

Job Description

Senior Learning Mentor & Pastoral Manager

Job Details	
Grade	Band C
Job Evaluation Number	Subject to Evaluation
Directorate	Children and Families
Division	Schools

1.0 Portfolio Responsibilities

This job provides leadership and support for pupils, parents, staff and external agencies in identifying and overcoming barriers to learning. It provides oversight of targeted interventions, pastoral support and pupil progress, while promoting effective safeguarding, behaviour and wellbeing practice. The role also leads pastoral provision, maintaining good relationships with pupils, families and external partners to support positive outcomes.

2.0 Key Responsibilities (WHAT DO WE EXPECT THIS ROLE TO ACHIEVE)

Pupil Support

- Identifying pupils at risk of underachievement using data, assessments and consultations with staff, parents, carers and external agencies as required
- Developing and implementing individual targets, personalised action plans or pastoral support plans in consultation with staff, parents, carers and external agencies as required
- Developing strong one-to-one relationships with pupils to support and monitor progress towards agreed targets
- Delivering targeted one-to-one and small group mentoring and interventions to support pupils' individual needs
- Delivering and overseeing one-to-one counselling sessions to support pupils' wellbeing and personal development
- Providing daily drop-in sessions to support pupils requiring additional guidance and support

- Monitoring pupil progress and maintaining accurate records of interventions and outcomes
- Promoting and supporting family learning programmes as required
- Managing and delivering strategies such as study support, homework clubs, peer mentoring and group sessions on self-esteem or anger management
- Supporting and facilitating School Council sessions as required
- Supporting the reintegration of pupils following fixed-term exclusions or reintegration back into school
- Providing guidance and support to staff, schools, pupils and families ensuring a smooth transition between Key Stages, including secondary school transfer
- Building positive relationships with pupils, families and carers, acting as the first point of contact
- Promoting and safeguarding the welfare of children and young people in line with statutory responsibilities

Operational Management

- Leading the monitoring and improvement of pupil attendance and punctuality, including first-day absence procedures
- Overseeing the school's absence intervention programmes as required, engaging with parents and external agencies where necessary
- Liaising with Education Welfare Services regarding pupils with serious attendance or punctuality concerns
- Monitoring and supporting the consistent implementation of the school's behaviour policy, including administration of rewards and sanctions
- Maintaining accurate records and data regarding individual pupils and whole-school behaviour and attendance initiatives
- Ensuring effective communication between all staff and SENDCo regarding identified pupils and between school and home
- Reporting regularly to the Headteacher and senior leadership team on pupil progress, concerns, and policy implementation
- Facilitating smooth pupil transitions, ensuring timely exchange of information during transfers to secondary school
- Providing guidance and training to staff in personal, social and health education (PSHE) and other pastoral areas
- Working collaboratively with all staff to coordinate interventions and follow-up actions for targeted pupils

Pastoral Leadership

- Becoming a Designated Safeguarding Lead when appropriately trained and undertaking responsibilities associated with that role

- Leading and coordinating the school's pastoral support provision to ensure pupils receive effective and timely intervention
- Supporting the provision for looked-after children (LAC) and previously looked-after children (PLAC)
- Acting as the immediate point of contact within school for pupils and families experiencing crises
- Overseeing the recording, monitoring and reporting of pastoral, behavioural and safeguarding concerns
- Maintaining accurate records relating to behavioural incidents, including bullying and discriminatory incidents, ensuring actions are appropriately recorded and followed up
- Supporting staff in identifying pupils with social, emotional and mental health needs and coordinating appropriate interventions
- Providing leadership and advice to staff regarding pastoral support strategies, behaviour management and pupil wellbeing
- Monitoring the effectiveness of pastoral interventions and recommending improvements to practice and provision
- Supporting the implementation and consistent application of the school's behaviour, safeguarding and wellbeing policies
- Contributing to whole-school initiatives that promote positive behaviour, emotional wellbeing, inclusion and engagement
- Assisting with home visits where appropriate in support of pupil welfare, attendance, safeguarding or engagement
- Attending and contributing to pastoral, safeguarding and multi-agency meetings as required

External Engagement

- Maintaining regular communication with families and carers of pupils requiring additional support, ensuring they are kept informed of needs, progress and are actively engaged in supporting outcomes
- Acting as the main point of contact between the school and external agencies such as Education Welfare Services, Social Care, Health Services, Community Health, Youth Offending Team and Pupil Referral Units, to ensure a coordinated approach for targeted pupils as required
- Preparing and submitting accurate reports and documentation to inform multi-agency discussions and decision-making
- Developing and sustaining strong partnerships with community organisations and business mentors, coordinating voluntary mentoring to deliver consistent, targeted pupil support
- Maintaining a thorough understanding of the range of activities, courses, programmes, organisations and individuals available to provide additional support for pupils
- Attending Case Conferences and Core Group Meetings relating to pupils
- Liaising with mentors and pastoral staff in other schools, to ensure consistency and continuity of support

Special Conditions

Is Safeguarding Check needed?	DBS Enhanced Children
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Person Specification

Essential Criteria

Method of Assessment (M.O.A): Application Form; Work Based Exercise; Interview; Qualifications; Presentation

Qualifications	AF/Q	Hold a minimum Level 3 qualification in Education and Training or Counselling or equivalent demonstrable experience.
Experience	AF/I	Have experience in providing high-quality pastoral or counselling support in an educational or equivalent setting (could be working with young people).
Skills	I	Be able to speak an appropriate standard of spoken English - Part 7 of the Immigration Act (2016).
Skills	AF/I	Be proficient in using Microsoft Office applications and management information systems.
Skills	AF/I	Have excellent communication and interpersonal skills for communicating with diverse stakeholders, with the ability to manage difficult conversations and de-escalate challenging situations.
Skills	AF/I	Be able to use data effectively to improve outcomes for young people.
Other	I	Have a flexible and adaptable approach to supporting varied school operational needs, with the ability to work calmly under pressure.
Competency	AF/I	Have excellent organisational skills, with the ability to prioritise workload and manage competing deadlines.

Competency	AF/I	Be skilled in developing positive relationships with young people and families and supporting them to succeed in and beyond education.
Competency	AF/I	Be able to both work independently and work well as part of a team.
Knowledge	AF/I	Demonstrate understanding of key policies and procedures relevant to the role, including safeguarding and data protection.
Training	AF/I	Demonstrate a commitment to undertaking ongoing training and professional learning.

All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.

As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace. People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.

Safeguarding

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in. Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together in order to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with this, everyone has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in the area.

- Work in a way that prevents and protects service users from abuse;
- To be aware of the signs of abuse or neglect;
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.

Record and report any concerns or incidents.