

## **THE THOMAS HARDYE SCHOOL: Context Statement**

**Job Title:** Sixth Form Academic and Wellbeing Mentor and Deputy Designated Safeguarding Lead (DDSL)

**Responsible to:** Assistant Headteacher

### **OUTLINE OF THE ROLE**

- Adopt a proactive and holistic approach to supporting Sixth Form students with a diverse range of academic, emotional, social and safeguarding concerns.
- Understand barriers to learning and support individuals to engage with their Sixth Form courses and fulfil their potential.
- Initiate 1:1 and small group study sessions, coaching time management, organisation and monitoring study plans.
- Demonstrate the ability to discuss and apply a range of learning techniques and revision/study strategies to suit individual needs.
- Discuss and work through issues alongside students, providing updates and feedback to SLT, teachers, tutors, parents and external professionals as appropriate.
- Recognise, report and manage safeguarding concerns, maintaining confidentiality, and sharing information appropriately.
- Work collaboratively with the Mentoring Lead on record keeping, reviewing cases, logging sessions, monitoring progress and noting action points.
- Linking with the E4E team to ensure students with SEN have reasonable adjustments in place as required, and that wellbeing and progress are monitored consistently.
- Helping to ensure students who are vulnerable or who have additional needs know where to go for support and have a point of contact in school, as part of the wider inclusion focus within Sixth Form.
- Signpost to external agencies as appropriate and lead/support referrals, working collaboratively with professionals to ensure meaningful support.
- Demonstrate excellent role modelling, including communication skills, a professional and positive demeanour, and organisation and time management.
- Identify additional opportunities to support students in maximising their Sixth Form experience.

### **DUTIES**

#### **Supporting Sixth Form Students**

##### **Academic**

- Support students to feel focused and motivated, and challenge unhelpful thinking and working styles.
- Develop action plans where necessary, setting targets, identifying actions and monitoring outcomes to evaluate progress.
- Adopt a coordinated approach by communicating with teachers, tutors and parents to build a full understanding of academic concerns and share strategies to support students in the classroom.
- Provide information and advice to enable students to make informed choices about their learning, behaviour and decision-making.

- Attend consultation and open evenings, school trips and other events as required, with time off in lieu.

## **Wellbeing**

- Work with students to identify wellbeing and health concerns and overcome personal barriers using a wide range of strategies and support programmes.
- Support students in enhancing their emotional health and wellbeing, promoting self-esteem and ensuring their voice is heard in decision-making.
- Contribute to a whole-school approach that promotes and prioritises positive wellbeing.
- Support the development of the Mentoring Team, raising its profile and ensuring students understand how to access support.

## **Safeguarding**

- Confidently recognise and report safeguarding concerns.
- Respond appropriately and promptly to disclosures or concerns about wellbeing.
- Refer cases of suspected abuse to relevant agencies, ensuring accurate and up-to-date information is shared.
- Liaise with DDSL colleagues, the DSL, Head of Sixth Form, Headteacher and other relevant professionals on a need-to-know basis.
- Attend and contribute to meetings with social care, supported by the Mentoring Lead.
- Proactively identify and engage in safeguarding training.
- Keep up to date with safeguarding policies and guidance.
- Maintain accurate, detailed and secure records of referrals and concerns.
- Maintain appropriate confidentiality while working collaboratively with relevant professionals.

## **Liaison**

### **Staff**

- Work with Sixth Form leaders, tutors, SENCo and other staff to identify students who may benefit from additional support, including those who are underachieving, at risk of leaving education, have poor attendance, experience learning difficulties, low self-esteem or mental health challenges.
- Inform staff of developments, improvements and successful support strategies.

### **Community and Agencies**

- Liaise with external agencies, parents and carers to support student engagement.
- Work with feeder schools to support transition and identify students requiring additional support.
- Attend TAF, multi-agency and reintegration meetings as required.

### **Knowledge and skills:**

- Experience of working with children of relevant age.
- Experience of working with vulnerable students and students with additional needs.
- Working knowledge of relevant policies/codes of practice and awareness of relevant legislation.
- Working knowledge of national curriculum and other relevant learning programmes.
- Understanding of principles of child development and learning processes and in particular, barriers to learning.
- Developing knowledge of Local Authority, local and national organisations which can provide services and activities to support students and broaden and enrich their learning.
- Ability to relate well to children and in particular to motivate children to engage in the learning process.
- Ability to work effectively with parents/carers and a range of professionals.

### **Qualifications:**

- Numeracy and literacy skills equivalent to Adult Basic Skills level 2.
- Completion of the National Learning Mentor training is desirable.

Progression in post (if applicable) - TO BE ADDED AS PER PREVIOUS DOC.

### **GENERAL**

This job description will be reviewed annually and may be amended following consultation with the post holder. It outlines the main responsibilities and expectations but is not exhaustive.

Elements of this role may be adjusted at the request of the Headteacher or the post holder.