

## BARNSELY COLLEGE

### JOB DESCRIPTION (REC 3)

<b>Post Title:</b>	Achievement Mentor
<b>Department:</b>	Digital and Creative Industries
<b>Reporting to:</b>	Course Leader or TTL
<b>Grade:</b>	TEACH1

#### Summary of the Post

To support students with their achievement in English and Maths - developing their wider skills to be a successful student, so they make clear progress in their qualifications.

To collaborate with curriculum teams to develop high quality, informed support and interventions for students.

#### Main Duties

- To run small group sessions for students to support their progress and achievement in Maths, English and wider skills to be a successful student
- To effectively use learning strategies, including assessment methods, and online technologies for learning
- To inspire and motivate students for success in their study programmes
- To keep accurate and timely registers
- To provide regular reports of attendance, student progress and interventions arranged
- To collaborate with the curriculum teams to provide high quality support and learning for students
- To identify, develop and use resources, schemes of learning and teaching and learning materials appropriately
- To promote highly effective relationships with learners to foster learning
- To contribute to the development of strategies to improve student retention, attendance, achievement, success rates and value added for named students

#### Standard Duties in all College Job Descriptions

- Engage in the implementation of college Quality systems.

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices.
- Show a commitment to ensuring that children and young people learn in a safe environment.
- Ensure that all information is secured, used and maintained in line with internal and external standards including ensuring that confidential information is processed in line with the Data Protection Act and College policies.
- Participate in relevant and appropriate training and development as required.
- These duties may be amended from time to time by the line manager in consultation with the post holder.

### **Departmental Specific Duties**

The role of Achievement Mentor will work with small groups of students to support and mentor them to make progress in the achievement of their Vocational and/or Academic qualifications. This will include diagnostics, a range of learning strategies, assessment and recording of progress, and interventions where needed.

### **Method of Working**

Barnsley College expects all staff to work effectively as part of a team or teams, delivering high quality education and support to staff and students. As a minimum this requires dealing with people politely and tactfully, communicating with colleagues and students both formally and informally, offering guidance and information in accordance with College guidelines, policies and procedures when requested and contributing to the maintenance of the Barnsley College environment. In order to do this staff are expected to make themselves aware of the relevant policies and procedures. All staff are required to maintain confidentiality as required.

### **Public Relations**

Considerable importance is attached to the public relations aspect of all work undertaken by Barnsley College staff. It is a prime objective therefore that staff will at all times project to the public the image of the College as keen to assist wherever possible, and positively promote the work that is carried out across its various services.

**PERSON SPECIFICATION REC 4 – Achievement Mentor**

<b>Specification</b>	<b>Ref</b>	<b>Criteria</b>	<b>Essential/Desirable</b>	<b>Examples Measured by</b>
<b>Education and Training</b>  Formal qualifications and relevant training	ET1	GCSE Maths and English (or equivalent Level 2 qualification)	Essential	Application Form
	ET2	Experience in supporting students to succeed	Essential	Application Form
	ET3	Teaching qualification (Cert Ed, PGCE or equivalent)	Desirable	Application Form
	ET4	Level 3 in subject specific area	Desirable	Application Form
<b>Work Experience</b>  Ability to undertake duties of the post	WE1	Experience of working within an education setting	Essential	Application Form / Interview
	WE2	Experience of working with a range of learners	Essential	Application Form / Interview
	WE3	Experience of working with ages 16+ learners in an educational environment	Essential	Application Form / Interview
	WE4	Experience of small group support or mentoring	Desirable	Application Form / Interview
	WE5	Experience of developing learning materials	Desirable	Application Form / Interview

<b>Skills and Knowledge</b>  Includes abilities and intellect	SK1	Knowledge of requirements for success in qualifications, and ability to comprehend unfamiliar qualifications	Essential	Interview / Task
	SK2	Understanding of the learning and pastoral needs of FE learners	Essential	Interview / Task
	SK3	Supportive ability to give clear and constructive feedback to students to guide learning	Essential	Interview / Task
	SK4	Accuracy of record keeping including attendance and progress	Essential	Interview / Task
	SK5	Ability to collaborate with colleagues to support students	Essential	Interview / Task
	SK6	Good verbal and written communication skills	Essential	Interview / Task
	SK7	Knowledge of a range of teaching methodologies	Desirable	Interview / Task
	SK8	Subject specialism in a relevant area of the FE curriculum	Desirable	Interview / Task
	SK9	Experience of working with students outside of your subject specialism	Desirable	Interview / Task
	SK10	Ability to devise strategies to improve attendance, retention, achievement and success rates	Desirable	Interview / Task

<b>Personal Qualities</b>  Includes any specific physical requirements of the post – (subject to the provisions of the Equality Act)	PQ1	Professional, flexible, organised and motivational approach to work	Essential	Interview / Task
	PQ2	Good timekeeping	Essential	Interview / Task
<b>Suitability to work with children, young people and vulnerable adults</b>  Issues relating to safeguarding and promoting the welfare of children, young people and vulnerable adults	CH1	Motivation to work with children, young people and vulnerable adults	Essential	Interview / References / DBS Check
	CH2	Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults	Essential	Interview / References / DBS Check
	CH3	Emotional resilience with challenging behaviours	Essential	Interview / References / DBS Check