



Job Description and Person Specification



Post Title:	Academic Mentor
Responsible to:	Head of English and/or Head of Maths
Responsible for:	See below
Grade:	Band E, Point 10, 37 hours per week, 195 days per year Actual Salary £19,521 (FTE Salary £22,128) Fixed term contract to 31 July 2022

Main Purpose of Job

To work under the guidance of the Head of English and/or Maths. Your main responsibility in this role will be delivering support to at least 50 pupils.

You will play a key role in enabling pupils from the most disadvantaged areas to build their confidence and access targeted support while developing skills and experience in a school for your future career.

You will additionally benefit from a custom programme of online training via Liverpool Hope University. This will be one week of training for qualified teachers and two weeks for Graduates.

All postholders at Oakwood High School are required to work at their designated level to support the implementation of all school policies and procedures to achieve the key targets of the school. These targets are reviewed annually and adapted to meet the needs of our pupils.

The post holder will be a key member of the team in the Academy and will work positively and proactively.

The post holder will work in collaboration with a range of staff across the Academy in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.



Registered in England: 0808775996

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1	Support for Pupils	A	L	O
1.1	Your main responsibility in this role will be delivering support to at least 50 pupils in the format of: <ul style="list-style-type: none"> • small group work • one-to-one support • revision lessons (in groups or one-to-one) • additional support for those shielding or not in school. 			✓
1.2	To support this, you will also be expected to: <ul style="list-style-type: none"> • work with SLT in the school to identify which pupils need 1:1, 1:2 or 1:3 support packages; • identify learning gaps and help to shape a bespoke intervention programme for pupils; • deliver engaging sessions to support a range of learning styles and needs with clear learning objectives; • manage behaviour of pupils; • differentiate sessions in line with pupils' abilities, taking into account any barriers to learning or additional needs; • derive measurable outcomes from each session to track progress; • demonstrate safeguarding standards in all practice; • support the school's ethos of inclusivity and equity for all. 			✓

2	General
2.1	All employees have a responsibility for implementing all School Policies and procedures and working in accordance with the Code of Conduct for Staff.
2.2	Break-time and after school duties on a rota basis.
2.3	All employees will be asked to work at their level on pupil interventions to meet pupil needs and school targets.
2.4	Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
2.5	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
2.6	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
2.7	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

2.8	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
2.9	Establish constructive relationships and communicate with others (inside and external to the Trust).
2.10	Organise and support Academy and Trust events as requested.
2.11	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.

Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community. We build upon our strengths – together!

Person Specification Academic Mentor

Inspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers and volunteers to share this commitment.

Personal Skills Characteristics		Essential	Desirable	Method of Assessment
1	Qualifications and Experience			
1.1	Qualified Teacher Status or Graduate with 2:2 or higher (or UK equivalent) and must have Level 4 (Grade C) or above in GCSE maths and English or equivalent	✓		AF
1.2	Understanding of classroom roles and responsibilities and your own position within these.	✓		AF
1.3	Ability to relate well to children and adults and an understanding of learning and development.	✓		AF
1.4	A degree in a relevant subject.	✓		AF/CQ
2	Support for Teaching and Learning			
2.1	Interest in practical/creative teaching support.	✓		I, R
2.2	Knowledge of educational developments.		✓	I
2.3	Ability to organise and supervise the work of pupils so as to ensure that they make good progress.	✓		AF, I, R
2.4	Evidence of ability to communicate with a range of adults and pupils.	✓		AF, I, R
2.5	Experience of using IT to support learning.	✓		AF, I
3	Personal Qualities			
3.1	Conscientious, honest and reliable.	✓		I, R
3.2	Able to make carefully considered decisions and assess risk.	✓		I, R
3.3	Ability to work on own initiative.	✓		R
3.4	A commitment to self improvement.	✓		AF, I
3.5	Capacity to motivate, inspire and challenge pupils, self and others.	✓		I, R
3.6	Ability to establish and maintain good relationships with a range of adults and pupils.	✓		I, R
3.7	Inclusive.	✓		AF, I, R
3.8	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓		I
3.9	A commitment to future training and development.	✓		AF

Personal Skills Characteristics		Essential	Desirable	Method of Assessment
4	Mandatory Requirements			
4.1	A DBS check at an enhance level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment.	✓		DBS Check
4.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974 (all spent convictions to be declared on the application form)	✓		AF/R
4.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓		AF/R
4.4	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓		I, R
5	Physical Requirements			
5.1	Health and physical capacity for the role.	✓		I, R
5.2	A good attendance record in current employment, (not including absences resulting from disability).	✓		I, R

Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in Section 11 'Information in Support of the Application' of the application form, candidates should be prepared to discuss these in the interview process.

6	Effective Behaviours	Method of Assessment
6.1	Seeing the Big Picture Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.	A/I/R
6.2	Changing and Improving Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.	A/I/R
6.3	Making Effective Decisions Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively.	A/I/R
6.4	Leadership Show enthusiasm for your work and take personal accountability for your role.	A/I/R

	Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.	
6.5	Communicating and Influencing Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.	A/I/R
6.6	Working Together Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.	
6.7	Developing Staff and Others Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.	
6.8	Managing a Quality Service Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.	
6.9	Delivering at Pace Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.	

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Key to abbreviations:

AF Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check.