



Applicant Information Pack

Sixth Form Guidance mentor

**37 hours per week, term time (+7 days),
permanent position.**

Start date : April 2025

Salary details : GO5



INSPIRE | SUPPORT | SUCCEED

Headteacher's Welcome

I would firstly like to thank you for your interest in the post of Sixth Form Guidance Mentor at Ysgol Aberconwy. The purpose of this information pack is to help you get to know more about our school and help you to decide if this is the right post for you.

Ysgol Aberconwy is a school that puts learning and individual achievement at the heart of everything it does. We want every pupil to succeed; to achieve their full potential, be prepared for the future and become confident, thoughtful young people so they leave us ready for the challenges of an exciting and increasingly competitive world. This philosophy also extends to the school's staff – we seek to be a learning organisation that focuses on the development of each individual within it through coaching, challenge and support.

Situated in a spectacular location on the Conwy estuary, the school boasts a modern, well maintained and well equipped environment. Whilst the school's ethos is based on traditional values of respect, responsibility and community spirit, students experience the very latest technology and teaching methods in the classroom.

Here at Ysgol Aberconwy we have the highest expectations of all our pupils in all areas of school life. Academic standards are important to us and we expect all pupils to achieve the very best. We also have the highest expectations of our pupils when it comes to behaviour, attendance, punctuality and uniform.

The pastoral system at Ysgol Aberconwy is extensive and innovative. Each year group has a full time non-teaching Guidance Mentor. Working from a key stage base these mentors are available throughout the day to respond to pupils' concerns and to provide a direct contact point for parents. This, along with our specialist resource centre for ALN pupils ensures that all pupils feel secure and supported at school.

We have a flourishing extra-curricular programme. This includes a full range of sporting activities in the school's state of the art facilities as well as music concerts and drama productions. The school owns its own field centre in the hills above Abergwyngregyn and has an extensive outdoor activities programme.

We are also proud of our Welsh tradition and heritage. The school encourages the use of the Welsh language in lessons and beyond, and we are developing the provision of some subjects through the medium of Welsh for those who want it.

We are very fortunate to have a dedicated and highly professional team of teachers and support staff who expect the very highest standards from all our staff and pupils, whilst our strong school systems ensure that everyone learn in a safe and friendly environment where teachers teach and learners learn.


Ysgol Aberconwy is a great place to work. It is focused on teaching and learning and dedicated to the well-being of our learners. We have the highest expectations of all who work here and therefore, we are only looking for the finest staff to work with our pupils. We know that our school can only be as good as the staff within it. If you would like to see for yourself why we believe Ysgol Aberconwy is a great school in which to work, then please contact us for a visit.

Ian Gerrard



Additional Information about the school

During their visit to the school in March 2018, ESTYN report that:

- Pupils express their ideas and opinions confidently both inside and out of the classroom with the majority contributing enthusiastically to class or group discussions.
 - Performance of pupils eligible for free school meals over the last three years is generally above that of these pupils in similar schools.
 - Pupils with additional learning needs progress in line with their personal targets.
 - The school's inclusive and supportive ethos based on mutual respect is successful in promoting high levels of pupil wellbeing.
 - Pupils feel safe in school and consider that the school deals well with any instances of bullying.
 - Pupils are courteous and respectful towards their peers, staff and visitors.
 - They behave well in lessons and around the school and have positive attitudes to learning.
 - Many pupils benefit from their participation in the school's valuable programme of cultural and creative activities, including musical and drama productions.
 - Most pupils develop well as ethical and informed citizens. They contribute successfully to raising substantial amounts of money for local and national charities. As a result, these pupils make a valuable contribution to the local wider community.
 - The school provides a broad and balanced curriculum that builds appropriately upon pupils' previous learning and meets the needs of nearly all pupils.
 - There is a broad range of sporting, creative and cultural enrichment activities that support pupils' learning and contribute well to their personal development.
 - There is a well co-ordinated approach to developing pupils' knowledge and understanding of Welsh language and culture. The school provides valuable opportunities for Welsh speaking pupils to maintain and develop their language skills.
 - The school promotes successfully an inclusive, supportive and nurturing community that has a significant beneficial impact on pupils' wellbeing and personal development. Recent changes to the school's pastoral arrangements are contributing effectively to promoting pupils' wellbeing.
 - Providing opportunities for pupils to voice their opinions is a strength of the school. Pupils play a valuable role in the life and work of the school.
 - Leadership and management at all levels have brought about improvements in key areas of the school's work. The Headteacher provides clear, supportive and decisive leadership that is contributing well to improving key aspects of the school's work.
 - The Headteacher and senior leadership team work well together and have promoted successfully a clear vision for the school based around the mission - 'inspire, support and succeed'.
 - Support staff are used effectively in the classroom and in specialist areas.
 - The school provides a pleasant and welcoming environment that is well maintained and supports pupils' wellbeing and learning well. Specialist areas, such as science laboratories and technology workshops, are well resourced.
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Information about the local area

Conwy Town and Area

Conwy is a town rich in history, with much of it still preserved within the walls and traditional structures of its buildings. In the heart of it is the mighty 13th-century castle, whose walls encapsulate this remarkable medieval town.

