roles at this level typically provide specialist support. Many will possess technical rather than professional expertise in the main disciplines. There will be minimal day-to-day supervision, but clear guidance will be available. The roles will plan for the weeks ahead and prioritise to accommodate non standard work. They often require understanding of complex procedures and support systems, and the ability to allocate workload and react to changing priorities. Although most work will follow established patterns, initiative is needed to handle processes and resolve problems and behaviour based on experience and judgement, mainly without reference to others. These roles may work alone instead of as part of a team, or programme delivery which may require more specialist knowledge or</p>

		experience. Responsibility may include management of resources and/or area of work.
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