

## SUPPORT STAFF

### JOB DESCRIPTION

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| <b>ROLE TITLE</b>                   | Walkabout Mentor  |
| <b>CONTRACTED HOURS</b>             | 33.25 hours per week / 38 weeks per year (8:20am – 4:20pm Mondays, 8.20am to 3.20pm Tues-Fri – 30 mins break) |
| <b>LOCATION</b>                     | St Edward's Academy   |
| <b>GRADE / SCALE POINT – SALARY</b> | Scale 6   |
| <b>REPORTING TO</b>                 | Deputy Headteacher  |

#### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

#### JOB PURPOSE

- To provide a complementary service to all staff in order to help students overcome barriers to learning and promote achievement for all students.
- To support learning by encouraging students to get to lessons on time.
- Contribute to the general safety and discipline of the school, especially at break and lunchtimes.
- Support the Inclusion room.

#### KEY TASKS AND RESPONSIBILITIES

- Carrying out student searches and maintaining records of these searches
- Compiling and preparing written reports on mentored students or incidents when requested.
- Actively promoting the school's Equal Opportunities and 4Racial Equality Policy in all aspects of work.
- As necessary, communicate with the families/carers of children in need of extra support to keep them informed of the child's needs and progress to secure positive family support and involvement.
- Provide 'On Call' support to staff during lessons.
- To be on duty at break and lunchtime.
- To provide front-line support and advice on the security of the site and safety of students and staff.
- To accompany school trips, including driving the minibus when required to do so.
- Ability to effectively handle confrontational situations.
- An enthusiasm for the challenge of making a difference and improving students' achievement.
- The ability to work within the structures in the school, both independently and as part of a team.
- The ability to command the confidence of the school's staff.
- The ability to successfully liaise with agencies outside of the school.

## **OTHER DUTIES**

- Attend First Aid training and carry out first aid duties as and when required.
- Attend relevant meetings and training sessions.
- Keep up to date with associated developments and changes in requirements and regulations, and communicate appropriate information to colleagues.
- Establish and maintain good relationships with all staff, students, visitors, suppliers and agencies.
- Undertake any duties reasonably requested by the Headteacher.

## **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

## **GENERAL**

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. A proven commitment to equal opportunities.
6. A willingness to keep up to date with all the latest thinking on how best to support students and to be involved in relevant INSET activity.
7. Excellent attendance and punctuality.
8. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
9. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post

The duties outlined in this Job Description will be reviewed regularly with you, to reflect or anticipate changes in the job, commensurate with the salary and area of responsibility. It is not a comprehensive statement of tasks, but sets out the main expectations of the school in relation to your professional responsibilities and duties.

## PERSON SPECIFICATION

This post is open to anyone with experience of working with young people, of secondary schooling in the local context and who have a relevant qualification. A satisfactory police check and references will be required for this position

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| GCSE Maths and English, minimum grade C, or equivalent   | Essential |
| A willingness to undergo further training and personal development   | Essential |
| <b>Experience</b>  |           |
| Relevant, recent experience in an 11-16 school in a similar position   | Desirable |
| Some experience with secondary age children in a paid voluntary or domestic environment  | Desirable |
| A proven track record in handling challenging behaviour and potentially violent conduct by children or adults.   | Desirable |
| A proven track record in working successfully with young people  | Essential |
| Evidence of CPD in a relevant area   | Desirable |
| Experience of working successfully as part of a team   | Essential |
| <b>Skills, Knowledge and Understanding</b>   |           |
| Good numeracy and literacy skills  | Essential |
| Sound written and excellent verbal communication   | Essential |
| Computer literate with ability to undertake administrative tasks and create resources electronically.  | Essential |
| An interest in children's development and in a wide range of issues concerning their education and welfare.  | Essential |
| <b>Personal Qualities</b>  |           |
| Ability to relate well to people at all levels   | Essential |
| Ability to inspire, challenge, influence and motivate others   | Essential |
| An absolute commitment to the belief that every child deserves the very best education   | Essential |
| The ability to engage constructively with, and relate to, a wide range of young people and families/carers with different ethnic and social backgrounds. | Essential |
| An ability to maintain professional integrity even when under pressure   | Essential |
| Flexibility and resilience   | Essential |
| An ability and desire to work in a high challenge and low threat way to ensure improvement in all areas  | Essential |
| Excellent organisational skills including the ability to prioritise and manage time effectively  | Essential |
| Capacity and enthusiasm for hard work and challenge  | Essential |
| Able to work as part of a team whilst also being self-motivated  | Essential |
| Emotional intelligence   | Essential |
| Capacity to reflect on practice  | Essential |
| Reliability, honesty and trustworthiness, demonstrating the highest professional standards   | Essential |

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| Ability and confidence to communicate effectively both verbally and in writing                  | Essential |
| A commitment to on-going personal development and willingness to undertake appropriate training | Essential |
| Evidence of commitment to safeguarding and protecting the welfare of children                   | Essential |