Surrounded by the beautiful Welsh countryside and watched over by the mighty mountains of Snowdonia, it's a beautiful place to visit or to live. The Quay is host to a number of amenities and is a particularly stunning place to visit during the warm summer months. Whether you'd prefer to enjoy the hospitality of local restaurants, take an exciting boat tour around the coastal area or hike upon the many surrounding mountains – it's all possible in and around the historical town of Conwy.

Conwy offers a whole host of places to eat and drink. Fine dining restaurants, traditional pubs and snug cafes can be found throughout the town. It's also host to a number of hotels and B&Bs – many of which are incredibly close to the castle itself. With its traditional and quaint appearance, you may be fooled into thinking that this town is hard to access. It's just over an hour's drive from two major airports – Liverpool and Manchester – and easily accessible by train. It's also worth exploring further afield in the rest of Conwy County which includes equally impressive coastal towns.

Llandudno has maintained its traditional and authentic charm. This Victorian seaside resort has much to offer its visiting guests. Take a leisurely walk along its promenade, or travel up to summit of the Great Orme where you'll be rewarded with incredible views of its surrounding mountains and coastal towns.

You'll also find that Conwy is very proud of its culture and history, and is often host to a number of cultural events throughout the year. Each year, you'll find an abundance of festivals, art galleries and local markets, which are primarily hosted in the name of supporting and displaying their local talent and produce.

If you're looking for somewhere to explore that is full of adventure and has also managed to maintain the rich history within its walls and buildings, Conwy offers its guests (and residents) all of this and more.

[\(http://www.conwy.com/\)](http://www.conwy.com/)



Job Advert

Sixth Form Guidance Mentor : Salary Range G05: £24,089 – £27,006

This is a permanent post of 37 hours per week, term time plus 7 days.

Closing date for applications : Friday March 21st 2025.

Start Date : April 2025

We seek to appoint an enthusiastic and motivated Guidance Mentor to support students in the sixth form exclusively. They will work under the guidance of our Head of Sixth form to provide pastoral support to students in the sixth form, supporting students who need help to overcome barriers to learning in particular. They will be committed to maximising students' ability to learn, increasing their motivation to remain in learning, and supporting them to achieve post-16 qualifications. The successful candidate will build, and maintain positive and supportive relationships with parents and carers as well as outside agencies, manage and run our sixth form centre and will ensure all pupils leaving school are not 'NEET'.

In return, we offer you:

- A strong commitment to professional development;
- A school with high aspirations and a genuine opportunity to make a difference;
- An opportunity to help shape teaching and learning and our alternative curriculum;
- A dedicated and supportive team of professional staff and governors;
- Strong links with other local schools for partnership working and support;
- A strong community spirit;
- A vibrant and interesting place to work.

This is an exciting time to join Ysgol Aberconwy, a mixed 11-to-18 comprehensive school of over 1100 pupils. Set in its own extensive campus on the banks of the beautiful River Conwy, the school is situated in the medieval town of Conwy on the North Wales coast adjacent to the Snowdonia National Park. As a PFI School, we are exceptionally well resourced and maintained, and we have developed a significant reputation locally for the quality of our pastoral care as well as our academic success. Numbers in the school have risen by 40% over the last five years in September, and we have developed specialist resource centres to support children with dyslexia, autism and other learning needs.



Job Description

POST: Guidance Mentor to the Sixth form: Behaviour/Guidance/Support.

SALARY RANGE: G05

REPORTING TO: Head of Sixth form

JOB PURPOSE

- To provide pastoral support to students in the sixth form, addressing the needs of students who need help to overcome barriers to learning in particular.
- To maximise students' ability to learn, increase their motivation to remain in learning, and support them to achieve qualifications.
- Build, and maintain positive and supportive relationships with parents and carers
- Managing and running of the Hub and common room
- Aim to ensure all pupils leaving school are not NEET.

