**Job Description:**

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| **Post:** |  **Progress Mentor** |
| **Salary Grade (Fixed Point):** | *Grade 3, Spinal Point 13 (FTE £22,899.80) (fixed point)*  |
| **Responsible to:** | *Head of Student Progress*  |
| **Responsible for:** | Providing support for students, pastoral support and welfare support, maintenance of own caseload. |

**Key Purpose:**

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| **1** | In liaison with tutors, to support students to make effective progress. Maximise attendance, retention and achievement of all students within allocated area including those facing barriers to learning  |
| **2** | To provide ongoing support for students with ongoing issues which impact their learning; to escalate urgent safeguarding concerns to Health & Wellbeing Manager  |
| **3** | To promote student resilience and independence through liaison with internal teams, online support and health and wellbeing agencies |
| **4** | To promote student resilience and independence through effective target setting and monitoring, including raising awareness of local and national health and wellbeing priorities and issues.  |

**Key Responsibilities and Accountabilities:**

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| **A** | Develop the skills of students who are disengaging following referrals from tutors. Liaise with relevant specialist colleagues to create, coordinate and implement a support plan for identified students with clear targets.  |
| **B** | Maintain own caseload of supported students creating detailed records of cases, and student outcomes in order to contribute to monitoring and evaluation, using statistical and qualitative data. |
| **C** | Deliver a triage service for students and referring staff, correctly sign posting students in need to appropriate in-house and external support provision. |
| **D** | Monitor and report on the activity of specific student cohorts (for example LAC, Young Carers, Care Leavers etc.) in conjunction with the Health & Wellbeing Managers.  |
| **E** | Pro-actively identify trends in student progress, especially in relation to well-being, behaviour and expectations and address these through targeted interventions and support provision.  |
| **F** | Deliver targeted support interventions, including making referrals for students with physical/mental health issues and liaise with parents/carers as appropriate.  |
| **G** | Maintain own caseload of supported students creating detailed records of cases, and student outcomes in order to contribute to monitoring and evaluation of the service, using statistical and qualitative data.  |
| **H** | Work with teaching colleagues and other staff as appropriate to find ways to support referred students within and outside the classroom, including organising case conferences and attending disciplinary meetings as required.  |
| **I** | Initiate and promote learner voice activities with students to ensure that there is a preventative focus on issues relating to wellbeing.  |
| **J** | Respond to urgent safeguarding concerns and refer to the Health and Wellbeing Managers and Head of Student Progress where necessary. |
| **K** | Contribute to identified gaps and promotion of good practice in safeguarding as an active member of the safeguarding panel.  |
| **L** | To provide support as required to the broader Student Progress team as and when required. |

**Cross-College Responsibilities and Accountabilities:**

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| **1** | Participate in Performance Management and professional development activities as required.  |
| **2** | Value and promote diversity and equal opportunities. |
| **3** | Work within health and safety guidelines and be aware of your responsibilities for health and safety.  |
| **4** | Fully support and adhere to the College approved strategies, policies and procedures. |
| **5** | Be responsible for safeguarding and promotion of the welfare of children, young people and vulnerable adults.  |
| **6** | Support the College’s quality initiatives, promoting the values of the College and ensuring that outputs meet quality standards |
| **7** | Provide the best possible service to customers (both internal and external) in line with College standards. |
| **8** | First response for safeguarding and first aid concerns |
| **9** | Liaise with teachers and other colleagues regarding health and wellbeing interventions whilst maintaining appropriate boundaries regarding student confidentiality and legal requirements.  |

This job description is current as at the date shown below.

In consultation with you, it is liable to variation by management to reflect or anticipate changes in or to the job. You are liable to undertake such other duties as may reasonably be required of you, commensurate with your grade, at your initial or present place of work or at any other of the College’s operational sites.

**Person Specification**

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|  | **QUALIFICATIONS & TRAINING** | **Essential** | **Desirable** | **How assessed** |
| 1 | English and maths to at least level 2  | x |  |  |
| 2 | Designated Safeguarding Lead (or willing to obtain)  | x |  |  |
| 3 | Youth work qualification Or Nursing qualificationOr Public Health qualification Or Health & Wellbeing qualification Or teaching qualification  | x |  |  |
| 4 | First Aid Qualification or willingness to obtain | x |  |  |
| 5 | A health and wellbeing related qualification, at a minimum of level 3 or equivalent. |  | x |  |
| 6 | Evidence of participation in appropriate training and development  | x |  |  |
| 7 | C Card practitioner  |  | x |  |
| **8** | **KNOWLEDGE, EXPERIENCE & UNDERSTANDING (CURRENT)** |  |  |  |
| 9 | Understanding of the barriers to learning faced by students including the growth in the support required for mental health.  | x |  |  |
| 10 | Experience of working with young people with challenging circumstances | x |  |  |
| 11 | Knowledge of further education setting | x |  |  |
| 12 | Working knowledge of external support agencies and stakeholders | x |  |  |
| 13 | Experience of managing complex caseloads  | x |  |  |
| 14 | Knowledge of funding streams and support available to students.  |  | x |  |
| **15** | **SKILLS & ATTRIBUTES** |  |  |  |
| 16 | Capacity to use IT systems to record and monitor student interventions | x |  |  |
| 17 | Ability to analyse data and interpret it to plan actions | x |  |  |
| 18 | Extremely organised approach to work, with the ability to work on own initiative and to manage a complex caseload | x |  |  |
| 19 | Excellent interpersonal and communication skills with the ability to develop and maintain effective working relationships with students, staff and parents/carers | x |  |  |
| 20 | Excellent communication skills both written and verbal | x |  |  |
| 21 | Excellent listening skills and ability to empathise and deescalate in challenging situations | x |  |  |
| 22 | Resilient and positive with a professional appearance  | x |  |  |
| 23 | A high level of personal integrity with proven experience of handling sensitive situations with tact and diplomacy and with complete regard for confidentiality  | x |  |  |
| 24 | Ability to work effectively as a team member and work flexibly to meet changing needs  | x |  |  |
| 25 | Good record of attendance and punctuality  | x |  |  |
| 26 | Commitment to own learning and development.  | x |  |  |
| 27 | Ability to travel independently between college sites as required |  | x |  |

Key to assessment methods:

A = Application

I = Interview

P = Presentation

assessment