

**JOB
OPPORTUNITY**

Mentor

Educating to truth, goodness and beauty.

Terling Road, Dagenham
RM8 1JT

Headteacher Ms Clare Cattle

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School Mission Statement

We are all one in Christ, our mission and our responsibility is to recognise all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness.

(1 Cor. 12-29)

Role	Mentor
Closing Date for Application	Tuesday 13 th of December
Required For	January 2023
Term	Permanent – Fixed term one year in the first instance.
Salary	GBP £19,510.91 - £20,582.55 (Scale 4)

All applicants must complete a CES application form for the post.

School Information

All Saints Catholic School is a large Catholic comprehensive school situated in the London Borough of Barking and Dagenham and within the Diocese of Brentwood, with good transport links to central London.

We are a high achieving 11 -18 mixed school with excellent examination results.

We have received an Educational Outcomes award for being in the top 12 percent of schools in the country for progress.

Our strength in teaching and learning has a positive impact on our students and the exam results for 2019 show that

Progress 8 was 0.55 (well above average),

The School provides excellent professional development opportunities for colleagues in a forward thinking and creative organisation.

Please watch our school videos available at <http://allsaintsschool.co.uk/> to get an insight into life at All Saints. Our core values of Respect, Understanding, Affection and Humour underpin all aspects of our pastoral and academic daily routines. Our learning is based on the transcendental values of truth, goodness and beauty. We encourage pupils to discover truth, development goodness and appreciate beauty.

Our Ofsted report can be found here <http://allsaintsschool.co.uk/ofsted.html> and our full Section 48 report can be found here <http://allsaintsschool.co.uk/section-48.html>

The report says ‘All Saints is an inspirational, Christ-centred community with a strong moral purpose that underpins its life and work.’

Job Description

PURPOSE OF THE MENTOR ROLE:

- To support and uphold the Catholic ethos and values of the School.
- To positively contribute to fulfilling the mission of the School.
- To work to raise expectations and standards within our community.
- To promote a positive image of the School.
- To provide support and guidance to children, by removing barriers to learning, in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
- To provide a complementary service that enhances existing provision in order to support learning and participation and encourage social inclusion by developing and maintaining effective and supportive mentoring relationships with children.
- To work within an extended range of networks and partnerships to facilitate support and learning opportunities and improve the quality of services to children.
- To liaise closely with parents and carers of these children and provide clear communication and information about the mentoring relationship and support offered to their child.

RESPONSIBILITIES:

TO IMPLEMENT THE AIMS AND OBJECTIVES OF THE SCHOOL THROUGH:

- Providing mentoring support to pupils.

PERSONAL AND PROFESSIONAL CONDUCT:

All staff have a responsibility to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

RESPONSIBILITIES OF MENTOR:

- To facilitate children's learning and development through mentoring – which may be on an individual or group basis, or may include some support in the classroom or playground and intervention groups such as social skills / friendship groups / anger management groups.
- To carry out a thorough assessment of key children in order to identify barriers to learning – which may include learning, social, emotional and behavioural or developmental needs.
- To develop, agree and implement a time limited action plan with key children and groups and those involved with them, based on a comprehensive assessment of their strengths and needs.
- Liaise with other key staff members e.g. Teacher, TLA, Inclusion Manager, Family Liaison Practitioners.
- Provide key children with a range of strategies for overcoming their barriers to learning.
- To review the effectiveness of mentoring on a regular basis.
- To support children's successful transfer and transition in both learning and development contexts (e.g. to a new school, a new home, a new class).
- To assist in the identification of early signs of disengagement at a whole school level and contribute to specific interventions to encourage re-engagement.
- To develop and maintain appropriate contact with the families and carers of children who have identified needs and to keep them informed about the pupil's needs and progress, and to secure positive family support for the pupil.
- To facilitate access to specialist support services for children with barriers to learning.
- 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.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and general data protection regulations, reporting all concerns to an appropriate person.
- To operate within agreed legal, ethical and professional boundaries when working with children and those involved with them.