MAIN DUTIES

Support for Students

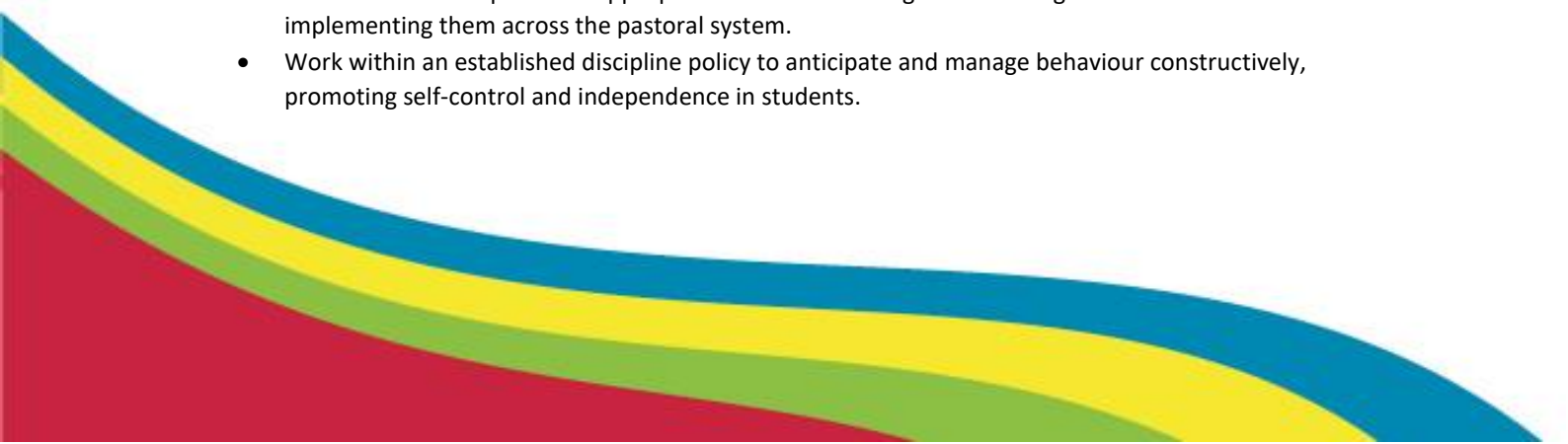
Admissions:

- Play an important role in organising admission events, interviews and publications.
- Receive and process new admissions, liaising with parents, arranging 'taster' sessions, compiling and reviewing feedback and liaising with the parent school. Advise the Head of Year on next steps.
- Induction of new students to schools' procedures and expectations.

Child Protection:

- To respond to initial child protection concerns, reporting to the DSP in all cases, where possible.
- Following procedures in response to self-harm concerns - communicating the outcome with the DSP and assisting by liaising with external agencies as appropriate.
- Log and share all incidences of concern on the appropriate software.
- Assessment and signposting to the school nurse and SBC as appropriate.
- Liaise with Social Services and attend relevant meetings regarding CLA students as requested.


Behaviour:

- Administer the schools' behaviour policy and be responsible for all initial referrals to the pastoral team at Stage 2 of the school's policy.
 - Be responsible for all initial incident responses and assessment of immediate actions by conducting interviews, arranging and compiling witness statements and completing all paperwork as per the behaviour policy.
 - Assist in the development of appropriate behaviour management strategies and take a lead role in implementing them across the pastoral system.
 - Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence in students.
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Academic Support:

- Provide regular, individual academic mentoring for a cohort of students identified from data in the Pastoral Data Packs and Sims tracking /ALPS or as assigned by the Head of Sixth form.
- Liaise with relevant members of staff and parents in order to assist students to overcome barriers to learning.
- Keep the Head of Sixth form fully informed of issues and progress.
- Support students' access to learning using appropriate strategies, resources etc.
- Maintain and update relevant information for students' next steps.
- Work with the head of 6th form to devise personalised interventions.
- Arrange and promote external speakers for relevant information especially related to UCAS.
- Give instruction, coaching and guidance for all aspects of the UCAS application from setting up the account, personal statements, accepting offers applying for student finance.
- Identify any possible NEETS – Provide individual support and referral to Careers Wales.

