



ST MARY'S COLLEGE

JOB DESCRIPTION & PERSON SPECIFICATION

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|--------------------|--------------------------------|---|
| SECTION: | PASTORAL | GRADE: 4 |
| JOB TITLE: | GRADUATE INTERNSHIP | DATE PREPARED: May 2014 REVISED: July 2019 |
| JOB HOLDER: | | REPORTING TO: 6th Form Learning Manager |

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all students and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the School's Equal Opportunities in Employment Policy.

PURPOSE:

- 6th Form learning mentors will be specialise in one of the 5 particular roles listed below and will be required to assist with any other learning mentor role if a need arises.
- To work collaboratively with teachers and other support staff in the VI Form to address the needs of students who need to overcome barriers to learning, inside and outside the school.
- To support students through regular dedicated contact employing skills of mentoring, encouragement, regular follow up and close monitoring of their progress.
- To encourage raised attainment through independent learning, by working in partnership with teachers, parents and students to improve grades.
- To work closely with Academic and Pastoral staff in all aspects of their role.

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

| | |
|----|--|
| 1. | To promote and safeguard the welfare of children and young people. |
| 2. | <p>Role 1: Attendance/Recruitment/Administration</p> <p>To assist with:</p> <ul style="list-style-type: none"> • monitoring and tracking of attendance. • communication with parents • 6th form administration including student recruitment, transport and Free school meals • Arrangement of trips and meetings. |

| | |
|---|--|
| 3. | <p>Role 2: Level 2 English & Maths To support:</p> <ul style="list-style-type: none"> • Level 2 English students within lessons and on a 1-1 basis • Level 2 Maths students within lessons and on a 1-1 basis • Level 2 course lessons <p>Student's Identified via data entry and dashboard as not meeting expected levels of progress.</p> |
| 4. | <p>Role 3: Independent Learning To support:</p> <ul style="list-style-type: none"> • students who have an IL grade of C or below • students during study periods within small groups and/or on a 1-1 basis <p>Student's Identified via data entry and dashboard as not meeting expected levels of progress.</p> |
| 5. | <p>Role 4: Commitment To support:</p> <ul style="list-style-type: none"> • students who have a commitment grade of C or below • students during lessons and on a 1-1 basis <p>Student's Identified via data entry and dashboard as not meeting expected levels of progress.</p> |
| 6. | <p>Role 5: Scholarship To target support to:-</p> <ul style="list-style-type: none"> • Higher Attaining students • Guidance on achieving high level grades • Guidance on expectations, demands and rigours of HE <p>This role will ideally be suited to someone who has a minimum 2:1 degree and good experience of the qualifications students need to access the Russell Group of universities.</p> |
| 7. | <p>To facilitate the sharing of information between schools, local agencies, authorities and other learning mentors and be a single point of contact for accessing community and business based programmes and specialist support services.</p> |
| 8. | <p>To work collaboratively with parents and outside agencies to address issues such as behaviour, homework/coursework and exclusion. To communicate with other learning mentors and share best practice.</p> |
| 9. | <p>To keep accurate records, both quantitative and qualitative, of the progress made by mentored pupils and return the data termly.</p> |
| <p>The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on St Mary's College, as your employer and you as an employee of the school. In addition to the School's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the School's H&S policy</p> | |

GENERAL:

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post holder must be flexible to ensure the operational needs of the School are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the School.

DIMENSIONS:

All sections should be completed – if there aren't any state 'none'

1. Responsibility for Staff:

N/A

2. Responsibility for Customers/Clients:

Responsible for supporting the learning and welfare of students on their caseload.
Responsible for ensuring good order in groups of students under their supervision.
Responsible for keeping parents informed about progress.
Liaises with other partner agencies regarding referrals and agreeing a way forward.

3. Responsibility for Budgets:

N/A

4. Responsibility for Physical Resources:

N/A

WORKING RELATIONSHIPS:

All sections should be completed – if there aren't any state 'none'

1. Within Service Area/Section:

Supports and advises students.
Provides complimentary service to teachers/pastoral staff in meeting the student's needs.
Works collaboratively with other school staff to address student issues.

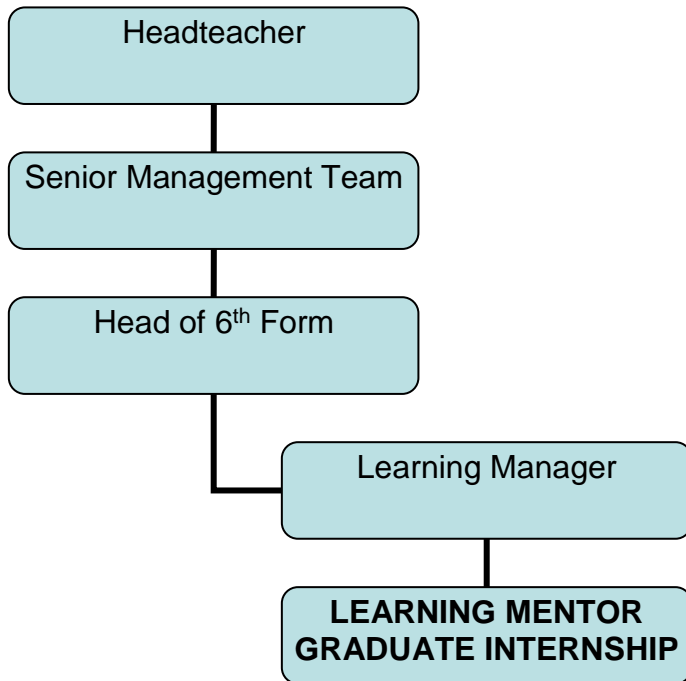
2. With Any Other Areas

Works collaboratively with Partner Agencies and Service Providers, such as Social Services and Education Welfare to address issues/provide opportunities for students.

