

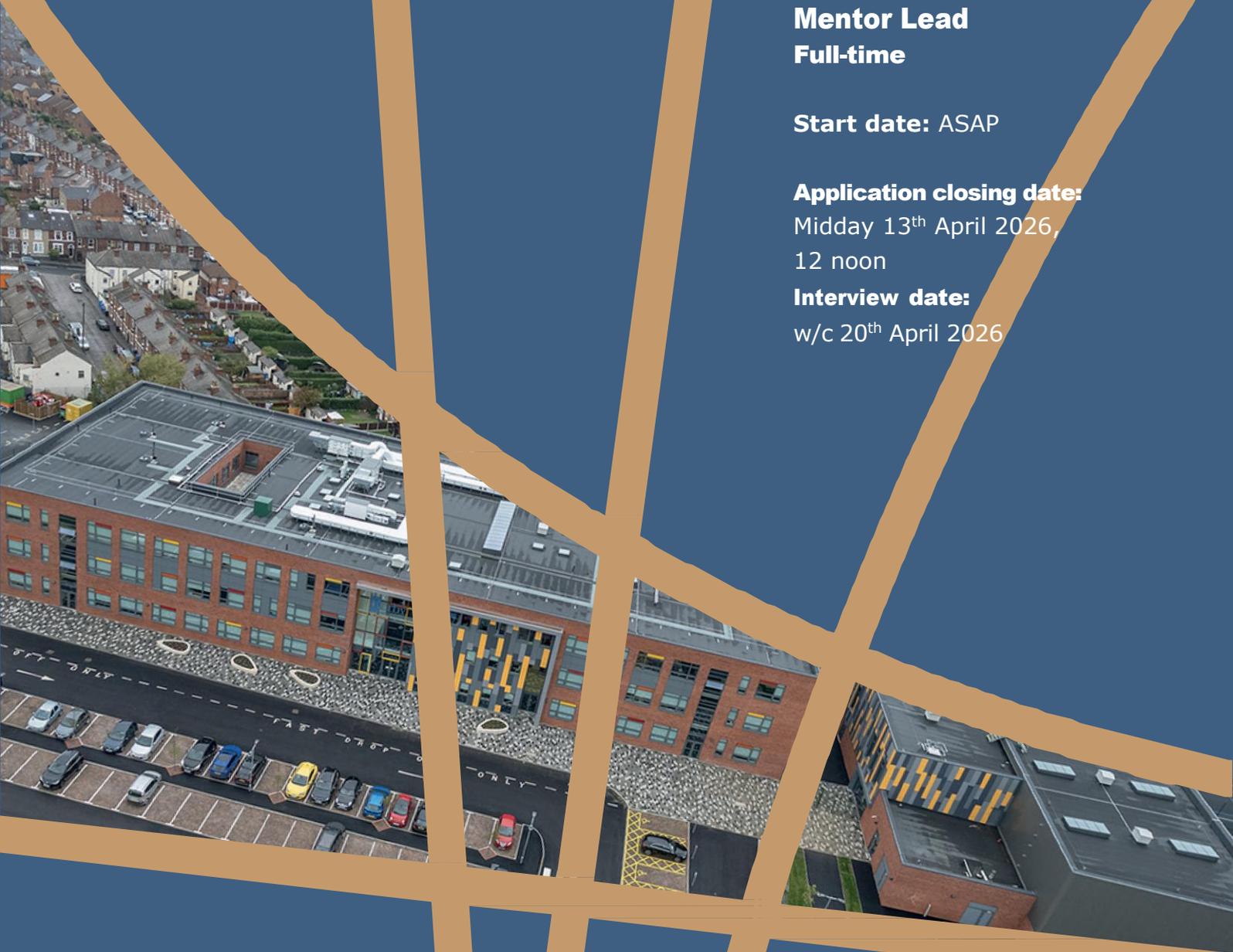
# Application Pack

**Behaviour Resilience  
Mentor Lead  
Full-time**

**Start date:** ASAP

**Application closing date:**  
Midday 13<sup>th</sup> April 2026,  
12 noon

**Interview date:**  
w/c 20<sup>th</sup> April 2026



# Welcome to our school

Dear Applicant,

Thank you for expressing an interest in a vacancy at Derby Cathedral School. On behalf of the whole school community, I extend you a very warm welcome.

I am delighted to welcome you to Derby Cathedral School, where I am proud to serve as Headteacher. Our school is a vibrant, values-led community built on high expectations and a belief that every child can achieve remarkable success. Inspired by John 10:10 - "I have come that they may have life, and have it to the full", we are committed to ensuring our students experience life in all its fullness.

Learning here is shaped by both rigour and joy. Through our FAITH values, we set ambitious standards for behaviour and academic achievement, knowing that with clear structure, dedication, and support, every student can excel. Alongside academic challenge, we nurture character - fostering curiosity, resilience, and integrity so that our students grow into capable and compassionate contributors to society.