Pastoral Support:

- Be available to students at all times to be their initial contact for pastoral and academic concerns.
 - Lead, and when appropriate coordinate, assessment of students' pastoral needs.
 - Be responsible for implementing and monitoring Pastoral Support / Mentoring Plans. Communicate progress or issues to the Head of Sixth form and parents, arranging and leading meeting with parents as deemed necessary.
 - Liaise with TRAC, other outside agencies and parents.
 - Arrange and develop one-to-one mentoring for distressed or underachieving students.
 - Link with key staff to address issues identified in mentoring.
 - Support provision for students with special needs.
 - Establish productive working relationships with students, acting as a role model.
 - Facilitate the effective transition of students across phases, e.g. transition from/to Sixth form/College/University/Employment
 - Challenge and motivate students, promote and reinforce self-esteem.
 - Assess the needs of the student and use knowledge and specialist skills to support students learning and welfare, ensuring that their needs are met and they make progress towards their potential.
 - Support students consistently while recognising and responding to their individual needs and taking initiative as appropriate to signpost to the relevant external and internal agencies.
 - Arrange to receive and supervise students excluded from, or otherwise not working to a normal timetable. Arrange timetables as necessary including communication and coordination with relevant staff e.g. Head of Year, Heads of Departments, Exams Officer etc.
 - Encourage students to interact positively with others and have high expectations of themselves – promoting independence and inclusion, and rewarding achievements.
 - Work with students and arrange the interview admission process for entry into the sixth form.
 - Motivate all students when in non-teaching times; in the Hub and in the Common Room.
 - Take the initiative as appropriate, to develop appropriate multi agency approaches to supporting pupils.
 - Contribute to the planning and delivery of a programme of Pastoral sessions and workshops.
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Attendance:

- Interrogate Pastoral Data Pack information and be responsible for ongoing monitoring, assessing and improving attendance for all pupils.
- Take a lead role with an identified cohort exhibiting attendance concerns by:
 - Conducting parental communications relating to attendance, including arranging and leading meetings with parents.
 - Conducting home visits as necessary.
 - Keeping the Head of Year, and any relevant involved agencies informed of any attendance issues and concerns.
 - Promoting and arranging for the reintegration of students who have been absent.
 - Preparing and submitting all necessary paperwork
- Assist in the development and monitoring of systems relating to attendance and integration and take a lead role in implementing them.
- Take responsibility for maintaining the register and attendance for students in non-contact teaching time.


General:

- Provide feedback to students in relation to progress, achievement, behaviour, attendance and other pastoral issues.
- Provide information and advice to enable students to make choices about their own learning, behaviour, attendance and future opportunities

Support for Parents

- Establish constructive relationships with parents/carers by exchanging information and facilitating their support of their child's attendance, access and learning; and supporting home-to-school and community links.

Support for Teachers

- Advise form teachers of mentoring needs and processes
 - Keep form teachers updated weekly of pastoral, academic or other concerns
 - Support form tutors in maintaining a high standard of students' uniform and behaviour
 - Support and advise staff in other mentoring roles
 - Organise parents' evenings and other relevant events.
 - Provide objective and accurate feedback and reports as required to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
 - Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
 - Communicate regularly with HoY/AHT and other key staff to advise on developing issues, and discuss possible solutions.
 - Initiate and lead mediation to diffuse issues arising with students
 - Work with Head of Sixth form to administer a delegated budget
 - Clerical/admin. support relating to students in the relevant year. For example, dealing with all correspondence from home or other agencies, compilation/analysis/ reporting on attendance, exclusions, making phone calls, etc.
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Support for non-teaching Colleagues

- Share advice and expertise gained from training opportunities across the pastoral team.

Support for the School

- Provide cover supervision as required.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training and other learning activities, as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist in the supervision, training and development of staff.
- Plan, organise, attend and participate in regular meetings.
- Organise and attend Parents' evenings, options evenings and other relevant events.
- Implement planned supervision of students in and out of school hours including before and after school, and lunchtimes within the guidelines established by the school.
- Supervise students on visits, trips and out-of-school activities as required.
- Supervise students in a lesson for the planned absence of a teacher.
- Adhere to the school's policies as outlined in the staff handbook. In particular, be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies/ professionals in liaison with the teacher, to support achievement and progress of students.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.

Employees will be required to give certain information relating to themselves in order that the Authority may properly carry out its duties, rights and obligations as an employer. The Authority will process and control such data principally for personnel, administrative and payroll purposes.

RIGHT TO VARY

This job description is not intended to be an exhaustive list of duties. Ysgol Aberconwy reserves the right, after appropriate consultation with you, to vary your duties and responsibilities within.



