Organisation:	Leeds City College
Primary Organisation Supported *(only use this field for LEG service member of staff)*	N/A
Core Job Role:	Progress Mentor
Job Title:	Progress Mentor – 14+ Academies
Reports to:	Head of Year
Grade	B
Date of compilation:	May 2022 – Reformatted April 2024

SPECIFIC ROLE RESPONSIBILITIES:

1. Give academic and development support and coaching to all learners in the 14+ Academies.

2. Work hard to develop effective relationships with learners in a variety of ways including role modelling mutual respect and high aspirations. Motivate and inspire learners to always try their best and show respect.

3. Foster effective relationships with other key stakeholders including learners' parents/carers and other internal and external professionals.

4. Put in place interventions for whole groups or individual learners to help and support learners both academically and developmentally, often in conjunction with the relevant Head of Year.

5. Set targets with individual learners to assist in their academic or development progress, including at Personal Progress Days and the writing of Parent/Carer reports.

6. To work within the 14+ Academies ethos and culture as well as using relevant tools and concepts such as the effort descriptors and APLs (Academy Progress Levels).

7. Update, reflect and maintain the 14+ Academies tracking systems continuously, allowing you to recognise the need for interventions and subsequently putting them in place.

8. Assist other 14+ Academies staff members (including the Coordination Team) by continuously working to improve or maintain high levels of attendance and assist in putting interventions in place when required.

9. Deliver the personal development curriculum as part of tutor time to a form group in the 14+ Academies including the collection or evidence in this respect.

10. To assist the relevant Head of Year in creating and adapting personal development topics including assisting with the creation of resources.

11. Assisting with the development of appropriate resources to support learning.

12. Support and visit learners on work experience placement including delivering work experience content and helping them obtain a suitable placement.

13. Support groups of learners on their vocational days by working with the relevant departmental staff.

14. Work with learners to support their transition into further education or training.

15. Supervise the 14+ Academies duties where required, which may include breakfast club, breaks, lunches or after school sessions.

16. Complete registers on time and accurately.

17. Attend meetings and undertake exam invigilation duties when required.

18. Participates in and supports educational visits and outings to enhance the learner experience which may include responsibility for a small group

19. To complete all administrative tasks in a timely and accurate manner meeting deadline when set.

20. Assisting in the presentation of display boards to enhance the learning experience and celebrate the achievements of learners

21. Take part in the 14+ Academies Staff Development Programme including attending training days and twilights.

22. To act as a role model to others, demonstrating high standards of professionalism in all aspects of the role.

CORE RESPONSIBILITIES:

23. To support and progress development and learning at all times.

24. To deliver and be responsible for a 14+ Academies form group.

25. To cover lessons on a short-term basis as required.

26. To assist teaching staff in the classroom by working 1-1 with learners or in small groups

27. Any other suitable and appropriate duties as determined by the line manager.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.

- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.

- Comply with all relevant policies and procedures.

- Act with honesty and integrity to maintain high standards of ethics and professional standards.

- Use and promote restorative practice approaches.

- Comply with all legislative and regulatory requirements.

- Promote a positive image of the Luminate Education Group and member organisations.

- Any other duties commensurate with the level of the post, which may be required from time to time.

- Embody our Organisational Culture:

Few rules & clear boundaries
The ability to be creative, within areas of focus.

Ownership & performance
Using our robust business planning model to allow areas to have clear ownership over their vision and remit.

Energy & enjoyment
Fostering an environment that enables our people and learners to be brave, interact and have fun.

Creative & reflective
Always hungry to learn and looking ahead to see what is on the horizon.

Passion & ambition
Encouraging all to think aspirationally, inspiring others to do the same.

Collaborative & responsive
Proactively seeking opportunities to create synergies and positive outcomes for all.

Luminate EDUCATION GROUP

Person Specification

Job Title:	Progress Mentor
Department	14+ Academies

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	**Criteria**	**Method of assessment**
E	Q1. Good general education at Level 2 or above, including English and maths.	A / C
E	Q2. Appropriate qualifications and/or a willingness to undertake training/qualifications in supporting the needs of disengaged and/or disadvantaged young people.	A / I / C
D	Q3. Mentoring and/or teaching assistant qualifications, or a willingness to work towards.	A / I / C
Experience and Knowledge		
Essential (E) Desirable (D)	**Criteria**	**Method of assessment**
E	EK1. Experience and knowledge of supporting young people both academically and developmentally, including those aged 14-16.	A / I

E	EK2. Experience and knowledge of working with disengaged/disadvantaged young people in an educational setting.	A / I
E	EK3. Experience and knowledge in delivering and supporting young people on a 1-1 basis.	A / I / MT
D	EK4. Experience and knowledge in delivering and supporting a tutor group in an educational setting.	A / I / MT
D	EK5. Experience of providing cover in academic subjects	A / I / MT
D	EK6. Experience and knowledge in working with parents/carers and external professionals.	A / I
E	EK7. Experience and knowledge of teaching/managing behaviour tools and strategies.	A / I / MT

Skills and Competencies		
Essential (E) Desirable (D)	**Criteria**	**Method of assessment**
E or D	SC1. Understanding of barriers to learning and ways to overcome them, including the ability to implement effective interventions.	A / I / MT
E or D	SC2. The ability to form meaningful and impactful relationships quickly.	A / I / MT
E or D	SC3. Excellent written and oral communication skills to a range of stakeholders.	A / I
E or D	SC4. Excellent organisational, time-management and administrative skills, including a high standard of computer and online abilities	A / I / C
E or D	SC5. Able to work positively and effectively as a member of a team and on own initiative.	A / I
E or D	SC6. The ability to adapt to change and hold key problem skills.	A / I / MT
Behavioural, Values and Ethos		
Essential (E) Desirable (D)	**Criteria**	**Method of assessment**

E	B1. Support and promotion of equality, diversity and inclusion	A / I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I