

**JOB DESCRIPTION**

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| **Job title:** | Refocus Mentor |
| **Responsible to:** | Head of School |
| **Grade:** | NJC Scale 4 Point 7 - 10 |
| **Contract:** | Permanent pending successful completion of probationary period |
| **Hours:** | 36 hours per week term-time including 5 Inset Days |
| **Job purpose:** | To assist in the promotion, direction and oversight of high standards of behaviour by providing support for classroom based staff. You will be working alongside students, encouraging them to manage their emotional, social and behavioural needs positively and proactively within the policies of the academy. |
| **Key internal contacts:** | SLT  Admin Team  Students  Teachers |
| **Key external contacts:** | Parents/Carers  Outside Providers |
| **Special consideration:** | Hold a clear Enhanced DBS check |

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| **Specific duties:**  General   1. Supervise and remain with students who have been asked to leave a classroom and/or are out of a lesson for any reason; 2. Meet students in reception when directed, collect belongings and direct them to their studies. 3. Engage with students not coping in lessons and help them to resolve their issues. 4. Support students to complete their day successfully; 5. Ensure all students behaviour/sanctions are in line with the behaviour policy; 6. Undertake breakfast, lunch and hometime duties. 7. Communicate with parents/carers when asked to do so by a member of SLT; 8. Be a first aider; 9. To take photographs for the website when requested to do so and upload them to the school network/ cloud-based programme;   Work Placements   1. Support the Careers Officer with career’s related tasks when directed to do so:   Pastoral and support for individual students and their families   1. Contribute to students’ reports; 2. Undertake before school, break and lunch duties, as published on rota; 3. To have an effective working relationship with key external providers; 4. Establish and maintain appropriately detailed, accurate and up to date records, both written and electronic, for all work carried out; 5. Work with students to assist in achieving the actions listed on their bespoke Behaviour Plans; 6. Supervise students throughout the day ensuring attendance and punctuality at all lessons; 7. Support students in examinations as an invigilator or those in need of access arrangements, as scribe, reader or prompt; 8. Be willing and able to work out of hours as agreed with Line Managers; 9. Escort students to, and support students with, off-site provision.   Support for the department   1. Meet regularly with the SENCo/SLT to attend departmental meetings; 2. Support the SENCo/SLT with any assigned tasks relating to the Academy’s Outreach Programme; 3. Ensure wall displays are current, tidy and updated termly; 4. Undertake administrative duties including ordering resources and maintaining stock records when requested to do so.   Communication   1. Attend such meetings as deemed appropriate by the SENCo/SLT; 2. Participate in regular supervision and appraisal as required by line manager; 3. Identify own learning needs and to attend training in order to develop professional knowledge and skills as directed by line manager through supervision; 4. Attend Trust/academy events and contribute to daily briefings, team meetings and training; 5. Liaise and network with other professionals, parents and carers both informally and formally.   Trust   1. Promote the Trust’s core themes of working with vulnerable young people and helping them to flourish; 2. Promote the safeguarding and welfare of children and young people; Complying with the Trust’s policies and procedures (e.g. equal opportunities and health and safety); 3. Ensure high standards of behaviour and dress are maintained. 4. Attend Trust/Academy briefings, meetings and events as required by the Executive Principle or Headteacher.   Additional duties  You may be required to carry out additional duties, as the Executive Principle or Headteacher may reasonably request, which are commensurate with the post. |

**PERSON SPECIFICATION**

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| **No.** | **Education and/or Experience** | **Priority**  **1 or 2** | **Method of Assessment** |
|  | Attainment of English and Maths qualifications equivalent to GCSE grade A-C.  Experience of working with secondary aged students with behavioural difficulties and learning needs on a one-to-one basis or in small groups.  **Skills and Abilities**  Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations.  Have a creative approach to problem solving and use this to inspire and motivate students.  Have excellent communication skills in order to build rapport with children, colleagues, parents and outside agencies both verbally and in writing.  The ability to record and assess pupils’ progress and performance and write reports on student development.  **Knowledge**  Knowledge of and the ability to support the delivery of a broad and balanced curriculum programme in order to develop literacy and numeracy.  Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment  Understanding of Windows software for demonstrating in the classroom and for administration purposes. | 1  1    1  1  1  1  2  1  2 | A  A, I  A, I  A, I  A, I  I, T  I, T  A, I  A, I  A, I |
| 12. | **Special Considerations**  Willing to undertake an Enhanced DBS check  Hold a current and clean driving licence | 1  2 | A  A, I |

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| **Criteria marked Priority 1 are ones which applicant must have to be appointed.**  Priority 2 criteria are also essential, but may be learned or developed further after appointment.  **Methods of assessment. A – Application Form. I – Interview. T – Test.** |