Person Specific

Factor	Requirements	How Identified	Rank E-Essential D-Desirable
Knowledge & Skills	Educated to degree level or a relevant professional qualification or equivalent experience.	AF/I/V	E
	Relevant training and skills in relation to executing child protection role.	AF/I/V	E
	Relevant training and skills in relation to role supporting children with mental health concerns.	AF/I/V	E
	Good standard of education with 5 GCSE's or Equivalent.	AF/V	E
	Experience of working with children of relevant age.	AF/I/R	E
	Experience of working with students with additional needs.	AF/I/R	D
	Ability to work under pressure to complete deliverables and adhere to deadlines.	AF/I/R	E
	Excellent organisational skills including an ability to manage own workload and plan activities.	AF/I/R	E
	Excellent communication skills in written and spoken English.	AF/I/R	E
	Fluency in written and spoken Welsh	AF/I/V	D
	Good numeracy and literacy skills	AF/V	E
	Full working knowledge of relevant policies/code of practice and awareness of relevant legislation.	AF/I/R	D
	Working knowledge of National Curriculum and other relevant learning programmes.	AF/I/R	D
Creativity & Innovation	Excellent personal motivation and enthusiasm for completing assigned tasks.	AF/I/R	E
	Ability to self-evaluate learning needs and actively seek learning opportunities.	AF/I/R	E
	Ability to research and organise information for inclusion in documents and reports.	AF/I/R	E
	Ability to plan effective actions for students at risk of underachieving.	AF/I/R	E
	Understanding of principles of child development and learning processes and, in particular, barriers to learning.	AF/I/R	D
Contacts & Relationships	Excellent interpersonal skills and an ability to communicate effectively, in both written and verbal form with staff.	I/R	E
	Ability to integrate into and work effectively within a team environment understanding school roles and responsibilities and your own position within these.	I/R	E
	Ability to relate well to children	I/R	E
	Full understanding of the range of support services/ providers and ability to work with such agencies	AF/R	D
Decisions	Ability to make decisions independently within an agreed objective framework.	I/R	E
Resources	Ability to manage resources efficiently	I/R	E
Physical Demands	Ability to carry out daily duties in and around the school environment – including break/lunch duties on the school yard and in the school canteen.	AF/I	E

AF: Application Form

I: Interview

R: Reference

V: Verification

Safeguarding Procedures

We are committed to the safeguarding and promotion of the welfare of children. In this light, we would like to draw the following matters to your attention:

1. All appointments are made subject to:
 - a. An enhanced DBS disclosure;
 - b. Checks of professional status (EWC; QTS etc.)
 - c. Confirmation of professional qualifications;
 - d. Receipt of strong references (if not received by the time of interview); and
 - e. Medical clearance
2. We only accept applications completed on the Conwy application form with a covering letter. Please do not send CVs or open testimonials. More detail about the content of applications is provided in this pack below.
3. Please ensure that application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained.
4. The referees cited in your application form must include your employer from the last occasion in which you worked with children. If your last employment was in a school, we would expect a reference from the Headteacher and/or Deputy/Assistant Headteacher.
5. When seeking references, we will request information about your suitability to work with children.
6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.
7. As a local authority, Conwy is committed to safeguarding children and vulnerable groups. All Council employees are expected to be aware of the Corporate Safeguarding Policy and their responsibility to report any concerns in the appropriate manner and timescales.

We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.



Application Procedures

If you wish to be considered for this vacancy you should complete the application form, giving the names and addresses of two referees.

Please note that section 12 on the form (Additional information to support your application) which can be completed on a separate sheet if you prefer, should include the following information:

- a. A brief outline of what you have achieved in your present post
- b. A statement about why you want this job.
- c. An indication of the strengths and expertise you could offer the school.

All points should address the detail in the person specification and other points made within this information pack.

Candidates are kindly requested not to submit a CV instead of the application form. Additional sheets may be attached to the back of the application form if there is insufficient space.

Completed applications should be returned to Mr Ian Gerrard (Headteacher) c/o Lynn Jones, to arrive **no later than midday on Friday March 21st 2025**

Please ensure that you put the correct postage on the envelope as this could result in your application not being considered due to late arrival. Please note that we will only consider applications submitted on Conwy's application form.

Interviews will take place during the week commencing **Monday 24th March**. If you have not heard from us within two weeks of this date, regrettably you must assume that your application has been unsuccessful on this occasion, in which case the Governors would like to thank you for your time and your interest in the school.

Please note that we are happy to arrange informal visits for prospective candidates before short-listing has taken place, also if you wish to have an informal discussion about the post in advance of your application, or if you require any further details, please contact Lynn Jones, the Headteacher's PA.

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