



Raleigh

EDUCATION TRUST

Transformation Mentor

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POST	TRANSFORMATION MENTOR
Reports to	Assistant Principal
Salary range	GLPC-E, Points 12 – 19 (£23,836 actual)
Contract type	Permanent
Hours	37 hours, Term time only

The role in a nutshell

We are seeking to recruit a supportive and dedicated Transformation Mentor. They will work with both academic and pastoral teams to plan and co-ordinate the delivery of appropriate interventions to meet the pupils' needs and improve pupil achievement and engagement.

The candidate

The ideal candidate will demonstrate the ability to deliver co-ordinated and targeted support work using achievement data, emotional development data and behaviour logs to work with the leaders to plan, deliver and measure the impact of interventions and learning activities.

We welcome applications from everyone who believes they meet the expectations of the role regardless of age, gender, ethnicity, sexual orientation, faith, or disability. To ensure that our staff composition is representative of the communities we serve, applications from groups who are currently under-represented in education including people with disabilities and people from minority ethnic backgrounds are particularly encouraged.

About your benefits

The position attracts an excellent remuneration package including a competitive salary, pension scheme, health assured programme with access to mental health, financial and family support (EAP) and the Cycle Scheme salary sacrifice.

We prioritise your professional growth with annual training and development opportunities, training bursaries are available upon request.

General duties and responsibilities

Interventions & Support	<ul style="list-style-type: none"> • Liaise with staff and SLT to implement and track the impact of interventions for pupils depending on the learning needs • To work with SLT to develop transition plans that include targeted interventions and provide strategies to overcome barriers in the learning environment • Work directly with pupils to improve achievement, engagement in learning and independent learning • Review individual pupil needs and develop/implement a plan of support and interventions that creates positive and measurable impact • Agree on a co-ordinated approach to the delivery of support and interventions, including learning activities for pupils/groups of pupils working closely with pastoral and teaching staff. • Maintain currency of best practice and national guidance regarding interventions to support pupil achievement, engagement in learning and independent learning • Observe pupils in lessons and in unstructured times to provide feedback and strategies for colleagues based on good practice approaches • Review pupil's needs and profiles to design and develop targeted support to improve pupils' achievement and outcomes, offering encouragement and feedback, where appropriate • Analyse and report trends/patterns and actions to be taken to SLT / RET on a half-termly basis. Implement and lead on agreed actions to address/manage issues identified • Raise awareness of and/or train staff in approaches to support pupil engagement and independent learning • Act as a mentor or keyworker for identified pupils • Liaise with teaching/support staff to obtain feedback regarding pupils and the impact of interventions • To provide information to support statutory assessments where required • To liaise with external specialists where required such as the Mental Health Team
Additional related tasks	<ul style="list-style-type: none"> • Input to the Academy's safeguarding system, CPOMS, to record, monitor and evaluate serious issues/incidents • Support leaders in meetings with parents of pupils who are not positively responding to support to develop a plan for change and improvement • Support leaders in meetings with pupils/parents/carers and where appropriate colleagues/other professionals to agree a programme of support to be implemented • Share good practice with external stakeholders who work with pupils • Promote good attendance and contribute to the shared responsibility to improve overall attendance

Trust responsibilities	<ul style="list-style-type: none"> • Support and uphold the Trust’s ethos, values, policies and procedures • Apply and adhere to the Trust’s Code of Conduct • Always act with professionalism and integrity, promoting the Trust’s values • Comply with any reasonable request from the Principal to undertake work of a similar level or commensurate with the role / level of responsibility • Comply with Data Protection legislation and follow the principles of GDPR • Promote a commitment to equal opportunities and anti-discriminatory practice adhering to the Trust’s and Academies EDI policies • Promote a work environment that protects people’s health and safety and welfare in accordance with the Trust’s Health and Safety Policy

All staff are expected to maintain high standards of customer care in the context of the Trust’s Core Values, to uphold the Equality and Diversity Policy and health and safety standards and to participate in training activities necessary to their post.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer. The responsibility level of any other duties should not exceed those outlined above.

Person Specification

Education & Qualifications	<ul style="list-style-type: none"> • Level 3 TA qualification (D) • First degree or equivalent relevant to the role (D) • Counselling or other relevant therapeutic qualification (D) • GCSE grade C or above (4+) in Maths and English • Ongoing CPD
Communication Skills	<ul style="list-style-type: none"> • Committed to working positively with all stakeholders • Effective communicator who is at ease with all stakeholders • Good interpersonal skills that support effective relationships with young people • Ability to write action plans, maintain accurate records and create reports
Experience & Knowledge	<ul style="list-style-type: none"> • Knowledge/experience of PRU/specialist settings • Experience of working with vulnerable children and young people • Experience of successful intervention/support work responding to the academic needs of young people • Knowledge of effective learning and engagement strategies and good practice approaches • Experience of liaising with a range of agencies, professionals and parents/carers to support and safeguard children and young people (D) • Experience of promoting the learning and welfare of children and young people
Personal Attributes	<ul style="list-style-type: none"> • Able to work independently and make judgements whilst also working as part of a wider team • Resilient and determined whilst a supportive team member able to demonstrate empathy to address matters in a sensitive and considerate manner (D) • Commitment to inclusion and diversity to ensure the maximum benefits for pupils and staff • Commitment to personal development • Commitment to the promotion of safeguarding and welfare of children and young people
Work to promote mutual respect and good relations	<ul style="list-style-type: none"> • Commitment to inclusive education • The desire to support a working culture which values creativity and openness and is sensitive to need.
Work related circumstances	<ul style="list-style-type: none"> • Be willing to undertake training and development, as necessary, to enhance service deliver

D = Desirable

About the application process

If you meet the criteria and you are enthusiastic about the role, we welcome your application.

To complete the application process, you will need to complete the application form and associated documents through the portal which can be found at: <https://raleigheducationtrust.face-ed.co.uk/vacancies>

Only candidates requested for an interview will be contacted. If you are not invited, we thank you for your interest in this exciting post with the Trust.

Raleigh Education Trust is obliged by law to operate a checking procedure for employees who have substantial access to children and young people. It is an offence to apply for a position within a school or trust if you are barred from engaging in regulated activity relevant to children.