DevonPathways implements safeguarding procedure in all aspects of their working practices and is committed to safeguarding and promoting the welfare of children and young people. All successful applicants will be required to undertake an enhanced DBS check and this may include social media checks.

**Mentor Job description and person specification**

Salary £18,732

5 days a week 9.30am – 2.30pm

plus one hour of paid admin/planning time

(44.6 weeks per year term time only)

Includes 5.6 weeks paid holidays

**Introduction**

DevonPathways support students who are at risk of exclusion or have been excluded from their place of education. This often leads to the feeling of exclusion from society. DevonPathways provides 1-2-1 mentoring and support tutoring. We work with Young People on which ever path they find themselves and provide support and guidance through relational learning to help them access a future pathway that allows them to fulfil their potential and develop transferable skills to take into adulthood.

**Definition**

“Mentoring is a process where a more experienced person consciously enters into a relationship with a less experienced person (who also willingly engages in that relationship) which aims to develop the less experienced partner in an agreed way.  The relationship should be supportive, safe and have clear boundaries. Part of the boundaries should include an agreed time scale; an agreed way of working together; and conscious positive modelling by the mentor”

**Mentoring Process**

A young person is referred to DevonPathways by a school or agency. A representative of DevonPathways will then meet the referring school or agency as well as the young person and their parents or carers. From these initial solution focused meetings, we agree a plan of education and targets and allocate a best fit mentor.

Agreements between the school, parents and young person are made where sessions will take place. It may be in school, but in most cases, it will be in safe and appropriate locations in the community where the young person lives. This may be a library, youth centre, church hall - for example. A further alternative setting may be DevonPathways farm and forest school situated just outside of Broadwood Kelly, Winkleigh.

**Purpose of role**

To support individual young people through a process of mentoring and education. This to be done according to a pre-agreed plan that is regularly reviewed by the Mentor and in partnership with schools, parents/carers and other professionals as appropriate.  Where appropriate, this may include integration work into a school.

**Principle duties**

Work with individual young people to include:

* Planning one to one or one to two sessions with the young people where you will support the requirements set by the referring school and outlined in the targets.  Support may be coaching, listening, advice, challenge, rehearsal for formal situations (meetings), practical support (e.g. how to get buses, how to prepare a healthy meal) depending on the individual circumstances and the plan in place, or academic education
* Plan and Prepare appropriate resources to deliver in sessions and enable the young person to make progress against their targets
* Deliver creative and imaginative sessions where they can make progress in literacy, numeracy, personal, social and emotional education, healthy living and nutrition, key skills, such a collaboration and problem solving
* To use resources, including those online to develop tools to deliver young person -centred learning
* To be willing and confident to deliver English or Maths functional skills, with support and preparation, and if possible GCSE level.
* Delivering appropriate academic packages in agreement with the commissioning agencies
* Attending meetings with schools/commissioning agencies regarding the young person where required
* Liaising with the young person’s parent/carers young person
* Acting as an advocate for the young person to ensure their voice is heard
* Providing regular written feedback on all sessions, (Daily if this is to be shared with another mentor working with the young person the following day) working with the young person for input and their opinions and shared in the appropriate session report folder in Teams as directed and in a set timeframe. Report on progress towards targets.
* Ensure risk Assessments are completed for all young people and activities updated where appropriate
* Complete and amend Risk Assessments ensuring that they are signed off by your line manager
* Working to the DevonPathways processes, policies and risk assessments.
* Attending and engaging in supervision sessions as appropriate and when required.
* Engaging in Continuing Professional Development and attending review with line manager
* Attend appraisal and associated reviews
* Linking and supporting other Pathway Mentors
* Ensuring that literacy and numeracy is delivered and highlighted in each session report
* Transporting young people from home to the planned activities and home again
* Supporting DevonPathways Farm and forest school site when directed
* Mentors may be directed to undertake sessions at the DevonPathways Field Farm and Forest School
* Some Young people may access the school in small groups and where appropriate mentors may be directed to transport more than 1 student
* Mentors are paid 6 hours per session. The 6th hour is to be used for planning, preparation and training. This hour may be directed time where the line manager feels appropriate and may be combined to allow training days 3 times per academic year
* Conduct meetings representing DevonPathways in professional and Educational settings
* Conduct induction sessions for new staff
* Oversee new staff during induction periods and daily working where directed

**Person specification**

We look for personal qualities; skills; experience; and the right attitude in our team (over and above any formal training, although often training helps to develop these things).  We require our mentors to:

* Be authentic – the mentor should not lie to the young person or pretend to be something they are not.  Young people WILL see straight through it!
* Be comfortable in 1:1 situation with a wide variety of young people
* Model positive behaviours – for example time keeping, appearance, language, a positive attitude to other professionals
* Be comfortable empowering and enabling a young person to learn – to plan and deliver creative and imaginative sessions where they can make progress in literacy, numeracy, personal, social and emotional education, healthy living and nutrition, key skills, such a collaboration and problem solving. To be able to match this to a young person’s ability to learn. To use resources, including those online to develop tools to deliver young person -centred learning. To be willing and confident to deliver either English or Maths up to GCSE, with support and preparation
* Put the young person’s needs at the centre of the process.  At times it may be useful to remind the young person of other peoples’ views and opinions, but they remain secondary.  We need to balance this with the need of the school and the culture of the organisation
* Reflect on the judgements they make on the young person’s behaviour
* Take a real interest in the young person as a whole
* To work with small groups of young people where required and agreed
* Not view the young person as a series of problems to be solved
* Put in place boundaries in the relationship, around issues such as confidentiality and if/how they are to contact their mentor, so the young person feels secure in a safe, professional relationship
* Carry out their duty of care to the young person on any issues that affect the young person’s health, safety or well being

**Desirable qualities and experience**

Experience working in an educational setting is not essential but will be an advantage.

A formal teaching qualification is an advantage but not essential for the right person.

Experience and knowledge of working within a restorative approach

Experience of working with young people

Experience of working with families

Experience of working within strict safeguarding procedures

Experience of planning and delivery of teaching or coaching sessions

Experience of evaluating and reporting on work

A specific interest or involvement in a positive activity that will be attractive to, and could be used in sessions with, appropriate young people.  For example, a sports coach or artist

All education mentoring and support tutors will need their own transport and be insured to use for work purposes and transport young people