

Transition Mentor (non-teaching)

Pay range: **£24,147 - £29,247** actual salary for 37.5 hours per week
This position is funded by a grant from John Lyon's Charity

Reporting to: Transition Lead

Job description

The main purpose of this role is to support the transition of vulnerable pupils from primary school to secondary school, to enable them to engage in education as positively as possible, and develop positive relationships with peers and adults.

To carry out this role effectively you need to be aware of, and support, the fundamental philosophy and aims and objectives of the school, and to be instrumental in creating an ethos which facilitates the effective education of every pupil.

Your key responsibilities as a **Transition Mentor** are to:

- To work with the SENDCO and Transition Lead to identify young people in the cohort who have risk indicators. To participate in the comprehensive assessment of children and young people to identify and address barriers to learning
- To plan and oversee the comprehensive assessment of children, analysing and evaluating the outcomes to identify a targeted group
- To work with primary schools, developing relationships with the targeted group and their families prior to the transition to secondary school
- To work with other key workers in pupils' lives (external agencies and internal staff)
- To work with Grow and Thrive colleagues to ensure that academic support is targeted and facilitates pupils to be able to attend lessons and make progress
 - To work with the SENDCO in monitoring the impact of the academic interventions, including phonics, inference, EAL, speech and language, etc.
- To work with the Transition Lead and pastoral teams to plan and deliver emotional literacy sessions
- To plan and deliver a character-based outdoor learning programme, hosted by Belmont School
- To work with the families of the targeted pupils to support with parenting skills
- To monitor attendance of the targeted group and intervene as necessary
- Support the Year Lead with rewarding and celebrating the success of pupils publicly at Line Up, assemblies and planning celebration events. This includes communicating this success with families
- Incidents: Support all staff and pupils with investigating incidents involving pupils in the targeted group, finding solutions to build positive relationships and communicating and meeting with families.
- Supporting with Restorative Justice with pupils, staff and families

- To work with external agencies including Social Workers, the Educational Welfare Officer, BICS, MASH and other organisations that support targeted pupils' wellbeing.
- To work closely with the DSL and relevant agencies to support Child Protection and Safeguarding the children in the targeted group.
- To work closely with the SENDCO to ensure that the needs of children with special education needs are met
- To track and monitor impact of interventions and report to stakeholders the progress made, including reporting to John Lyon's charity
- To monitor and report on the implementation of all plans drawn up by the Learning Mentor and others, for example PCRs and PSPs
- To have full knowledge and appreciation of the range of extended services that could be drawn upon in the local area to provide extra support for pupils
- To facilitate the sharing of information between school staff and partner agencies
- To network with other learning mentors and share best practice
- To comply with all relevant legislation and school policies and procedures
- To undertake additional duties as required by the Principal commensurate with the grading and nature of the post
- Engage in professional development opportunities
- Attend INSET training sessions

Other Professional Requirements

- To take part in family lunch and contribute to the duty rota as necessary
- To be aware of and comply with policies and procedures relating to child protection, security, confidentiality and data protection, reporting all concerns to an appropriate person
- To adhere to school Health and Safety policy including risk assessment and safety systems
- To adhere to school policy on equality and diversity
- To contribute to the overall ethos/aims of the school
- To appreciate and support the roles of other professionals
- To participate in training opportunities and professional development as required
- To be responsible for promoting and safeguarding the welfare of children and young people within the school

These key accountabilities outline the main areas of the role: they are not a comprehensive list of tasks to be undertaken.

This job description may be varied from time to time in response to specific needs within the school and at the direction of the Principal.

**Saracens High School
Person Specification**

<p>Job Title: Transition Mentor</p> <p>Responsible to: SENDCO</p>		
Criteria	Essential	Desirable
Qualifications	English and Maths GCSE at A*-C (9-4) Good standard of literacy and numeracy First Aid training or willingness to undertake training	Undergraduate degree A Level passes or equivalent Level 3 qualifications
Experience	Experience of working with vulnerable young people Use of ICT	Previous experience of supporting pupils in small groups Working with KS3/4 pupils Development and implementation of support programmes Support for targeted intervention programmes
Knowledge	An understanding of supporting vulnerable children	Aware of current developments in supporting Teaching & Learning SEND Code of Practice Knowledge of local communities on the Grahame Park Estate

Personal Attributes	Excellent communication and interpersonal skills Ability to help maintain a caring and supportive class environment Ability to work in a team Ability to show initiative A proactive approach to working with children Able to maintain confidentiality Commitment to safeguarding and promoting the welfare of children	Commitment to personal professional development
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