



ACADEMIC MENTOR

Job Description

Academic Mentors work with Heads of Department, Heads of Faculty and Senior Staff to strategically support individual and small groups of students to realise their full potential and secure good outcomes.

All members of Academy staff are expected to be a professional and active member of the Academy community working as part of the team to raise standards, improve outcomes and opportunities for all students and promote a lifelong love of learning.

Specific Responsibilities

- To work with Heads of Department and Senior Staff in order to ensure targeted groups of students are aware of their aspirations, identify what key pieces of work are missing from their portfolios, knowledge and understanding which results in them performing below their target minimum levels/grade. Identifying which skills and competencies need to be demonstrated in order for them to maximise their outcomes and reach their targets.
- Take responsibility for the delivery of learning and support programmes for individual and small groups of students, facilitating learning and sharing responsibility for teaching aspects of the curriculum for Key Stages 3 and 4.
- Prepare suitable work for the students under the guidance of the teacher and make or adapt resources to enable students to access the learning activity at their appropriate level of understanding.
- Help students who are underperforming on a one-to-one basis outside the classroom looking at why they are underperforming and what can be done to help their situation.
- Help students resolve a range of issues which are creating barriers to learning by devoting time to those students and developing effective relationships to help provide them with strategies to overcome those barriers.
- To contribute to the comprehensive assessment of children who need extra help to overcome barriers to learning both inside and outside the Academy.
- Track, monitor and analyse identified students' progress through the Academy reporting system and liaise with relevant staff as a result of this monitoring.
- Use the analysis of assessment data to inform planning and delivery of learning support programmes for individual and groups of students.
- Support and help implement and action plans for students who need particular support and contribute to reviews and work to objectives in these plans.
- Develop positive one-to-one relationships with students needing particular support which is aimed at achieving the goals defined in their individual plan.
- Maintain regular contact with parents/carers of students receiving support and to encourage positive family involvement in the students' learning.



- Maintain accurate records so that information can be communicated to appropriate parties who have an educational interest in students receiving support. Particular attention should be paid to progress and evidence of progress.
- Contribute to the identification and sharing of good practice between individuals to enhance the provision.
- Work as part of a team to ensure that students are able to enjoy and participate in all aspects of Academy life and reach their full potential.

Other Expectations of all Academy Staff

- To work professionally and effectively as part of a specific and wider Academy staff team.
- To be a positive, professional role model for all students.
- Treat all students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to staff's professional position.
- Have regard for, and promote the need to, safeguard students' well-being, in accordance with statutory provisions and Academy policy.
- To be a form tutor or associate form tutor to an assigned group of students and carry out that role in line with Academy policy.
- To carry out supervision duties as directed in the Academy duty rota.
- Engage actively in the Academy performance management process.
- Engage actively in the Academy CPD programme to develop skills and improve practice.
- Be familiar with, and follow, all Academy policy and practice to ensure a consistent high standard approach to all aspects of the Academy.
- Play a full part in the life of the Academy, to support its distinctive mission and ethos.
- Attend Academy events and activities as directed by the Headteacher.



PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none">• Show energy, enthusiasm and passion for what you do• Demand the highest quality in all that you do, and in the work of your team• Willing to champion new ideas and think beyond the status quo• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better• Be open to new ideas and change where it will have a positive impact on the organisation• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work• Commitment to self-development, and developing your wider Team• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none">• Have integrity and honesty in all that you do



	<ul style="list-style-type: none">• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work• Take responsibility and ownership for your area of work• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils• Be transparent and open• Be resilient and trustworthy• Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none">• Understand how you can have a greater impact as a team than you can as an individual• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level• Recognise and celebrate the success and achievements, no matter how small, of your colleagues• Be generous with sharing your knowledge to help to develop others• Understand and be willing to receive suggestions and input on your area of work from others• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work• Be aware of other peoples' needs and show an ability to offer genuine support• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams



KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E – Essential

D – Desirable

Assessed at

A – Application Stage

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	GCSE Maths and English minimum grade 4 or equivalent	X		X	X	X
	An enthusiasm for education and the ability to generate this in others.	X		X	X	X
	Knowledge of external agencies		X	X	X	X
	Knowledge and understanding of how children learn and how to motivate them	X		X	X	X
	Knowledge of strategies for spelling & reading		x	X	X	X
	Knowledge of strategies to develop learning	X		X	X	X
	Knowledge of and compliance with policies and procedures relevant to child protection, health and safety.	X		X	X	X
	Understanding of statutory frameworks relating to teaching		x	X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation		X	X	X	X
Experience	Experience of following procedures and instructions.	X		X	X	X
	Experience of mentoring young people in a secondary school on a full time basis.		X	X	X	X
	Experience of establishing and maintaining accurate records.		X	X	X	X
	To have established and developed successful working relationships with parents/carers, teachers and support staff in a variety of situations.		X	X	X	X



	Experience of planning, leading and managing intervention activities for KS3 and KS4 students in core subject areas.		X	X	X	X
Skills	Ability to work with an individual child or with a group	X		X	X	X
	Ability to recognise potential barriers to learning and develop strategies to overcome these barriers.	X				
	Ability to work closely with parents	X		X	X	X
	Ability to model acceptable behaviours and encourage good social skills	X		X	X	X
	Ability to extend children's thinking skills	X		X	X	X
	Ability to communicate with a wide range of stakeholders using a variety of methods	X		X	X	X
	Ability to work constructively as part of a team	X		X	X	X
	Ability to use ICT effectively to support learning	X		X	X	X