3. With External Bodies to the School

Works collaboratively with all outside stakeholders in relation to students' welfare, progress and future advancement.

ORGANISATION CHART:



| | <i>Tick relevant level for each category</i> | | | | | Supporting Information (if applicable) | |
|---|--|-----|----------|------|-----------|--|---------|
| | Not applicable | Low | Moderate | High | Very High | | Intense |
| PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment). | | √ | | | | N/A | |
| WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment). | | √ | | | | N/A | |
| EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment. | | | √ | | | | |

| PERSON SPECIFICATION | | Tick relevant column | | List code/s* |
|--|---|----------------------|-----------|----------------|
| | | Essential | Desirable | How identified |
| <p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</p> | | | | |
| 1. | Qualifications: | | | |
| | Counselling qualification | | √ | CQ |
| | Degree | √ | | CQ |
| | ECDL or equivalent | | √ | CQ |
| | Excellent standard of general education including literacy and numeracy skills | √ | | CQ |
| | GCSE Maths and English at Grade C or above, or equivalent qualification. | √ | | |
| 2. | Relevant Experience: | | | |
| | Experience working with families and young people | | √ | AF |
| | Experience working in an educational environment | | √ | AF / I |
| | Experience working with multi-agencies | | √ | AF / I |
| | Experience of motivating people | √ | | I |
| | Experience of working with young people who have multiple disadvantages | | √ | AF / I |
| 3. | Skills (including thinking challenge/mental demands): | | | |
| | Motivation to work with children and young people | √ | | I / R |
| | Ability to form and maintain appropriate relationships and personal boundaries with children and young people | √ | | I / R |
| | Ability to work as part of a team | √ | | I / R |
| | Ability to consult and negotiate effectively with a range of stakeholders | √ | | I / R |
| | Ability to work under own initiative | √ | | I / R |
| | Ability to work well under pressure and deal with difficult / challenging situations | √ | | I / R |
| | Ability to relate to young people | √ | | I / R |
| 4. | Knowledge: | | | |
| | A knowledge and commitment to safeguarding and promoting the welfare of children and young people | √ | | I |
| | An understanding of legislation relating to behaviour management | | √ | I |
| | An understanding of legislation relating to attendance | | √ | I |
| | Knowledge of university and higher education. | | √ | |
| | A knowledge of homework / coursework requirements and school curriculum | | √ | I |
| 5. | Interpersonal/Communication Skills: | | | |
| | Verbal Skills | | | |
| | Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people. | √ | | I / R |
| | A proven record of influencing / advocacy / negotiating and listening skills | √ | | I / R |

| PERSON SPECIFICATION | | Tick relevant column | | List code/s* |
|--|--|-----------------------------|------------------|-----------------------|
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| | Diplomacy and the ability to communicate at all levels | √ | | I / R |
| Written Skills | | | | |
| | Exchange complicated or sensitive information to a range of audiences and write detailed reports which will support day to day decisions. | √ | | AF / I / R |
| 6. | Verbal | | | |
| | Influencing, caring, advocacy, negotiating, training skills are required. | √ | | AF / I / R |
| The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process. | | | | |
| 7. | Competencies: | | | |
| | The competencies listed below are all essential requirements for working at school in any post; however, those that have been ticked as essential have been identified as key competencies for this role and will be measured as part of the selection process. They are not required to be addressed in the candidate's application form. | | | |
| | Creates, communicates and contributes to the delivery of the vision for the future of St Mary's College | √ | N/A | |
| | Strives for excellence; continually looking for ways to improve your own performance and that of the school | √ | N/A | |
| | Gathering and analysing information to ensure that decisions are robust and based on thorough analysis. | | N/A | |
| | Planning and managing workloads; prioritising activities and ensuring the resources are in place to achieve a successful outcome. | | N/A | |
| | Communicating openly and honestly; taking time to listen to the needs of others and shaping your message to best convey your position. | √ | N/A | |
| | Building and maintaining strong working relationships to help the school deliver a better service to its students | √ | N/A | |
| | Are committed to developing your own skills, knowledge and competencies and supporting others in doing the same | √ | N/A | |
| 8. | Additional Requirements: | | | |
| | None | | N/A | |
| 9. | Disclosure of Criminal Record: | | | |

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| | The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced Disclosure from the Criminal Records Bureau (if ticked as an essential requirement). | √ | N/A | CRB Disclosure |
| | If the postholder requires a CRB disclosure the candidate is required to declare full details of everything on their criminal record. | √ | N/A | AF (after short listing) |
| | If the postholder does not require a CRB disclosure the candidate is required to declare unspent convictions only. | | N/A | AF (after short listing) |

IF THIS IS A NEW OR CHANGED JOB THEN [APPENDIX D](#) MUST BE COMPLETED BEFORE SUBMISSION TO THE JOB EVALUATION TEAM