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| Job Description | |
| Post Title | Academic Mentor |
| Reporting to | Deputy Headteacher |
| Salary Grade | Grade F, points 6a to 7 (£19,698 - £20,092) |
| Hours of Work | Monday – Thursday 8:00am until 4:00pm, Friday 8:00am until 3:30pm.  37 hours a week, 39 weeks/year (term time plus training days) |
| Location | Elizabeth Woodville School (some split site work between Roade and Deanshanger) |
| Job Context | The role of the Academic Mentor is to support the Heads of Year and Pastoral Team in monitoring the progress and achievement across the academy. Implement strategies used to work with students to improve academic learning and inspire students to achieve their best. |
| Job Summary | To work in innovative ways with individuals or small groups of identified underachieving students, assisting them to fulfil their potential solely focussed on Academic progress. |
| Key Responsibilities | * Develop one to one mentoring relationship with students to support them in the implementation of their action plans and to overcome barriers to their learning. * Provide high quality academic mentoring to students within the academy and to monitor and evaluate its impact and effectiveness. * Track the academic intervention for each student, and use relevant strategic action plans to overcome barriers to their learning and help to increase academic progress. * Develop and implement strategies which contribute towards effective learning and achievement. * Contribute to a health, safe, happy and challenging environment in which students work hard, free of disruption and develop mutual respect for each other, grow in maturity and achieve their potential. * Inspire, challenge and motivate students. * Enable students to overcome individual academic barriers to learning. * Support students identified as at risk of underachieving. * Encourage young people and their families to participate in learning opportunities through personal contact and encouragement, mentoring and support. |
| Job Description | * Contribute to the identification students to be mentored. * Work with school staff, and individual students to be mentored, to agree targets and an action plan to improve the rate or progress being made in the students’ learning. * Develop one to one coaching relationship with students to support them in the implementation of their action plans and to overcome barriers to their learning. * Develop and deliver programmes of activities that enhance the learning of the identified students by working with them in small groups outside formally timetabled classes. This could take place by withdrawal from classes; at lunchtimes, after school or during school vacations. * Contribute to the management and delivery of study support programmes. * Keep careful records of coaching sessions, undertake assessment, track students’ progress and prepare reports, as requested by the designated member of the Academy’s leadership team. * Undertake training, networking and professional development as required. * Track and analyse student data in order to measure the impact of mentoring on student performance. * Maintain regular contact with families/carers of students receiving support and to encourage family involvement in the students learning. * Network with other Learning Mentors and share best practice. * Keep up-to-date in understanding the range of provision and opportunities available and ensure that the opportunities provided by other initiatives and funding opportunities are maximised. * Attend and contribute to team meetings. * Carry out other reasonable duties as directed by the line manager. |

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|  | **Essential Attributes** | **Desirable Attributes** |
| **Qualifications** | * Good standard of education to A Level / Level 4 or equivalent * Recent relevant professional development | * Behaviour Management or Mentoring qualifications * Qualified Teacher Status (QTS) |
| **Key competencies** | * Ability to work effectively with staff, students, governors, parents and the community * Have direct experience of raising achievement within an educational setting * Have experience of identifying potential barriers to learning and working jointly to devise strategies to enable students to overcome these barriers * Management of caseloads and prioritise accordingly * Demonstrate support of a broad, rich and inclusive secondary curriculum, which celebrates individuality * Good working knowledge of the school curriculum in support of learning materials * Knows strategies for establishing and developing effective one-to-one mentoring and other supportive relationships with children and young people. * Ability to use good listening and counselling skills while keeping mentoring relationship structure * Fully competent in the use of Microsoft Office and Google applications |  |
| **Personal qualities** | * Excellent levels of communication * High levels of interpersonal skills * Commitment to high student expectations * Ability to set and achieve challenging, but realistic goals for students linked to behaviour * Ability to support, motivate and inspire others * Sense of humour, good listener, positive outlook * Ability to impose calm * Ability to work as part of a team * Use of IT and other specialist equipment |  |
| **Professional knowledge and understanding** | * Special educational needs, code of practice (revised) etc., * Child protection issues * Strategies for ensuring good behaviour | * Has a sound knowledge of social, emotional and learning development and understands the contribution family, caring and social networks make to development. |

**PERSON SPECIFICATION**