Logo

Description automatically generated

**JOB DESCRIPTION**

**Post:** Post 16/18 Transition and Employment Mentor

**Reports to:** Careers Leader, BTA/BBASenior HR Business Partner

**Hours:** 37, 5 days a week, 39 weeks a year

**Spine point:** 25-28

**Location:** Orpington

**Context:**

In partnership with the London Borough of Bromley, this new unique role has been developed as part of an exciting pilot project funded through the UK Shared Prosperity Fund and the Laurel Trust to support students with SEND (Special Education Needs and Disabilities) and SEMH needs (Social, Emotional and Mental Health) to transition from our school into further training or permanent paid employment after leaving school.

The role will work closely with students aged 16 and above within our schools to help them overcome barriers to employment and achieve their vocational goals. This role involves assessment, guidance, and advocacy to ensure that each student reaches their maximum potential.

The role will also provide training and workshops to students and their support networks to enhance understanding and coping skills In addition, the role will be required to provide training for other stakeholders (employers and other organisations) to raise awareness and ensure they understand the needs of our young people.

For 2025/26, this post will be part of an exciting new action research project funded by the Laurel Trust. The Laurel Trust is a small action-led grant funder that works in partnership with schools serving disadvantaged communities to make sustainable differences to children’s learning and life chances.  In particular this research will be undertaking, testing and measuring effective pathways for 16-18 SEND & SEMH learners to transition from schools to colleges successfully.

The individual will be required to input into and take part in the action research processes and maintain accurate and confidential student records in compliance with data protection regulations and generate reports and statistics to track the program effectiveness and outcomes.

**Main Purpose:**

You will report directly to the Careers Leader and collaborate with other team members to ensure smooth operations and effective communication within the organisation.

Your main duties will include:

* To act as a keyworker for a caseload of students and their families
* To be a single point of contact for the student, family and professionals working with the student.
* To be a single point of contact for information and signposting the students and families available to support.
* To identify and address the needs of the student and family to be a source of emotional and practical support.
* To empower students and families to ensure the views of parents and student inform the decision making and support
* To support the young person into their next steps after leaving school eg paid employment/college/apprenticeship

**Duties and Responsibilities**

1. Excellent communication and active listening skills
2. Resilient, solution-focussed person, who is able to work constructively on own initiative and within a team
3. Ability to work closely with local employers and to engage them in being part of this programme
4. Car driver and access to a car are essential
5. Ability to acquire and research relevant information for families
6. An ability to maintain boundaries and to accept professional relationships

**Health and Safety:**

To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with Health & Safety legislation.

To promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures with particular reference to: child protection policy, positive handling policy, behaviour policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.

You will be required to have a valid Enhanced DBS disclosure that will be rechecked every 3 years.

**General:**

The scope of this profile reflects the needs of the Trust at the present time; it is not intended to be a fully inclusive or exhaustive list. The post holder may therefore be expected to work flexibly and perform such other duties other than those given in the job description.

The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed. The profile will be subject to continuous review as the needs and requirements of the Trust change over time.

**General**

The scope of this profile reflects the needs of the Trust at the present time; it is not intended to be a fully inclusive or exhaustive list. The post holder may therefore be expected to work flexibly and perform such other duties other than those given in the job description.

The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed. The profile will be subject to continuous review as the needs and requirements of the Trust change over time.

* **Standout:** we will stand out. We are a good education group with outstanding features. Keen to innovate, we create social value and push the boundaries to achieve more.
* **Teamwork:** we are a team. Together we get the job done. Together we achieve our goals. It’s everyone’s job to step in and help.
* **Accountable:** we own our actions. We take responsibility. We are accountable for the decisions we make and how these affect others. We own this.
* **Respectful:** we respect everyone- full stop. Diversity is valued and we maximise this as a talent and strength.
* **Striving:** every day we strive to be better. To achieve more. To continuously improve, in all that we do. Individually, and as a group.

Details of our STARS framework can be found below.



**PERSON SPECIFICATION: Post 16/18 Transition and Employment Mentor**

**Knowledge and experience:** [Include no more than 4 points, indicate whether the requirement is essential or desirable & the method of assessment that will be used]

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Ability to acquire and research relevant information for families | ✓ |  |
| Able to be a source of emotional and practical support. | ✓ |  |
| Be able to handle numerous caseloads at one time | ✓ |  |
| Experience working with SEND students |  | ✓ |

**Skills and abilities:** [Include no more than 5 points, indicate whether the requirement is essential or desirable & the method of assessment that will be used]

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Excellent communication and active listening skills | ✓ |  |
| Resilient, solution-focussed | ✓ |  |
| Ability to work closely with local stakeholders | ✓ |  |
| Car driver with access to car | ✓ |  |
| An ability to maintain boundaries and to accept professional relationships | ✓ |  |

**STARS Framework:** [include two points from our STARS framework tailor to the role]

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Professional and approachable | ✓ |  |
| Tactful and diplomatic | ✓ |  |
| Ability to work on own initiative and under pressure | ✓ |  |
| Team player | ✓ |  |
| Flexibility in approaching work situations | ✓ |  |
| Able to work confidentially | ✓ |  |
| Good understanding of Safeguarding, Equality & Diversity and Health & Safety and its implications on the recruitment and employment of staff | ✓ |  |
| Ability to work some evenings e.g. attendance at recruitment fairs and other events | ✓ |  |