Role Profile

Role Title	SAFE Team Mentor
Base School	Rowhill School For the Inclusive Education Trust (IET)
Reports to (role title)	Alternative College Lead
Date Role Profile was created	April 2026

Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Trust reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	Support SLT to maintain the quality of teaching, behaviour and safety to ensure student attainment is outstanding and pastoral care provision meets the needs of all students. Adopt a range of strategies, in line with the Trust policy and procedures to establish a purposeful learning environment where behavioural and emotional needs are met and good behaviour is promoted. Contribute to the planning of opportunities for pupils to learn in a variety of settings in accordance with the Trust's policies and procedures. To manage, develop and monitor a caseload of students offering weekly 1:1's and being the main point of contact for parents and other key services. Work directly with pupils and their families particularly focusing on parenting skills, behaviour management and practical support. Supporting teachers in supervising and facilitating the emotional and educational development of the students during the school day which will include before and after school and break/lunch times Concise record keeping and identification of safeguarding issues with appropriate referral to external agencies in liaison with the Lead DSL undertaking the role of the DDSL as required. Forming productive working relationships with other agencies to ensure swift and easy signposting and referral for young people and families. Develop and implement strategies to help young people repair and rebuild following periods of conflict, promoting restorative approaches and engaging family members and other relevant parties Support the early identification of potential barriers to the student's success and advocate and mediate to resolve them.
Work Context	This role is based at Rowhill School. Rowhill School forms part of a MAT under the Inclusive Education Trust (IET) to include Wey Valley College, Reigate Valley College, Aspire & Alternative College and Fordway Centre. There may be a requirement from time to time to work across the Trust schools and elsewhere as may reasonably be necessary in order to fulfil the duties of the role.

Line management responsibility if applicable	None
Budget responsibility if applicable	None
Representative Accountabilities Typical accountabilities in roles at this level in this job family	Support delivery • Assist with the delivery of relevant schemes of work, delivery and assessment. • Deliver a range of operational support for existing systems or processes to agreed standards, to maximise quality of teaching & learning. • Support more senior staff in classroom management and behaviour techniques. • May carry out personal care routines as appropriate. Planning & Organising • Plan and prioritise own work activities for the weeks ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed. Policy and Compliance • Assist with work in a relevant technical or regulatory area in order that statutory and policy compliance is maintained. Work with others • Respond to and resolve enquiries and problems, judging when to pass on complex issues or involve others, to provide effective support and clear advice to colleagues and customers. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • Guide and/or supervise staff in their duties to facilitate their development and ensure standards are maintained. • Communicate and liaise with service users and/or external contacts, representing the team/service as required. Resources • May assist in the management of a small budget or recovery of income. Analysis, Reporting & Documentation • Collate data, prepare reports/statistics to meet statutory/management information requirements. • Recommend improvements and support implementation to systems, processes and procedures, ensuring best practice is shared across the team. • Support, coordinate and undertake research into a variety of projects in the defined area of activity to support achievement of team's objectives. Duties for all Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others. The Core National Standards for Supporting Teaching & Learning: To understand and carry out the role in line with agreed standards, expectations & qualifications. Contribute to and influence children's learning and personal development. To have regard to and comply with safeguarding policy and procedures.

Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	• Educated to A level, HNC or equivalent, or able to evidence ability at an equivalent level. • Knowledge of relevant technical area including, where appropriate, relevant practical skills & relevant qualifications at Level 3 or 4 • Understanding of relevant regulations, processes and procedures and issues relating to the service user group. • Competent in a range of IT tools. • Good written and oral communication skills with the ability to build sound relationships with customers. • Ability to apply specialist skills/judgement to undertake a programme of works. • High level analytical and organisational skills. • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative. • A methodical approach to tasks, recording and reporting. • Typically previous work experience in a relevant environment. • Experience of staff supervision where appropriate.
Details of the specific qualifications and/or experience if required for the role in line with the above description	● Experience of working within a school or similar setting. ● Experience of working with teenage children and families. ● Knowledge and understanding of child development, behaviour and the impact of trauma. ● Knowledge of referral routes and how to raise concerns. ● Satisfactory DBS clearance is required. ● In depth knowledge of the complex issues young people face. ● Clean UK Driving Licence and use of vehicle with appropriate insurance for travel whilst on school business. .
Role Summary	Roles at this level typically provide specialist support. Many will possess technical rather than professional expertise in the main disciplines. There will be minimal day-to-day supervision, but clear guidance will be available. The roles will plan for the weeks ahead and prioritise to accommodate non-standard work. They often require understanding of complex procedures and support systems, and the ability to allocate workload and react to changing priorities. Although most work will follow established patterns, initiative is needed to handle processes and resolve problems and behaviour based on experience and judgement, mainly without reference to others. These roles may work alone instead of as part of a team, or programme delivery which may require more specialist knowledge or experience. Responsibility may include management of resources and/or area of work.