

Job Description

Post title:	Achievement Mentor
Reports to:	Assistant Headteacher
Location of the post:	HCAT The Marvell College
Grade:	4

Main Purpose of the Post

To support the Head of Year in the completion of their duties. To provide support and guidance for all learners. To liaise with parents/carers on all issues regarding the learners under the direction of the Head of Year. To ensure all learners attend college, wear correct uniform, are equipped for the day ahead and attend lessons regularly and arrive on time.

Roles and Responsibilities

1. To promote and safeguard the welfare of children and young people.
2. To support learners in accessing all aspects of the curriculum.
3. To use data to track performance and to support an identified cohort of learners by organising recording interventions activities to allow achievement of target grades.
4. To liaise with parents/carers on issues relating to attendance, behaviour, and progress, under the direction of the Head of Year. To attend multi-agency meetings and case conferences as required.
5. To work under the direction of the Head of Year to provide support for the progress of identified pupils.
6. To mentor and support individual learners as required to help achieve action plan targets.
7. To provide first day contact regarding absence, to record late arrivals and action sanctions as required. To support the Reception and attendance office as required.
8. To provide bespoke support for improving the behaviour of identified pupils.
9. To monitor pupil attendance and progress and to intervene as necessary in order to ensure target achievement, including liaison with members of teaching staff to develop support and intervention strategies and programmes.
10. To maintain regular contact with families through telephone calls, text messages, emails, face to face meetings and home visits to discuss issues relating to student performance including attendance, punctuality, and attitudes to learning in line with college policies and procedures.
11. To conduct circle time, restorative practice, counselling, behaviour modification and social and emotional programmes with small groups as necessary to resolve conflict and ensure a positive learning experience for all.
12. To follow college systems and procedures relating to learners' attendance, punctuality attitudes to learning and progress and to intervene as required with rewards and

- sanctions, recording activities and communicating with teachers, parents/carers and outside agencies as required.
13. To issue and run detentions and make referrals for prosecution as necessary.
 14. To undertake registration and pastoral duties in the absence of the form tutor.
 15. To provide invigilation and support to meet the needs of learners during examinations.
 16. To accompany identified learners/groups of learners on visits, trips and out of college activities.
 17. To make home visits with the safeguarding or attendance team if required.

Responsibility

1. Responsibility for Staff:

None.

2. Responsibility for Customers/Clients:

The post holder is responsible for the health, safety, and welfare of pupils in their care. The post holder is responsible for the progress and intervention strategies for pupils in their identified cohort. The post holder is responsible for liaison with parents/carers and external agencies on matters relating to individual learners in their care. The post holder is responsible for the personal, behavioural, emotional, social, and educational development of identified learners.

3. Responsibility for Budgets:

None.

4. Responsibility for Physical Resources:

The post holder is responsible for the day-to-day care and maintenance of equipment and resources within the working environment.

Decision Making

Contact with children

This post involves contact with children in a school setting and has safeguarding responsibilities.

Contacts and Reason for the Contact:

1. Within the School

Supervise the pupils. Liaise with teaching staff to support progress for an identified cohort of learners and ensure intervention activities are planned and implemented. Provide pastoral care and guidance to specific pupils identified.

2. Within the Trust

Other HCAT schools when attending multi-agency support meetings.

3. With External Bodies to the Academy

Parents/carers when conversing face-to-face, in emails, in letters or on the telephone. With social workers if supporting the safeguarding team.

Risks to health

Physical demands – moderate risk due to the possibility of the use of Team Teach to restrain learners who are at risk of self-harm or endangering the safety of others.

Working conditions – moderate risk due to frequent exposure to negative or challenging behaviour.

Emotional demands – moderate risk due to contact with sensitive issues relating to individual pupils personal circumstances.

HCAT are committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 so is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

HCAT provide front line services, which recognise the need to respond flexibly to changing demands and circumstances. The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with HCAT Policies and Procedures.

HCAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.

HCAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the schools overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the school's Health and Safety policy.

Person Specification

The person specification should be agreed in advance of the advert being placed and should specify criteria that will be used to decide the best candidate for the post. The selection process should be designed to test all of the requirements including questions, tests, presentation etc.

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
QUALIFICATIONS	GCSE in English and Maths (Grade C or above)	C	Degree. A counselling qualification. ECDL or Level 2 ICT qualification. First Aid qualification.	C C C C
EXPERIENCE	Proven experience of working in an educational / social care or the voluntary support sector. Experience of working with young people who may be vulnerable or have behavioural challenges.	AF/R AF/R	Experience of working with children in the private, public, and voluntary sector. Successful experience of working in partnership with agencies delivering services for young learners and their families. Experience of working unsupervised with individuals/groups of learners.	AF/R AF/R AF/R
KNOWLEDGE	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	R/I/C	Knowledge of the law relating to attendance in education for a learner aged 6 and below.	AF/R/I

	<p>Knowledge and commitment to policies and procedures relating to the attitudes to learning and expected behaviour within the college.</p> <p>An understanding of why equality of opportunity is the right of each individual.</p>	<p>R/I</p> <p>I</p>	<p>A working knowledge of counselling techniques and the ability to support individuals through difficult or challenging situations.</p>	<p>R/I</p>
SKILLS	<p>Motivation to work with children and young people.</p> <p>Ability to work independently and / or contribute to a high-quality service, as part of a team, valuing and respecting the wide range of approaches from professional colleagues.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.</p> <p>Ability to work to tight deadlines.</p> <p>Ability to resolve conflict and reengage all parties in learning.</p>	<p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R</p> <p>R/I</p>	<p>Ability to deal with variable work situations, analyse situations and plan appropriate interventions to achieve desired outcomes.</p>	<p>R/I</p>
PERSONAL QUALITIES	<p>Ability to develop effective partnerships.</p>	<p>R/I</p>		

	<p>Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.</p> <p>Ability to interact using influencing skills, negotiating, and training pupils to achieve target grades.</p> <p>Ability to discuss difficult situations and personal information with carers.</p> <p>Ability to negotiate and rebuild relationships through circle time, restorative practice, and conflict resolution.</p> <p>Ability to represent the college at multi-agency support meetings to discuss the progress and future needs of individual learners.</p> <p>A good telephone manner to act as the first point of contact for parents and carers on the help desk and attendance line.</p> <p>Ability to produce basic written/email correspondence conveying simple instructions, guidance or information to parents/carers or in the form of a progress report to line managers.</p> <p>Ability to produce sensitive behavioural or progress information to a range of audiences.</p>	<p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R</p> <p>I</p> <p>R/I</p> <p>R</p> <p>R</p>		
--	---	---	--	--

OTHER REQUIREMENTS	N/A			
--------------------	-----	--	--	--

*Key: AF=application form; I=interview; T=test; P=presentation; R=references