**Job Title: Engagement Mentor**

**Salary: £25,553 to £30,849 (Band D or E)**

**Location: BLGC Sites**

**Reports to: Director of Education**

**Contract: Permanent Full time (part time would be considered)**

**Hours: 35 hours per week**

**The Charity**

Bolton Lads & Girls Club (BLGC) is an innovative, dynamic and progressive children and young people’s charity based in Bolton. Established in 1889, our mission statement is “to enable children and young people, especially those from disadvantaged backgrounds, to live happier, healthier and positive lives by providing somewhere to go that's safe and modern, something to do that is inspiring and engaging, and someone to talk to when they need it the most”.

Open 51 weeks of the year, we provide a vast array of opportunities to improve the lives of our 4,000 active members through universal and targeted services, to which we will be adding our education offer through an Alternate Provision Service.

We employ around 100 people and have the support and commitment of 100 + volunteers. Over the last few years we have seen the demand for our services increase significantly and we’ve set ourselves a target to help more young people than ever. We have recently re-opened our main centre in the heart of Bolton following a major £2.6m refurbishment. It’s an exciting time to join BLGC!

**Our Vision and Mission**

**Vision**

Every young person in Bolton has the opportunity to be the best they can be.

**Mission**

We will provide great places to go, positive things to do, and people that care.

**Our Key Principles**

* Keep things simple.
* Always do the right thing.
* Offer excellent customer service.
* Provide an environment for people to be the best they can be.
* Be exceptional in the moments that matter.

**Our Values**

**Driven** **Caring**

We don’t give up and we do whatever it takes. Genuine people who care make the difference.

**Empowering Excellence**

We enable people to be the best they can be. We aim to deliver the highest standards of service and continuously improve through robust quality assurance and innovation.

**Fun**

If you enjoy what you do, you do it better! Work is

serious and we do it with a smile on our face.

**About the role**

You will play a role in developing an Alternative Provision and then delivering said Service (a developed curriculum, it’s marketing and promotion within schools across Bolton). As a service we will aim to develop meaningful positive engagement with schools and other educational establishments and support the current BLGC SEND offer.

Specifically the purpose of the role of an Engagement Mentors is to make a significant contribution to the achievement and well being of all students.

You will do this by ensuring you ;

* improve the learning and well being of individual students.
* support students who are experiencing social, emotional and learning barriers.
* support learning at BLGC and encourage links between home and school.
* support BLGC in improving the attendance & punctuality of identified students.
* improve the process of transition into, within and beyond school settings.

**Main Responsibilities**

* Keeping up-to-date records on the progress of students including observations and agreed targets.
* Providing appropriate programmes of 1:1 or group support that enable students to take a full and confident part in all aspects of their learning & BLGC life.
* Working alongside BLGC staff and families to promote the effective use of behaviour management strategies.
* Working with colleagues to provide support for students and their families who join BLGC during the course of the academic year.
* Liaising regularly with staff to provide and receive up-to-date feedback on the monitoring and progress of all identified students
* Contributing to the development and implementation of appropriate support which will assist students in modifying inappropriate behaviour, developing positive self-images and enhanced educational achievement
* Creating an atmosphere of trust & support by providing opportunities in which students feel able to discuss their progress, insights, opinions, targets and are confident to self-refer.
* Promoting students’ equality, diversity, rights and encouraging responsibilities.
* Maintaining appropriate professional boundaries in all contacts and support of students and their families.
* Maintaining the health, safety, protection and wellbeing of students throughout the mentoring process.
* Contributing to policies and practice which promote inclusion and engagement by students.
* Working with colleagues to identify students who require support in moving between key stages.
* Developing a range of strategies that support students in making successful transitions from one key stage to another including providing support on preliminary visits, contact with families and conducting follow up visits where necessary to students in their next key stage
* Helping to promote speedy and effective transfer of information from primary, secondary schools and FE.
* Being fully aware of BLGC policies and following these procedures in maintaining regular contact with families/carers of children in need of support, keeping them informed of needs and progress, with the purpose of securing family support and involvement. This will include developing knowledge of Child Protection procedures.
* Developing knowledge and making the best use of the range of activities, courses, external agencies and individuals that might be used and drawn on to provide additional support for students.
* Providing regular opportunities to liaise with families or carers to keep them informed about and involved in their child/children’s progress.
* Establishing and maintaining effective links with appropriate outside agencies, community and business voluntary mentors in school to provide added support for individuals and groups of students.
* Monitoring the attendance of individual students where this has been raised as a concern.
* Following BLGC procedures to contact families and provide support where appropriate to improve attendance and punctuality.
* Liaising with parents/carers to support their understanding of the BLGC systems on attendance & punctuality.
* Providing appropriate support for parents/carers to ensure their child/children’s regular and prompt attendance.
* Meeting regularly with the designated line manager to report on progress of referred students and other aspects relating to work.
* Keeping up-to-date with latest initiatives, research and practice through local and national training and networking.
* To participate in relevant staff development activities.
* To become familiar with, understand, and adhere to BLGC policies and procedures.
* To maintain confidentiality in and outside the workplace.
* Assist in escorting and supervising students on educational visits and out of school activities.
* Understand and support independent learning and inclusion of all students as required.
* Maintain confidentiality and adhere to safeguarding procedures.
* Demonstrate and adhere to BLGC health and safety policies and procedures.
* Demonstrate own duties to new or less experienced staff.
* To undertake any other duties as assigned by your manager or deemed appropriate for this, or similar pay grade. The nature of the duties and responsibilities may change from time to time.

**PERSON SPECIFICATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Essential**ü | **Desirable**ü | **Method of assessment**ü |
| **Qualifications** |  |
|  | Teaching Qualification |  | ü | A |
|  | Role related training and qualifications | ü |  | A |
|  | HND or Degree in a core subject or education or youth work related subjects |  | ü | A/I |
| **Experience** |  |
|  | Experience working with young people with SEMH, SLD, PMLD, ADHD, and ASC in alternative education provision | ü |  | A/I |
|  | Experience of working with children and young people aged 8 – 21 years | ü |  | A/I |
|  | Experience of managing challenging behaviours | ü |  | A/I |
|  | Experience of working independently or as part of a wider team |  | ü | A/I |
|  | Experience of working with safeguarding principles in a best practice setting | ü |  | A/I |
| **Knowledge and Skills** |  |
|  | Knowledge of and commitment to best practice safeguarding in education settings | ü |  | A/I |
|  | Excellent communication skills both written and verbally | ü |  | A/I |
|  | Skills in persuading, negotiating and influencing Young People | ü |  | I |
|  | The ability to relate to, motivate and empathise with young people in order to build trust so that they can achieve their full potential | ü |  | I |
|  | Good IT skills  |  | ü | I |
|  | Skills to work with a wide range of interested or invested parties to support the best outcomes for Young People. |  | ü | A/I |
|  | The ability to be non-judgemental. To see beyond the obvious and understand complex backgrounds | ü |  | i |
| **Personal Attributes** |  |
|  | Confident, motivated and enthusiastic, with a positive ‘can do’ attitude | ü |  | A/I |
|  | A self-starter, able and willing to embrace projects and opportunities and work independently | ü |  | A/I |
|  | A genuine desire and passion for making a positive difference and enabling children and young people to reach their potential | ü |  | A/I |
|  | Flexible approach to working |  | ü | I |

**Method of Assessment Key:**

A Application Form

I Interview