

YSGOL ABERCONWY

JOB DESCRIPTION

POST: Guidance Mentor to a Year Group : Behaviour/Guidance/Support.

SALARY RANGE: GO4 pt 19-21

POSTHOLDERS:

REPORTING TO: Head of Year

JOB PURPOSE

- Take a lead role in providing pastoral support to students in a given year group, addressing the needs of students who need help to overcome barriers to learning in particular.
- As a learning coach, maximise students' ability to learn, increase their motivation to remain in learning, and support them to achieve qualifications.

MAIN DUTIES

Support for Students

- Participate in, and when appropriate coordinate, comprehensive assessment of students to determine those in need of particular help.
- Work with teachers, parents and other external agencies to develop and implement Individual Education/Behaviour/Support/Mentoring Plans.
- Arrange and develop one-to-one mentoring for distressed or underachieving students.
- Develop and implement pastoral support plans.
- Provide regular, individual academic mentoring for a cohort of students identified by the Head of Year.
- Link with key staff to address issues identified in mentoring.
- Support provision for students with special needs.
- Establish productive working relationships with students, acting as a role model.
- Facilitate the effective transfer of students across phases, including liaising with families and other schools to gather information on new applicants.
- Promote the integration of students who have been absent.
- Provide information and advice to enable students to make choices about their own learning, behaviour, attendance and future opportunities.
- Challenge and motivate students, promote and reinforce self-esteem.
- Provide feedback to students in relation to progress, achievement, behaviour, attendance and other pastoral issues.
- Receive and supervise students excluded from, or otherwise not working to a normal timetable.
- Assess the needs of the student and use knowledge and specialist skills (such as the role of 'Learning Coach') to support students learning and welfare ensuring their needs are met and they make progress towards their potential.

- Support students consistently while recognising and responding to their individual needs and taking initiative as appropriate to signpost to the relevant external and internal agencies.
- Fulfil the role of a Learning Coach and support other staff in mentoring roles.
- Encourage students to interact positively with others and have high expectations of themselves – promoting independence and inclusion, and rewarding achievements.

Support for Teachers

- Support form tutors in maintaining a high standard of students' uniform and behaviour.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development of appropriate behaviour management strategies and take a lead role in implementing them across the pastoral system.
- Establish constructive relationships with parents/carers by exchanging information and facilitating their support of their child's attendance, access and learning; and supporting home-to-school and community links through the organisation of parents' evenings and other events.
- Assist in the development and monitoring of systems relating to attendance and integration and take a lead role in implementing them.
- Clerical/admin. support relating to students in the relevant year. For example dealing with correspondence from home or other agencies, compilation/analysis/ reporting on attendance, exclusions, making phone calls, etc.
- Liaise with feeder schools and other relevant bodies to gather student information.
- Support students' access to learning using appropriate strategies, resources, etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate students' responses and progress against action plans.
- Provide objective and accurate feedback and reports as required to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence in students.
- Provide cover supervision as required.
- Communicate regularly with HoY/AHT and other key staff to advise on developing issues, and discuss possible solutions.

Support for School

- To adhere to the school's policies as outlined in the staff handbook. In particular, be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/ professionals in liaison with the teacher, to support achievement and progress of students.
- Attend and participate in regular meetings.
- Organise and attend Parents' evenings, options evenings and other relevant events.

- Participate in training and other learning activities, as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist in the supervision, training and development of staff.
- Implement planned supervision of students in and out of school hours including before and after school, and lunchtimes within the guidelines established by the school.
- Supervise students on visits, trips and out-of-school activities as required.
- Supervise students in a lesson for the planned absence of a teacher.
- Employees will be required to give certain information relating to themselves in order that the Authority may properly carry out its duties, rights and obligations as an employer. The Authority will process and control such data principally for personnel, administrative and payroll purposes.

RIGHT TO VARY

This job description is not intended to be an exhaustive list of duties. Ysgol Aberconwy reserves the right, after appropriate consultation with you, to vary your duties and responsibilities within the parameters of your grade

Date Agreed by Postholder:

Signature of Postholder:

PERSON SPECIFICATION

Factor	Requirements	How Identified	Rank E-Essential D-Desirable A-Advantageous
Knowledge & Skills	NVQ3 for Teaching Assistants or equivalent qualification or experience	AF/I/V	E
	Good standard of education with 5 GCSE's or Equivalent.	AF/V	E
	Learning Coach qualification	AF/I/V	E
	Experience of working with children of relevant age.	AF/I/R	E
	Experience of working with students with additional needs.	AF/I/R	D
	Ability to work under pressure to complete deliverables and adhere to deadlines.	AF/I/R	E
	Excellent organisational skills including an ability to manage own workload and plan activities.	AF/I/R	E
	Excellent communication skills in written and spoken English.	AF/I/R	E
	Fluency in written and spoken Welsh	AF/I/V	A
	Good numeracy and literacy skills	AF/V	D
	Full working knowledge of relevant policies/code of practice and awareness of relevant legislation.	AF/I/R	D
	Working knowledge of National Curriculum and other relevant learning programmes.	AF/I/R	D
	Creativity & Innovation	Excellent personal motivation and enthusiasm for completing assigned tasks.	AF/I/R
Ability to self-evaluate learning needs and actively seek learning opportunities.		AF/I/R	E
Ability to research and organise information for inclusion in documents and reports.		AF/I/R	E
Ability to plan effective actions for students at risk of underachieving.		AF/I/R	E
Understanding of principles of child development and learning processes and, in particular, barriers to learning.		AF/I/R	D
Contacts & Relationships	Excellent interpersonal skills and an ability to communicate effectively, in both written and verbal form with staff.	I/R	E
	Ability to integrate into and work effectively within a team environment understanding school roles and responsibilities and your own position within these.	I/R	E
	Ability to relate well to children	I/R	E
	Full understanding of the range of support services/providers and ability to work with such agencies	AF/R	D
Decisions/ Recommendations	Ability to make decisions independently within an agreed objective framework.	I/R	E
Resources	Ability to manage resources efficiently	I/R	E
Physical Demands	Ability to carry out daily duties in and around the school environment – including break/lunch duties on the school yard and in the school canteen.	AF/I	E

AF: Application Form

I: Interview

R: Reference

V: Verification