



Job Profile

Name:

Job Title: SAS Mentoring Team Leader - <<Area>> Region

Reporting to: Deputy Manager - <<Region>>

Direct Reports: -

Purpose of the Role

SAS Mentoring provides inreach and outreach for students all across Wiltshire. We work with students and young adults of all ages and with a variety of needs and difficulties such as SEMH, ASC, ODD, PDA, trauma, attachment and many more. We are commissioned by schools, social services, Wiltshire behaviour service and Wiltshire SEND.

Under the guidance of the SAS Mentoring Deputy Managers, the role of a SAS Mentoring Team Leader involves mentoring students while providing day to day lead support to SAS Mentors within your region.

As Team Leader your primary responsibility will be to oversee and coordinate the mentoring program in your region, where mentors provide guidance and support to students. You will be the key point of contact for mentors, ensuring they have the necessary resources and support to excel in their roles. You will collaborate closely with the school leadership team to align the mentoring program with the school's overall objectives and values.

Additionally, you will work with pupils to provide support, motivation, and guidance to help them overcome obstacles to their learning. These could include learning difficulties, family issues, mental health problems, or a lack of confidence. You will ensure community integration and prepare pupils for working life.

Key Responsibilities

- Collaborate with the SAS leadership team (SLT) to align the mentoring program with the school's mission, values, and academic goals.
 - Support with mentor training sessions to equip them with effective mentoring techniques, active listening skills, and the ability to address students' diverse needs.
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- To support the supervision and participate in appraisal and performance management of mentoring staff and to report outcomes to the SLT.
- Develop and implement personalised behaviour management plans to address individual needs.
- Build strong rapport and trust with pupils, creating a safe and nurturing environment.
- Provide one-on-one mentoring and support during challenging situations.
- Collaborate with homeschools, parents, and other professionals to ensure consistent and holistic support.
- Monitor pupil progress, assessing effectiveness of interventions, and adjusting strategies as needed.
- Promote social-emotional development and foster positive relationships within the school community.
- Work within a school to provide specific programmes or to work 1:1 with a specific child.
- Work outreach with a student that isn't ready to enter a school/classroom environment.
- Provide effective mentoring and targeted interventions for our most vulnerable students, for a variety of issues, such as:
 - Challenging Behaviour.
 - Bereavement.
 - Bullying.
 - Making Positive Choices.
 - Need of a Positive Role Model.
 - Addressing Risky Behaviours.
 - Emotional Withdrawal.
 - Criminal Activity.
 - Substance Abuse.
- Produce weekly attendance reports and updates to commissioners.
- Meet with parents and professionals regularly.
- Produce termly reports.
- Termly, detailed lesson planning.
- Creating risk assessments.
- Completing daily records for pupils.
- Safeguard yourself and pupils to a high standard.
- Report and action safeguarding immediately.
- Effectively work within SAS and The Bridge vision and values.
- Keep factual and accurate logs of each session.

- Create bespoke programmes to address the above issues.
- Report attendance.
- Create effective progression evaluations.
- Create positive links with outside agencies that could provide educational activities.
- Work with professionals in a positive multi-agency approach.
- Attend CIN/CP/LAC/PEP meetings.
- Work within a budget.
- Participate in all CPD and training.
- Be aware of and comply with policies and procedures relating to child protection, confidentiality and data protection, reporting all concerns to an appropriate person.
- Show a duty of care and take appropriate action to comply with health and safety requirements at all times.
- Be aware of and support differences and ensure that all pupils have access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- Maintain good relationships with colleagues and work together as a team.
- Appreciate and support the role of other professionals.
- Participate in training and other learning activities and performance development as required.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

This is not intended to be an exhaustive list, and the role holder is expected to undertake any duties reasonably required to fulfil their role and support the business objectives.

Essential Requirements

- Excellent interpersonal and communication skills, including active listening.
 - Empathy and emotional intelligence.
 - Leadership skills to inspire and guide mentors in their roles.
 - Flexibility and adaptability to adjust the program based on the evolving needs of the school and students.
 - Ability to motivate learners.
 - Skills in persuading, negotiating, and influencing.
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- Ability to think on your feet and be flexible.
 - Determination to see problems and solutions through to the end.
 - Ability to support people from a range of backgrounds.
 - Non-judgmental approach.
 - Excellent organisational and time management skills.
 - Ability to relate to young people in order to build trust, to help them achieve their full potential.
 - Ability to analyse problems and devise solutions.
 - Experience of working collaboratively as part of a team, particularly with other teaching staff and external agencies.
 - Flexibility and adaptability, as well as the ability to work well under pressure.
 - Report writing skills and the ability to maintain accurate records.
 - Good general ICT skills.
 - A commitment to equality and diversity.
 - An understanding of confidentiality and the handling of sensitive information.
 - Knowledge of, and a commitment to, safeguarding in schools.
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