ALS Learner Mentor

Team: Additional Learning Support

Reports to: SEND Manager

Location: Brighton Met and Haywards Heath

Job Purpose

- To act as a key trusted adult for learners aged 16+ with an EHCP, providing individualised mentoring and emotional support that promotes wellbeing, independence, personal development and successful participation in education. The role focuses on building positive relationships, supporting learners to manage challenges, and enabling them to achieve their aspirations and EHCP outcomes.
- To focus on and take an active role in the achievement of high individual student attendance and success rates, meeting or surpassing the relevant targets for each.
- To encourage and support students in attended learning sessions.
- To provide additional learner activities during times of maximised staff utilisation.

Key Responsibilities

- To build positive, trusting, and professional relationships with learners, providing a consistent point of contact and personalised mentoring support throughout their time at college.
- To motivate and empower learners to develop confidence, resilience, self-awareness, and independence, supporting them to overcome barriers to learning and make progress towards their individual goals and EHCP outcomes.
- To facilitate regular one-to-one mentoring sessions, encouraging learners to reflect on their progress, identify strengths and challenges, set achievable targets, and celebrate success.
- To recognise emerging wellbeing, mental health, social, emotional, or behavioural concerns and, where appropriate, support learners to access relevant internal and external services and interventions.
- To work collaboratively with curriculum staff, Additional Learning Support colleagues, Personal Development Tutors, parents/carers, and external professionals to ensure learners receive coordinated and effective support.
- To contribute to the planning, review, monitoring, and evaluation of support strategies and learner progress, maintaining accurate records in line with college policies and procedures.
- To support learners in developing self-advocacy skills and confidence in communicating their needs, enabling them to participate fully in learning, enrichment activities, work experience, and wider college life.
- To play a key role in supporting learners through key transition points, including entry to college, progression between courses, work placements, supported internships, further education, employment, and adulthood.
  To promote a culture of inclusion, safeguarding, equality, diversity and wellbeing, ensuring learners feel safe, valued, respected, and able to achieve their potential.
- To contribute to the achievement and review of Education, Health and Care Plan (EHCP) outcomes by providing learner-centred mentoring and feedback that supports personal development, emotional wellbeing, independence, and preparation for adulthood.

Role Context

Chichester College Group expects staff to:

- Work within the context of the Group's core values, code of conduct, quality requirements and continuous improvement ethos.

- Undertake their duties in accordance with Group policy and procedures, particularly with respect to:
  - Human Resources policies and procedures;
  - Equality, diversity and inclusion policies and procedures;
  - The Group's health and safety policies and procedures;
  - Safeguarding and Prevent;
  - The Group's policy on the confidentiality of data stored electronically and by other means in line with data protection legislation.

- Keep abreast of developments in their own area of expertise and undertake staff development opportunities where identified and approved, subject to funding.
- Support and uphold the Group's environmental sustainability commitment and work towards helping the Group achieve net zero carbon emissions.

Evening and weekend work may be required.

You may be required to undertake such duties as may be reasonably required of you commensurate with this grade.

Work outside the Group must not interfere with the effective delivery of your duties. Additional work requires approval by the Chief Executive Officer.

Other supporting information can be found on the Group's website.

This job description is current at the date shown below. It is liable to variation by management in consultation with you to reflect or anticipate changes in, or to, the job.

Person Specification

Criteria	Essential/ Desirable	Assessed
Experience		
Supporting young people with Additional Needs	Essential	Application Form/ Interview/ Assessment
Delivering mentoring sessions to students in a 1:1 or group situation	Essential	
Working with diverse range of learners, including young people with specific learning difficulties	Essential	
Working in Further Education	Desirable	
Knowledge		
Detailed understanding of the SEND Code of Practice and Education, Health and Care Plans	Essential	Application Form/ Interview/ Assessment
Microsoft Office applications, including Word and Powerpoint	Essential	
Equality Act 2010	Essential	
An understanding of Safeguarding and Vulnerable students	Essential	
An understanding of Health and Safety	Essential	
Understanding of virtual learning environments and on-line learning	Desirable	
Qualifications		
GCSE or equivalent in English and Maths at Grade C/4	Essential	Application Form/ Certificates
A level 3 qualification (or equivalent)	Essential	
Level 3/5 Award in Coaching and Mentoring (RQF) willingness to work towards.	Desirable	
Skills and Abilities		
Mentoring and coaching skills	Essential	Application Form/ Interview/ Assessment
Ability to communicate to a diverse range of people at all levels, verbally and in writing	Essential	
Time management skills, organisational skills and the ability to meet deadlines	Essential	
Ability to work alone and as part of a team with interpersonal skills	Essential	
Ability to manage challenging behaviour	Essential	
Attributes		
Ability to maintain confidentiality	Essential	Interview
Ability to follow issues through to conclusion	Essential	
To be proactive and be able to motivate yourself and others	Essential	

Other Requirements		
Ability to travel between sites	Essential	Interview
Satisfactorily meeting the Group's employment checks – a Disclosure and Barring Service Check (including any relevant overseas checks), health assessment, references, qualifications and legal entitlement to work in the UK	Essential	Checks and Clearances

Any appointment is subject to the Corporation's terms and conditions of service.

Working hours per week:	30
Working weeks per year:	52
Salary range:	Pro rata of £27,224 - £27,781 per annum (i.e. £22,073.51 - £22,525.14)
Contract type:	Fixed term until 1 July 2027
Salary progression:	Salary progression is achieved through annual increments, in accordance with the Group's Performance Management Scheme.
Holiday entitlement:	The annual leave year runs from 1 January to 31 December. 150 hours (25 days pro rata) per annum, rising to 168 hours (28 days pro rata) with each complete year of service as of 31 December, plus 48 hours (8 days pro rata) for bank holidays per annum. In addition, the Group closure days between Christmas and New Year are not deducted from your leave entitlement.
Holiday restrictions:	Leave cannot be taken on certain days designated by the Group, e.g. development and administration days. Leave is to be agreed in advance with the line manager. Academic staff or staff supporting teaching and learning cannot take leave during term time.
Pension scheme:	Permanent and fixed term staff (regardless of how many hours they are contracted to) are automatically opted into the Local Government Pension Scheme unless they elect to opt out of the pension. The Group contributes to this scheme and the employee contribution is determined by the level of actual pensionable pay and the guidelines given by the LGPS. Alternatively the employee may opt out within the first 3 months of employment. Bank staff will be subject to auto-enrolment into the Local Government Pension Scheme ("LGPS"), based on certain qualifying criteria as determined by The Pension's Regulator. However, Bank staff may still elect to opt into the LGPS if they wish.