



JOB DESCRIPTION

TITLE Achievement Mentor

SALARY NJC 18-22
Full Time, 37 hours a week, Term Time only

ACCOUNTABLE TO Assistant Principal

PURPOSE OF THE POST

To complement the work of teachers and inclusion staff by addressing the needs of specific pupils who require help in overcoming barriers to learning, both inside and outside school. The support will aim to help pupils realise their full potential in line with the school's ethos with a focus on helping those children at most disadvantage. The successful postholder will work in partnership with the Academy's pastoral team to ensure that the most appropriate students are supported.

MAIN RESPONSIBILITIES

- To welcome pupils into the school at the start of the day and ensure they leave the school feeling supported
- Providing intensive curricular support in a range of subjects with a priority on English, mathematics and science to ensure targeted students achieve throughout the curriculum.
- Supporting identified students to access the academic curriculum in the most effective way, appropriate to their needs and understanding.
- Assisting and supporting the delivery of learning and teaching.
- Promoting the inclusion of all students.
- To work within and promote an integrated services framework.
- Contributing to the raising of attainment of individuals, or groups of, students, who have been identified as underachieving, or as likely to underachieve, because of experiencing barriers to learning, or who are beginning the process of making the transition to the next phase in their education, making use of the following:
 - Working with students both in and out of lessons this maybe one-to-one or involve leading a small group;
 - Written records and other action plans developed within the academy; and
 - Liaison with members of academy and other professionals who have a knowledge of the student, in addition to parents/carers.
- To provide a pupil service throughout the school day to ensure the welfare and progress of pupils.
- Support learning and personal development with identified children through one-to-one mentoring.
- To be the lead professional for key pupils, sharing information with staff and supporting pupils with their individual needs and implementing related personal programmes.
- To liaise with teaching staff, subject leaders and faculty leaders regarding setting of work, homework, and completion of said work for identified pupils.
- To liaise with the attendance officer in monitoring the attendance of identified pupils.
- To support and monitor the attendance and participation, of identified pupils, at revision sessions as appropriate.
- To liaise with the pastoral team, senior leadership team and external agencies to support identified pupil needs as appropriate.

- To maintain up-to-date records and monitor and analyse data regarding the progress of identified pupils.
- To maintain regular contact with families/carers of identified children in need of extra support, to keep them informed of the child's needs and progress and to secure positive family support and involvement.
- To lead and contribute to early help plans when required.
- To write, implement and review case studies/support plans for each identified pupil.
- To contribute to regular targeted review meetings with targeted intervention team.
- To facilitate and attend pupil progress meetings.
- To communicate pupil progress and actions with parents, external agencies, student progress leaders, subject leaders, faculty leaders and teaching staff.
- To develop and deliver a year 11 in-house mentoring programme.
- Support the work of the Careers Co-ordinator through discussion of appropriate courses and work experience for targeted pupils.
- Support transition arrangements to post 16.
- To deliver and support break/lunch and after school activities/interventions to pupils when necessary.
- To provide individual school led tutoring to disadvantaged pupils.

OTHER RESPONSIBILITIES

- Carry out pupil supervisory duties during the lunchtime period in accordance with the school rota
- Assist with / attend school trips, visits and out of school activities as required to supervise pupils
- To undertake invigilation duties and support with access arrangements as required
- There may be a requirement to undertake statutory training and to be paid overtime outside of normal school hours on occasion with due notice.
- To be fully aware of and understand the duties and responsibilities with regards to child protection and safeguarding in schools and attend appropriate whole school staff training as and when required

GENERAL

- Work in a professional manner and with integrity, maintaining confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular It, Health and Safety and Safeguarding.
- Participate in the Trust Professional Performance Review process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

There may be a need to occasionally work outside of school hours and off school premises, as required by the school. These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

ADDITIONAL INFORMATION

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications and Training	- GCSE English and Maths at a 5 or above. - Further study in English and/or Maths post 16.	Possibly holding or working towards higher level qualifications.
Experience	Experience of working with children or students aged 11 – 16 years within an educational or youth work setting.	- Experience of operating and successful implementation raising achievement through mentoring. - Experience of working with staff at all levels. - Experience of raising standards and performance
Knowledge and Skills	- Understanding of current requirements for GCSE English and Mathematics and Science. - High expectations of all students, respect for their social, cultural, religious and ethnic background and a commitment to raising the achievement and self-esteem of students. - Understanding of the monitoring & evaluation processes and their impact on learning and teaching. - Outstanding inter-personal and communication skills. - The ability to lead, manage, inspire and motivate students. - The ability to manage change. - An understanding of and commitment to e-learning. - The ability to set up and manage appropriate intervention strategies to enhance achievement by the students. - Ability to build and maintain successful relationships with students, to treat them consistently, with respect and consideration and to demonstrate concern for them as learners. - Ability to build effective working relationships with students, parents/carers and colleagues.	- Experience/knowledge of how students learn with evidence to show how this can be effectively translated into positive achievement. - An understanding of how pastoral care, welfare and guidance impact upon learning. - Understanding of monitoring & evaluation processes and their impact on learning & teaching. - The ability to analyse trends in performance to set challenging but achievable whole targets. - Demonstrate a knowledge of equal opportunities and how equality issues can be addressed throughout the Academy. - Knowledge and understanding, and significant experience, in using data to inform learning and teaching.

Agreed by post holder (Print name): _____

Signed: _____ Date: _____