

Job title:	Mentor
Salary:	£22K - £25K for 39 weeks a year. Hours 9-3pm Monday – Friday.
Comparable grading:	Teaching assistants/ higher level teaching assistants Updated 14 Mar 2024 Base Pay Range £19K - £25K/yr Average Base Pay from 4,353 salaries
Location:	Dorset, UK

Job purpose
Mentor for young people.

Source and nature of management provided
Education Manager

Mentor duties and responsibility	
1	To work therapeutically, with a trauma informed approach , with a range of young people 8-18 years, who have an EHCPs, supporting social, emotional and mental health strategies, development and progression.
2	To focus on hands on, experiential, choice driven activities to develop young people’s passions and interests.
3	To enable young people to develop trust, boost self-esteem and work towards re-engagement with education.
4	To work intuitively and creatively using child centred philosophy to develop young people’s confidence and self-esteem to enable re-engagement with education,

	their families and communities, helping them to make positive changes in their lives.
5	Ensure that the highest standards of record keeping including electronic data entry where appropriate and recording, report writing and that policies and procedures are followed.
6	Ensure that excellent communication is established and maintained across the programme.
7	Maintain the highest standards of professionalism at all times and promote equality & diversity for students.
8	Ensure compliance to safeguarding, health and safety, risk assessments and CoRE's policies and procedures at all times.

Main duties and responsibilities	
Mentoring young people	
1	To work with a team of mentors, either 1:1 or in a small group.
2	To represent CoRE in a positive, warm, calm, professional manner at all times.
3	To engage young people through a range of animal facilitated therapeutic activities, developing knowledge and regulation strategies.
4	To engage young people through ecotherapy activities , to focus on regulation strategies aiding mental health and well being.
5	To engage young people with other re-engagement activities such as art, cooking, woodwork, forest school, environmental awareness, natural crafts and land management activities.
6	To understand the importance of confidentiality and safeguarding when working with vulnerable young people and their families.
7	To work effectively within a team of mentors, requesting additional resources to inform weekly planning, preparing materials before sessions as required.
8	To be part of a team that is focused, diligent, professional, confidential and working towards a supportive and progressive working environment.
Administration	
1	Ensure that the highest standards of record keeping including electronic data entry where appropriate and recording, report writing is maintained on a sessional basis.

Main duties and responsibilities	
2	To engage in written and verbal discussions around the young persons' progression, development, raising safeguarding issues and health and safety concerns as appropriate.
2	To take photos as necessary, in line with CoRE's safeguarding policy.
3	To feed into student reviews or case studies for young people as required.
4	To complete student portfolios in line with CoRE's current requirements.
5	To work in line with CoRE's policies, procedures and risk assessments.
Support and Supervision	
1	To attend all team meetings, as part of CoRE's safeguarding and health and safety updates.
2	To attend all Peer support meetings to develop the ethos of the mentoring team.
3	To book 1 supervision session per term.
Training	
1	To complete Educare online training each year.
2	To attend and participate in Inset Days
3	To complete other training as required.

Mentor Person Specification	
Essential	
<ul style="list-style-type: none"> • Experience of working in an environment using a child centred therapeutic approach. • Experience of working with young people with and without additional needs. • Emotionally and physically resilient. • To believe that all young people are able to achieve given the right experience and that we should enable them to achieve their potential. • To be able to establish a rapport with a young person. • To provide a positive role model, be friendly and professional • To accept a young person for who they are and what they bring with them that day. • To work flexibly with young people, to be intuitive and diplomatic and respond with a calm and considered approach. • To be a good listener and enable a child to express their thoughts, views and feelings. 	

- To maintain respect for the child's ability to solve their own problems.
- To work with clear boundaries whilst facilitating the child's journey.
- To identify changes in circumstance and issues with young people and share this appropriately.
- Willingness to receive and implement additional training.
- To be motivated by the goals and ambitions of CoRE and share our passion for young people's needs and their progress.
- To be open to learning new skills as required – from learning to engage therapeutically with the animals on site through to horticulture and outdoor cooking skills.

Desirable

- Understanding/ Experience of Developmental Trauma
- Experience of working with the THRIVE approach
- Experience/ training of working with PACE (Playfulness, acceptance, curiosity and empathy) or Therapeutic Parenting
- Experience of working with neural diversity
- Experience of animal-assisted therapeutic activities.
- Experience of forest school activities or horticultural knowledge
- A muck-in attitude, accommodating, practical and not afraid to get wet or dirty.

Updated 4/24 RG