



Twyford Church Of England Academies Trust

"I have come that you might have life and have it to the full" John 10 v10



William Perkin Church of England High School

Job Title:	KS5 Learning Mentor
Grade:	5
Line Manager:	Head of Safeguarding & Inclusion
Hours:	Part Time (17.5 hours) - 2.5 days per week

Aim of Post:

To support students in Key Stage 5 to achieve their academic, personal, and career aspirations by providing targeted mentoring, guidance, and pastoral support. The Learning Mentor will help remove barriers to learning, promote positive attendance and engagement and foster student wellbeing enabling students to succeed and thrive in a supportive school environment.

Key Responsibilities:

1. To provide one-to-one and small group invitation only mentoring to Sixth Form students, supporting their academic progress, wellbeing, attendance and engagement.
2. Identify and help remove barriers to learning, working with students to develop strategies that promote success and resilience.
3. Monitor student attendance, punctuality, behaviour and progress intervening appropriately where concerns arise
4. Alongside the DDSL, oversee and administer the Sixth Form student mentoring programme
5. Undertake safeguarding responsibilities in accordance with school policies and statutory guidance.

1. To provide one-to-one and small group invitation only mentoring to Sixth Form students, supporting their academic progress, wellbeing, attendance and engagement

- Deliver targeted one-to-one and small group mentoring sessions for identified Sixth Form students.
- Develop positive, professional relationships with students to build confidence, motivation and resilience.
- Support students in setting academic, personal and career-related goals and monitor progress towards these.
- Identify and help address barriers to learning, attendance, punctuality and engagement.
- Work with students to improve attendance, punctuality and participation in lessons and school activities.

- Promote positive mental health and wellbeing, signposting students to appropriate support services where required.
- Liaise with teachers, tutors, pastoral staff, parents/carers and external agencies to ensure coordinated support for students.
- Maintain accurate records of mentoring interventions, student progress and outcomes.
- Monitor the impact of mentoring programmes and contribute to reviews of student support plans.
- Support students during key transition points, including progression to higher education, apprenticeships, employment or training.
- Uphold safeguarding procedures and report any concerns promptly in accordance with school policies.
- Contribute to the creation of an inclusive Sixth Form environment that promotes high aspirations, achievement and student wellbeing.

2. Monitor student attendance, punctuality, behavior and progress intervening appropriately where concerns arise

- Track and review attendance, punctuality, behaviour and progress data for KS5 students.
- Identify students at risk of underachievement, poor attendance, persistent lateness or disengagement.
- Meet regularly with identified students to discuss concerns and agree targets for improvement.
- Develop and implement individual support plans and intervention strategies.
- Liaise with tutors, subject teachers and Heads of Year/Sixth Form to gather information and coordinate support.
- Communicate with parents/carers regarding attendance, punctuality, welfare and progress concerns when appropriate.

3. Alongside the DDSL, oversee and administer the Sixth Form student mentoring programme

- Recruit, induct and support student mentors, ensuring they understand their roles and responsibilities.
- Organise mentor training and development opportunities to maintain effective mentoring practice.
- Match mentors with mentees from younger year groups, taking account of individual needs and circumstances.
- Monitor the quality and effectiveness of mentoring relationships and interventions.
- Provide guidance and supervision to mentors, offering advice on challenges and areas of concern.
- Maintain accurate records of mentor participation, meetings, outcomes and impact.
- Coordinate mentoring schedules, meetings and activities to ensure effective delivery of the programme.
- Work with the KS5 team and DDSL to identify students who may benefit from mentoring support.
- Ensure mentor activities comply with safeguarding, confidentiality and school policies.
- Monitor and evaluate the impact of the mentoring programme, producing reports and recommendations for improvement.
- Celebrate and promote the achievements of mentors and mentees across the Sixth Form community.
- Support the DDSL in developing and implementing mentoring initiatives that enhance student wellbeing, engagement and achievement.
- Act as a key point of contact for mentors, mentees, parents/carers and staff regarding the mentoring programme

Key measures of success

- Provision of a mentoring service to students, widely recognised and understood by staff, pupils and parents, and demonstrating tangible benefits in terms of student outcomes.
- No in-school variation in progress: disadvantaged and / or LAC/PLAC students achieve in line with whole school cohort
- Sixth Form Wellbeing programme runs purposefully and efficiently
- No in-school variation in progression: disadvantaged students and LAC/PLAC access the same opportunities for development as the whole school cohort
- Provision of effective and sustainable mentoring services catering for at at-risk disadvantaged students, vulnerable students and LAC/PLAC students

Person Specification

Essential	Desirable
• Good listening skills • Experience, knowledge and understanding of mental health issues, in particular anxiety, depression and self-harm • Experience of working with outside agencies • Ability to manage the caseloads of other professionals • Organised and able to keep good records • Experience and understanding of teenage children • Good time management skills • Ability to work to deadlines • Caring and compassionate • Calm personality in the face of crises • Good computer skills • Good telephone manner • Able to work independently and as part of a team • Ability to be pro-active and to use initiative • Ability to keep confidence within the bounds of the school policy on safeguarding • Willing to undertake training as required	• Education at least to level 3 or 'A' levels. • Additional qualifications in mentoring or similar • Commitment to the ethos of the school • Ability to work in a flexible way

Key Terms and Conditions

Starting salary is on the lowest scale point in the grade; increments are then paid to staff with more than 6 months service in April of each year until the highest scale point in the grade is reached. Payment is by bank transfer on or by 26th of each calendar month.

Hours of work:

The working hour per week is 17.5 hours.
Term time only (39 weeks / 195 days).

Pension Scheme:

You will be entitled to join the Local Government Pension Scheme. Details of the scheme are found here: www.lgps.org.uk

Probation:

All support staff appointments are subject to satisfactory completion of a 6 month probationary period.

The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>

The post-holder will also be expected to read and adhere to the Trust's Child Protection Policy, and any other Safeguarding documents stated within this

