



## Pastoral Team Support Mentor Job Description

**Responsible for:** None

### **Purpose of Post:**

- To help raise standards by providing a complementary service that enhances and builds upon the existing provision. The work undertaken supports learning, ensures social inclusion and strengthens the school community by developing and maintaining effective and supportive mentoring/learning relationships with children, young people and the staff who support them.
- To provide support and guidance to children, young people and those engaged with them, by removing barriers to learning, promoting effective participation, enhancing individual learning experiences and raising aspirations so that our children and young people achieve full potential.
- To monitor the quality of pupil Wellbeing plans ensuring that they accurately capture what is important to and for each individual and to work collaboratively across the school to ensure that these are applied and regularly maintained.
- To plan, prepare and deliver learning activities for individuals and groups, including as unplanned cover if necessary.
- To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people
- To contribute to wider school initiatives and interventions such as Clubs, Off-site learning, in line with the school's priorities

### **Main duties and responsibilities:**

1. To manage a caseload and identify/facilitate opportunities for enhancing children and young people's attitudes to learning and their personal development. Plan collaboratively how these needs will be addressed, both through learning, mentoring and reviewing the effectiveness of the service.
2. To contribute to the identification of barriers to learning for individual children and young people and provide them with a range of strategies to overcome these obstacles, ensuring that learning is ongoing and effective.
3. To develop, agree and implement a time bound action plan with groups and individual pupils, alongside key staff involved in their package of support. Undertake a comprehensive assessment of their strengths and needs and to maintain accurate records of work for each identified pupil.
4. To support pupils through careful planning and preparation for times of transition and change.
5. To support pupil's basic learning skills by identifying and preparing resources appropriate for lead learning activities, as well as using ICT effectively to support learning and develop pupils' competence and independence in its use.
6. To be fully conversant with the school's safeguarding procedures and to be fully informed of legislation and best practice in this critical area.
7. To develop and maintain appropriate contact with the families and carers of pupils who have identified needs and to keep them informed about the pupil's needs and progress, thereby, securing positive family support for the pupil.
8. To negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children and young people.

9. To keep up to date with the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support to pupils.
10. To meet regularly with the designated line manager to report on progress of identified pupils.
11. To liaise closely with the staff in school to ensure that everyone understands and supports the strategies being used to develop the pupils' skills for learning and learning behaviours.
12. To work closely with other identified senior members of staff.
13. To attend training and professional development sessions.
14. To adhere to the school's Equal Opportunity Policy.
15. To undertake other duties, appropriate to the post, as may be required from time to time.
16. Attend core group meetings to share information with other professionals for the safety of the child.
17. To work alongside therapists during assessment and careful planning.
18. To model sensory circuits to staff and to be available for support in those areas.
19. To adapt children and young people's individual plans and lead on sensory diets for highlighted individuals and groups.
20. To Lead group/individual interventions in a range of classes.
21. To Contribute to the wider school initiatives, aligned to school and Trust development plans, eg. EDI, Student leadership, enrichment (clubs).

**SIGNED BY**

**Post holder:**

Print Name:

Date:

**Line Manager:**

Print Name:

Date: