

**Job Description**

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| **Department** | **children’s SERVICEs – Achievement, cohesion and integration Service** |
| **Job Title** | **ACIS Education Support Mentor** |
| **Grade** | **Grade E** |
| **Primary Purpose of Job** | To work within the service to address the educational needs of all children, young people and families of International New Arrivals and Travellers. To ensure equality of access to educational settings and provide a smooth transition to mainstream school. To provide outreach support for schools |
| **Reporting To** | ACIS Team Leader |
| **Direct Staffing Reports** | N/A |

**Main Duties**

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| **1** | To participate in ‘Welcome’ meetings and their preparation to provide a positive introductory experience to newly arrived families. | |
| **2** | To carry out initial assessments of need for families new to the area. | |
| **3** | To identify pre-school children and support families with accessing education. | |
| **4** | To establish good working relationships with children and their families acting as a positive role model and responding empathically to their needs in order to secure positive family support and involvement. | |
| **5** | To support integration, language development and understanding for all children through practical activities and as Key Worker to children by supporting the delivery of individualised programmes. | |
| **6** | To contribute to the service in planning and delivery process for these activities. | |
| **7** | To be aware of and support diversity, ensuring all children have equal access to opportunities to learn and develop, supporting the delivery of individualised programmes. | |
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| **8** | To be aware of and comply with ACIS and local authority policies and procedures particularly those related to Child Protection, Health and Safety, Security, Confidentiality and Data Protection and report all concerns to the Head of Service. | |
| **9** | To carry out observational assessments and record children’s responses to learning activities and achievements against English as an additional language Step Descriptors. | |
| **10** | To liaise with the Service Manager/ Centre Manager /Team Leader and others to keep information for parents/families and young people up to date and relevant and share this information where appropriate. | |
| **11** | To update and maintain record systems relating to children, both computerised and manually, respecting data protection and confidentiality | |
| **12** | To contribute to child welfare and protection utilising the Framework for Action and Early Help Assessments. | |
| **13** | To support children and families through their transition from ACIS to schools. | |
| **14** | To offer advice and support to schools and families in order to facilitate appropriate educational provision and signpost families to other agencies as appropriate. | |
| **15** | To provide information, advice, reports and support to other agencies in relation to the families ACIS works with. | |
| **16** | To provide outreach support matched to need, to schools in order to ensure the successful engagement of children and families and to support educational achievement. | |
| **17** | To support Early Interventions Teams, other agencies, schools and parents on issues relating to school attendance. | |
| **18** | To liaise with other Refugee, Asylum Seeker, international new arrivals and Gypsy, Roma and Traveller organisations, including voluntary, in the UK and Europe | |
| **19** | To attend and participate in regular meetings as required. | |
| **20** | To undertake additional duties as required by the Service Manager / Centre Manager/Team | |
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| **Date Job Description prepared/updated:** | | **Sept 2024** |
| **Job Description prepared by:** | | **Jane Warburton** |

**Person Specification**

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| **Department** | | | **Children’s** | | | |
| **Job Title** | | | **ACIS Education Support Mentor** | | | |
| **Stage One** | | | Candidates who are care leavers, have a disability, are ex-armed forces or are a carer (see [Carers-Charter-FINAL.pdf (gmhsc.org.uk)](#) are guaranteed an interview if they meet the essential criteria for the role | | | |
| **The Minimum Essential Requirements for the above Post are as Follows:** | | | | | | **Method of Assessment** |
| **1.** | **Skills and Knowledge** | | | | | |
| 1. | Ability to build and maintain effective working relationships with young people, parents/carers and colleagues to treat them consistently, with respect and consideration | | | | | Interview |
| 2. | Ability to demonstrate and promote positive values, attitudes and behaviour with young people. | | | | | Interview |
| 3. | Ability to communicate verbally and adapt communication style and approach in order to meet the needs of vulnerable or challenging young people. | | | | | Interview |
| 4. | Demonstrate an ability to organise and co-ordinate sessions and events. | | | | | Interview |
| 5. | Ability to liaise sensitively and effectively with parents/carers and other agencies to help them recognise their role in promoting positive outcomes | | | | | Interview |
| 6. | Ability to work effectively within a team environment understanding roles and responsibilities within the setting/s and to understand own role, responsibilities and limitations to deliver team objectives. | | | | | Interview |
| 7. | Effective use of Information and communication technology | | | | | Interview |
| 8. | Demonstrate accurate numeracy and literacy skills. | | | | | Application Form |
| 9 | An understanding and working knowledge of strategies to support children learning English as an additional language. | | | | | Application Form |
| 10. | A knowledge of relevant policies/codes of practice and legislation in relation to child welfare/protection and confidentiality | | | | | Interview |
| 11. | An understanding of inclusion in all settings. | | | | | Interview |
| 12. | Ability to work independently, using initiative | | | | | Interview |
| 13. | **Competencies** – Please note the council’s corporate competencies, which are essential for all roles, are below in the Core Competencies section | | | | | Interview |
| **2. Experience/Qualifications/Training etc** | | | | | | |
| 1. | | NVQ Level 2 or equivalent qualification, childcare, social or community work | | | Application Form | |
| 2. | | Experience of working with children or young people age 0-19 years within a range of settings | | | Application Form | |
| 3. | | Willingness to participate in relevant training and development activities | | | Interview | |
| 4. | | Evidence of continuing professional development | | | Application Form | |
| 5. | | Experience of working with International New Arrival children and Gypsy Roma and Traveller children | | | Application Form | |
| **3. Work Related Circumstances** | | | | | | |
| 1. | | All posts require the job holder to undertake mandatory training for the role and to regularly review their developmental needs in conjunction with their line manager. Development of our employees plays a key role in delivering our services | | | Interview | |
| 2. | | The Council has a framework of Values & Behaviours that guide our behaviour and decision making to help achieve our vision. All employees are expected to be mindful of these when undertaking their work. | | | Interview | |
| 3. | | Ability to travel effectively around the Borough as well as occasional visits to venues outside the LA. Applicants should have a full current driving licence and access to own vehicle. | | | Interview | |
| 4. | | Flexibility to work outside office/school hours | | | Interview | |
| 5. | | This post is subject to an enhanced disclosure from the Disclosure and Baring Service | | | Satisfactory DBS disclosure | |
| **STAGE TWO** | | | | Will only be used in the event of a large number of applicants meeting the minimum essential requirements | | |
| **Additional Requirements** | | | | | | **Method of Assessment** |
| **1. Skills and Knowledge** | | | | | | |
| 1. | An awareness of languages other than English | | | | | Application Form/Interview |
| 2. | Knowledge of Child Development | | | | | Interview |
| **2. Experience/Qualifications/Training etc** | | | | | | |
| 1. | NVQ Level 3 or equivalent in a relevant field | | | | | Application Form |

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| **Date Person Specification prepared/updated: September 2024** |  |
| **Person Specification prepared by: Jane Warburton** |  |

**These core competencies are considered essential for all roles within Bolton Council. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.**

**Developing Self & Others**

Promote a learning environment to embed a learning culture.  Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development. Support and promote the principles of Investors in People.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act to respond in the event of an emergency. If Bolton Council’s Emergency Management Plan is activated, you may be required to assist in maintaining key Council services and supporting the community.  This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality & Diversity**

Uphold the principles of fairness and the Equality Act in all undertakings as a Bolton Council employee, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring & professional image.

**Health & Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow Council policies and procedures on dealing with personal information and information assets, including The Code of Conduct, Data Protection, Acceptable Use and Information Security policies. Personal or confidential data should only be accessed or used for council purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required byThe Immigration Act 2016.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure & Barring Service.

**The values of an organisation are those key principles by which people are expected to work to day to day. They’re our culture and help define what is expected of each and every one of us**.





