

JOB DESCRIPTION

Post: Student Progression Mentor

Responsible To: Team Leader

Summary of Post:

To support students in their personal development, enabling them to become independent learners who enjoy and achieve and are able to reach their full potential.

Specific Duties:

1. To act as student mentor to an identified caseload of students, giving guidance and support with respect to their pastoral issues within the realms of authority and ability.
2. To support disaffected and disengaged young people to ensure that their learning opportunities are optimised and that they do not disrupt the learning of others.
3. To undertake settling in and exit interviews.
4. To support and liaise with curriculum staff and others as required, raising the retention and achievement of learners by enhancing their 'College Experience' and removing barriers to learning.
5. To work in liaison with the curriculum team to support the identified caseload of learners with strategies to improve their attendance, success, progression, behaviour and minimise dropout.
6. To work with staff in the curriculum area to ensure that the behaviour targets are fully implemented.
7. To develop effective target setting and action plans with students to keep them on track, in conjunction with the curriculum staff.

8. To monitor the absence and timekeeping of the identified caseload of students taking action to remove any barriers and work with the learners to improve attendance.
9. To be aware of students who have Education Health Care Plans and to work within the recommendations contained in those plans.
10. To be aware of any vulnerable learner expectations and follow procedures for the higher duty of care required.
11. To ensure that the at-risk register is regularly updated and work closely with the Designated Member of Staff for Children in Care to support PEPS and to attend PEP meetings.
12. To ensure the safety and wellbeing of learners in all activities and contribute to review of person risk assessment.
13. To refer students to student services and external agencies when appropriate.
14. To liaise with parents and carers to ensure they are updated on issues and strategies that are in place to support learners and attend disciplinary hearings as an advocate for the student.
15. To have an input to parental reports and support parents evenings.
16. To accompany staff and students on field trips, exhibitions and enrichment activities in support of the curriculum
17. To complete the designated safeguarding programme and act as the first line of referral for learners as part of the Colleges designated safeguarding team.
18. To ensure appropriate records are kept and regularly updated in line with college policies.
19. To support students to achieve and progress to positive destinations.



General Duties and Responsibilities:

1. To participate in the staff support & development scheme and to undertake training based on individual and service needs.
2. To take a lead in creating or to promote a positive, inclusive ethos that challenges discrimination and promotes equality and diversity.
3. To comply with legislative requirements and College policies and guidelines in respect to health & safety and data protection.
4. To demonstrate positive personal and professional behaviour as specified in the Staff Code of Conduct.
5. To undertake continuing professional development to support our culture of continuous improvement.
6. To partake in quality assurance systems.
7. To meet minimum relevant occupational standards.
8. To keep up to date with the skills required to fulfil the role.
9. To undertake any other duties commensurate with grade as may be reasonably requested.
10. You will be responsible for protecting staff and learners from all preventable harm as per Safeguarding procedures.

Please note:

This job description is a guide to the work you will initially be required to undertake. It summarises the main aspects of the job but does not cover all the duties that the job holder may have to perform. It may be changed from time to time to meet changing circumstances.

It does not form part of your contract of employment and as your experience grows, you will be expected to broaden your tasks, suggest improvements, solve problems and enhance the effectiveness of the role.

This post is subject to an enhanced disclosure from the Disclosure and Barring Service.

	EMPLOYEE SPECIFICATION	Application	Interview	Shortlisting Weighting
Skills				
1.	A good understanding of emotional and behavioural difficulties.		✓	6
2.	An empathy with students who display disaffection or disengagement with the focus on enabling learning to take place.		✓	6
3.	Excellent communication skills.	✓	✓	6
4.	Ability to work within a team and on own initiative.	✓	✓	4
5.	Good understanding of the importance of safeguarding students wellbeing and an understanding of the PREVENT agenda.	✓		6
Experience				
1.	Successful experience of working with disaffected and disengaged learners in an educational setting.	✓	✓	4
2.	Experience of youth work.	✓		4
3.	Experienced and able to deal with confidential information.	✓	✓	6
Education				
1.	Maths Level 2 (e.g. equivalent to GCSE grade C / 4 or above).	✓		4
2.	English Level 2 (e.g. equivalent to GCSE grade C / 4 or above).	✓		4
3.	Level 3 qualifications related to support, youth work or other related subjects.	✓		4
4.	Knowledge of basic counselling techniques or a willingness to undergo training.	✓	✓	6



Advice to candidates

This post is subject to an enhanced disclosure from the Disclosure and Barring Service.

In completing your application please draw attention to the extent to which you meet each of the criteria in the person specification marked as being assessed at application stage. Please use examples of where you have demonstrated the criteria with as much detail as possible to assist in the shortlisting process.

The shortlisting weighting indicates which criteria are the most important to the recruiting manager:

- 6** Minimum/critical - criteria which is essential for the role i.e. it would be extremely difficult for the person to carry out the role without already having these essential skills, experiences or qualifications.
- 4** Important - criteria that would be significant to the candidate being successful in the role. These may be skills, experiences or qualifications that have substantial meaning for the role but could be supported or taught on the job.
- 2** Other relevant - . It would be great if the candidate had, but is not expected to be shortlisted.

Failure to meet all of the minimum/critical criteria would not necessarily preclude your application. Consideration will be given to experience and life skills. Continual Professional Development will be supported and encouraged.

Please be aware should we have a large number of applications for any of our roles we may complete the shortlisting of candidates based on the minimum/critical criteria only.