



Job Description

Employees of the Skills for Life trust will ensure they are positive role models by demonstrating the Trust's Mission Statement and Values.

Post Title: Maths Mentor

Reporting to: Head of Department

Purpose

Working within a learning framework set by the Head of Maths, provide support for individual students in Maths by removing barriers to their learning and ensuring that they have equality of access to opportunities, to develop to their full potential. This role will include a key focus on supporting larger learning and the marking of student work to support the class teacher.

To act as an integral part of the school staff team, and make a contribution to the overall aims of the school and, working within agreed policies and procedures, maintain a range of effective networks and partnerships.

To contribute fully as an integral member of the Maths team, assisting with resource preparation and management, primary liaison activities and other tasks as required to support teaching and Learning activities.

Accountability

Support for students

Establish and maintain effective relationships with students.

Work with individual (or specified groups of) students, including those with Special Educational Needs, to help them overcome perceived or real barriers to achieving the learning targets identified by the Head of Maths. This involves understanding and respecting the learning styles and preferences of student(s) and using this knowledge to advise and support them. Marking of student work as required.

Secure the trust of the student(s)

Agree with each student on a one to one basis, mutually acceptable ways of working together, and jointly determine the individual roles and responsibilities within the relationship. Set realistic expectations and time scales and agree the scope and use of confidential information.

Provide care and support for the students.

Promote student well-being by encouraging them to develop good relationships with others. Motivate and empower them to develop their self-reliance and self-esteem and help them to adjust to new challenges and educational settings.

Develop a shared understanding of their learning mentoring needs, identify the necessary level of support and agree a plan of action.

Support for the school

Establish and maintain effective working relationships with line manager

Work with the Head of Maths, on a one to one basis, in such a way as to ensure that there is an understanding and clarity of their own responsibilities and the role of the Maths Mentor within the school generally.

Assess and review student progress and achievement.

Collect, record and securely maintain all information necessary to set targets and agree action plans, monitor the student's progress, assess and review support programmes and to determine appropriate exit strategies.

Assist Maths staff, the Inclusion Faculty and other school staff in the assessment of the mentoring needs of individual students.

Assist in maintaining a meaningful learning environment.

Monitor and record the effectiveness of the specialist support provided to the student(s) and contribute to the advancement of programmes and procedures which maximise the benefits available to the individual student(s).

Identify signs of student disengagement and, in consultation with school colleagues, develop strategies to improve attendance, enhance individual motivation and attitude, and avoid potential exclusion.

Develop and maintain working relationships with other professionals.

Work effectively with Maths teachers, support staff and other professionals, applying own strengths and expertise to ensure that the learning mentor role contributes positively to the overall values, aims and objectives of the school. Provide effective support for all other members of the school staff by sharing own knowledge and expertise in a professional and constructive manner.

Take an active role in supporting and developing a culture of team working for the benefit of students', both individually and collectively.

Participate in staff meetings and contribute to the development of policies and procedures which support equality of opportunity, recognise the diverse needs of students and promote social inclusion.

Attend Inclusion Team meetings and briefings to share and receive information on vulnerable students and support for students with Special Educational Needs Contribute to the support for students in receipt of Access Exam Arrangements

Contribute to the management of student behaviour and security.

Contribute to the maintenance of school policies which encourage positive student behaviour and advise on policies and procedures related to students' health, safety and security.

Report any issues related to child protection/safeguarding or situations that potentially pose a danger to any student.

Review and Develop own professional practice.

Develop and maintain effectiveness as a member of the school staff by taking responsibility for own continuing professional development. Remain aware of current legislation affecting the student/school relationship.

Support for parents and other carers.

Liaise effectively with parents.

Taking account of any confidentiality agreement reached with the child or young person concerned, discuss with parents and other designated carers the mentoring and support being provided to their child. Secure parental consent and encourage their participation in the programme of support.

Promote partnership working between home and school and help to develop and maintain parental or carer interest in their child’s education.

Support to other professionals and agencies.

Promote the Learning Mentor service.

Raise awareness of the Learning Mentor service amongst education professionals and other agencies providing support to students and young people.

Support across school provision of the service.

Liaise with other Learning Mentors across the LA/Region to provide a continuity of support to students when they transfer schools. Support the sharing of information, professional knowledge and best practice.

The above list is indicative and not exhaustive. The post holder is expected to carry out all such additional duties as are reasonably commensurate with the role.

Employees are expected to present themselves and to act in a professional manner at all times, according to The Skills for Life Trust Code of Conduct.

I agree that this job description conveys an accurate description of this job.

This job description is not exhaustive and subject to review by the Headteacher in consultation with the post holder as appropriate to the changing needs of the Academy, or anticipates changes in the job commensurate with the grade and job title.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The Trust will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

Signed Date
On behalf of The Skills for Life Trust

Signed..... Date.....
Employee

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Qualifications	A good standard of general education, normally evidenced by 5 or more GCSEs or equivalent (including Maths and English at Grade C or above)	
Experience	Previous experience of working with young people in need of guidance and support.	<p>Experience of supporting students in the secondary age range.</p> <p>Experience of working with young people with challenging behaviour</p> <p>Experience of effective monitoring of student progress</p> <p>An awareness of different assessment techniques.</p>
Knowledge	Some knowledge and experience of the UK education system.	<p>Knowledge of current best practice in the use of data to support student progress</p> <p>Awareness of current thinking in Maths teaching and curriculum developments</p>
Job Related Skills	<p>Excellent ICT skills with knowledge of basic ICT applications</p> <p>Excellent written and verbal communication skills with the ability to communicate clearly with staff, pupils, parents and external agencies.</p> <p>The ability to remain calm, and be patient with students.</p> <p>Excellent time management skills, with the ability to prioritise workload effectively.</p>	
Personal Skills	<p>Have a passion for seeing all students including those with SEN make the best possible progress</p> <p>Excellent interpersonal skills with both adults and young people</p>	