- To meet regularly with the designated line manager to report on progress of identified pupils.
- To attend and participate in relevant meetings as required.
- To participate in training as required.
- To participate in appraisal meetings, in line with the whole school policy.
- To be aware of and contribute to the overall ethos/works/aims of the school.
- To be aware of and support difference and ensure equal opportunities for all.
- To undertake other duties, appropriate to the post, as may be required from time to time.

GENERAL RESPONSIBILITIES:

- To be familiar with the content of and subsequently implement the whole school policies located in the staff handbook thus contributing to the realisation of a safe learning environment for all.
- To help implement and adhere to the school quality procedures and take part, as required, in the review, development and management of activities relating to the School Improvement Plan.
- To play a full part in the life of the school community supporting its distinctive mission and ethos and actively promoting its policies and practices.
- To comply with School routines e.g. attend staff briefings
- To attend meetings identified in the School Calendar.
- To undertake supervision duties according to the published rota.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- Contributing to the moral, spiritual, cultural and social development of each pupil.
- Making a positive contribution to the pastoral ethos, including specific pastoral duties.
- To promote and implement policies and practices that encourage mutual tolerance and respect for diversity, challenge discrimination and widen pupils' understanding of their contribution to society as outlined in the school Single Equality Duty.

STANDARDS:

Effective performance of tasks will be evaluated in relation to:

- (a) A developing ability to manage time and resources effectively and efficiently.
- (b) Evidence of ongoing development in the range of skills identified with her Line Manager as being required for the post.
- (c) Evaluations of the efficiency and effectiveness of the tasks by the Line Manager.

EDUCATION AND TRAINING:

In accordance with the professional development policies the assistant will;

- a) Review overall performance in the previous year in relation to training received and the changing needs of the job.
- b) Identify probable training and education needs for the following year through a training needs analysis in order to ensure confidence in carrying out required duties.
- c) Participate in the prescribed framework for Review and Development.

The above duties are either exclusive or exhaustive and the post holder may be required to carry out such other appropriate duties as may be required by the Headteacher within the grading level of the post and the competence of the post holder.

This will be carried out within the framework of the school's Staff Development Policy current at the time.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore employees will be expected to comply with any reasonable request from a manager including undertaking work of a similar level that is not specified in the job description.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

Student Mentor

SKILLS, KNOWLEDGE AND ABILITIES

- A commitment to enabling all students to access the curriculum and be fully included in all areas of school life
- The ability to work in partnership with staff, teaching and support, governors and parents
- The ability to establish effective relationships with students identified as likely to benefit
- The ability to establish and maintain effective contact with families / carers of targeted students
- An ability and willingness to keep accurate records of student progress and to report and consult with appropriate staff

- An ability to attend review meetings on individual students
- Good knowledge of the range of activities, information, courses, opportunities, organisations and individuals that may be drawn upon to provide extra support for targeted students
- A willingness to assist with break and lunchtime supervision of students when required
- A willingness to attend meetings and in-service training for personal professional development
- A willingness to work with the Head of Inclusion in reviewing and planning your professional development

EXPERIENCE

- Experience of working with students who have a variety of needs
- Experience of working as part of a team
- Experience of liaising effectively with parents/carers and other agencies in consultation with teachers
- Experience of managing small groups
- Experience in monitoring and evaluating the achievements and progress of students

OTHER REQUIREMENTS

- An assurance to provide continuity of support for the students and staff plus a commitment to ongoing professional development
- Flexibility
- A willingness to carry out any reasonable duty that may be required, commensurate with the post
- A commitment to implement and actively support whole school policies
- An understanding of, and commitment to, the London Borough of Merton's Equal Opportunities policies
- Patience and a positive enthusiastic attitude
- Evidence of appropriate qualifications and / or experience
- Able to work independently



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