



### **Pastoral Mentor**

Post:	Pastoral Mentor
Grade:	G
Responsible to:	Pastoral Lead
Hours / Weeks:	37 hours / 39 weeks

#### **Job Purpose:**

- To complement the work of all staff in addressing the needs of the children who require help to overcome barriers in accessing the curriculum, both inside and outside of the classroom, in order to achieve their full potential. This may involve mental health and wellbeing support, life skills preparation and functional skills development.

#### **Supporting Pupils in the Learning Environment**

1. To work within the Pastoral Team, identifying those students who would benefit from Pastoral Mentor support.
2. To work closely with the Phase Leaders / class teams and Assistant Heads in planning overall approaches and individual interventions – focusing on protective behaviours and using a restorative approach to challenging situations.
3. Support students within individual class bases as required and directed by Pastoral Lead.
4. Work on a one-to-one basis with students in order to encourage them to maximise their potential through a range of strategies and emotional wellbeing support programmes.
5. Work with groups or classes of students in order to support educational progress and emotional wellbeing.
6. Draw up an action plan for students where necessary, setting regular targets and actions and monitor outcomes
7. Maintain a record of work with individual pupils and groups and evaluate the impact of intervention

#### **Supporting Pupils in a Wider Context**

1. Liaise with outside agencies to provide additional support for individual pupils
2. Working with the Family Support Worker, maintain regular contact with families/carers of students needing extra support to keep them informed of progress and to secure positive family support and involvement
3. Support students to identify zones of regulation and work with colleagues to enable regulation through activities.
4. Organise a programme of activities outside the classroom that support the holistic development of all pupils including: Nurture provision, play activities / therapies, school council, peer mediation, charity events etc.
5. Help ensure the smooth running of lunchtimes / break times by working collaboratively with other staff
6. Support transport times at beginning and end of school day
7. Accompany trips and outside visits as required

**Administration**

1. Maintain all records of interventions and student progress to a high standard
2. Produce necessary documentation for meetings or hearings
3. Regularly inform staff / parents/ caregivers of developments, improvements in performance and successful strategies
4. Attend parent consultation evenings and other evening functions as required

**Health and Safety**

1. Be aware of the responsibility for personal health, Safety and Welfare and that of others who may be affected by your actions or inactions
2. Ensure that all tasks are carried out with due regard to Health and Safety
3. Physical effort may be required during the day when attending to pupils' personal needs or when assisting pupils with mobility equipment such as using wheelchairs and/or hoists. This work is undertaken in accordance with health and safety policies and procedures.
4. Regular physical and/or verbal abusive behaviour may be experienced from some pupils. Where required, and suitably trained, appropriate physical restraint techniques may be used in accordance with policies and procedures.

**Additional Work Elements**

1. Undertake appropriate professional development, keeping up-to-date with research and developments in Safeguarding, care and guidance
2. Undertake any necessary professional development as identified in the School Development Plan
3. Maintain a professional portfolio of evidence to support the performance management process
4. Undertake any other duties commensurate within the grade in order to ensure the smooth running of the school

Staff Member: ..... name

Staff Member: ..... signed

Head Teacher: ..... signed

Date: .....

# LEARNING MENTOR - PERSON SPECIFICATION

For the following criteria: E denotes essential/D denotes desirable

<b>Personal Skills</b>	
To work and communicate effectively with colleagues in school	E
To establish good relationships with children whilst setting appropriate boundaries	E
To work creatively with children to identify strengths and targets for development/achievement	E
To draw up action plans to meet targets	E
To demonstrate empathy, communication, listening and interpersonal skills when dealing with children, colleagues and parents/carers	E
To demonstrate a positive attitude to working with challenging pupils	E
To negotiate effectively with families/carers and support agencies	E
To work with small groups of children	E
To demonstrate good self-organisation skills	E
To demonstrate a sense of humour	E
To identify and liaise with appropriate resources and agencies of support	D
To demonstrate good administrative skills including report writing / record keeping	E
To demonstrate teamwork skills	E
To demonstrate the ability to work flexibly with adaptability	E
To demonstrate a willingness to undertake training	E

<b>Knowledge and Understanding</b>	
Child development and Special Education Needs	E
Protective behaviour systems	E
Issues relating to social exclusion and an understanding of these issues	E
Methods of setting realistic programmes for disaffected and underachieving children	E
Local services and resources for children, young people and their families	D
Awareness of Safeguarding, child protection issues and procedures	E
Awareness of GDPR and confidentiality procedures	D
Awareness of Restorative approaches	D
Understanding of Zones of Regulation	D

<b>Qualifications</b>	
Evidence of relevant full time further and/or higher education	E
Full driving licence with business insurance	D

<b>Experience</b>	
Working with primary and/or secondary age children	E
Working with families / carers	D
Working with children with Special Educational Needs	E
Working within the voluntary sector	D
Community involvement	D
Working with a range of agencies	D

