

Role title: Pivot Outreach Programme (POP) Mentor

Reporting to: Pastoral and Welfare Lead

Role outline and accountabilities

To support learners with social, emotional and mental health (SEMH) needs by removing barriers to learning and promoting engagement, independence and positive outcomes.

The POP Mentor will deliver personalised support across a range of settings, including off-site provision, learner homes and POP hubs, working closely with staff, families and external agencies to enable learners to achieve their individual learning and personal development goals.

Responsibilities

Learner support and engagement

- Build strong, professional and trusting relationships with learners, acting as a positive role model
- Deliver personalised support plans to address social, emotional, behavioural and academic needs
- Support learners to engage with education, develop independence and access appropriate opportunities
- Implement creative, engaging and flexible interventions tailored to individual needs
- Provide support during off-site activities, home visits and alternative provision settings

Pastoral and SEMH support

- Support learners who are dysregulated or in distress using de-escalation strategies and Team Teach (where required)
- Support learners to achieve their EHCP outcomes
- Apply knowledge of mental health needs and trauma-informed approaches to adapt support
- Promote learners' emotional wellbeing, resilience and self-regulation
- Work closely with families to develop joined-up strategies and consistent support plans

Multi-agency and family working

- Establish and maintain effective relationships with parents/carers, schools and external agencies
- Contribute to reviews, meetings and reports, providing clear updates on learner progress
- Support transition planning, including:
 - College placements
 - Work experience
 - Next steps/destinations
- Assist with practical arrangements (e.g. travel training, documentation)

Progress, planning and accountability

- Contribute to individual action plans and support their effective implementation
- Monitor and record learner progress, engagement, behaviour and attendance
- Provide evidence for case files, reviews and reporting
- Work collaboratively with staff to evaluate impact and adapt provision

Safeguarding, behaviour and inclusion

- Promote a safe, inclusive and supportive environment
- Adhere to all safeguarding policies and procedures, recognising that safeguarding is everyone's responsibility
- Use consistent and effective behaviour strategies in line with Pivot policy
- Maintain appropriate professional boundaries at all times

Administration and compliance

- Maintain accurate, timely and confidential learner records using Pivot systems
- Record and report incidents, including positive handling, in line with policy
- Monitor and track attendance, behaviour and progress data
- Support learners with preparation for assessments as directed by teaching staff

Professional conduct and contribution

- Uphold the values, ethos and policies of Pivot at all times
- Work flexibly across locations to meet the needs of the role
- Actively support the mental health and wellbeing of learners and colleagues
- Engage in training and professional development
- Undertake additional duties as directed, including supporting in-school provision where required

Person specification

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Attributes	Essential	Desirable
Qualifications and experience	• Experience working with children and young people (paid or voluntary) • Experience of working with learners with SEMH needs • Good GCSE level of education or above	• Evidence of being able to build and sustain effective working relationships with young people, staff, parents/carers and the community
Knowledge and understanding	• Knowledge of positive relationship building • To have a basic understanding of safeguarding procedures • Interest in further training in order to meet learners needs	
Skills and abilities	• Full, clean driving licence • Excellent administration skills • Good IT skills • High level of resilience • An ability to keep accurate and up to date records • Ability to deal with challenging behaviour • Superb organisation skills and the ability to prioritise independently • Good communicator both verbally and in writing to a variety of audiences • Able to handle confidential and highly sensitive information	
Personal qualities	• Ability to travel across sites including to offsite activities • Reliability and integrity • Adaptability to changing circumstances / new ideas • Commitment to the safeguarding of our learners • A commitment to inclusive education • Resilience and perspective • Empathy and respect towards others • Willing to work flexibly to support learners	• Determination to succeed and the highest possible expectations of self and others