Our aim is simple: to help every young person flourish - academically, personally, and spiritually so they leave us with the knowledge, character, and confidence to shape their world for the better.

Derby Diocesan Academy Trust (DDAT) are committed to Safer Recruitment practices and use a variety of methods throughout the selection process to ensure we are satisfied with candidate's suitability working with children within our schools. Upon offer of employment, we will apply to the Disclosure and Barring Service (DBS) for an enhanced disclosure which will give details of a person's criminal record.

Please also note that if you have lived anywhere outside of the UK since the age of 18, you will require a certificate of good conduct from all the countries of residence.

Please do take some time to read the key information below about our vision for the school and this post. Further, more detailed information can be found on our school website.

The next few years will be a very exciting time as we grow and develop together and we are looking for staff with a flexible approach and a desire to be part of an excellent new educational provision.

Andy Brown  
Headteacher

# School Vision



Derby Cathedral School is a Christian community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and a vibrancy to our core.

Students of Derby Cathedral School are given every opportunity and challenged to be the best that they can be, demonstrating FAITH in all they do.

- **Fellowship** Collaborating with others, we treat everyone with respect, dignity and kindness.
- **Aspiration** We are ready to learn and grow, striving to be the best that we can be in every aspect of our lives.
- **Integrity** We demonstrate fairness, equality and honesty.
- **Tenacity** We are determined and resilient when faced with challenges.
- **Humility** We are gracious, calm and understand the importance of forgiveness.

All students will be well prepared for their next step into future education, training and employment. They will be happy, healthy, confident, life-long learners who 'experience life in all its fullness'

(John 10:10)

# Job Description

## Job Details

**Job title:** Behaviour and Resilience Mentor

**Reports to:** Internal AP Lead

**Hours of work:** Full-time – Term time only

**Salary:** NJC Scale 6 Points 18 – 22 £31,537 to £33,699  
(This will be reduced pro-rata for term-time only).  
Hours 8am to 4pm Mon to Thursday and 8am to 3.30pm Friday.

**Job purpose:** To work within the internal alternative provision, and across the wider school, to deliver structured mentoring provisions aimed at improving student engagement, behaviour, and emotional resilience.

**As per the updated guidance in Keeping Children Safe in Education 2024, online checks will be carried out on all shortlisted candidates eg Google search, Social Media platforms etc.**

## Job Review

The details contained in this Job Description reflect the content of the job at the date it was prepared. However, it is inevitable that over time, the nature of the jobs may change. The content is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the School will expect to revise this Job Description from time to time and the post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

# Job Description

## Main duties/responsibilities

### Student support

- Support the students in their character and pastoral development under the guidance of internal AP Leader, Designated Safeguarding Lead, and the Senior Leadership Team (SLT)
- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning
- Use all available information about students to support their academic, social and emotional development
- Utilise current research informed approaches to support students from all backgrounds and experiences
- Engage positively with students, parents, staff and other professionals to embed school values and attitudes and promote high standards of behaviour, welfare and achievement.
- To take ownership of the students within their allocated hub including engagement with parents and community both during the day and at extra-curricular events.
- To help students thrive academically, socially, and emotionally by providing them with the necessary support and guidance to overcome challenges and achieve their full potential
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Provide feedback to students in relation to progress and achievement
- Develop and implement pupil passports and induction plans
- Support students consistently whilst recognising and responding to their individual needs
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control, tenacity and independence

## **Student mentoring and personal development**

- Plan and deliver 1-1 and small group mentoring sessions to students across key stages 3 and 4 both within the alternative provision and across the wider school
- Use and apply various screening tools to identify specific needs of individual students
- Plan a personal development programme for each student within the internal alternative provision in response to identified needs
- Plan small group mentoring programmes based in identified needs of the group
- Create bespoke learning journeys for the identified individuals and small groups that focus on key themes including:
  - Communication and social skills
  - Emotional management
  - Behaviour improvement
  - Responsibility development
  - Self-confidence building
  - Social environment coping strategies
  - Respect and tolerance
  - Self-reflection
  - Future aspirations and motivation
- Set goals/targets for students' progress in their own personal development
- Monitor, track and report on progress against set goals
- Support the induction of students into the internal alternative provision
- Support the transition of students back into mainstream school
- Support students within the AP with their next steps at key transition points e.g. end points of KS3 & 4
- Use ICT effectively to support learning activities and develop students' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural background

## Main duties/responsibilities – continued

### Student mentoring and personal development – continued

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#### Work with stakeholders

- Provide objective and accurate feedback and reports as required on student progress within the personal development programme and other matters, ensuring the availability of appropriate evidence
- Monitor and evaluate student responses to learning activities as part of the mentoring & personal development programme through a range of assessment and monitoring strategies against pre-determined learning objectives
- Support the role of parents in students' emotional and personal development and contribute to/lead meetings with parents to provide constructive feedback on student progress within this programme
- Maintain regular contact with parents/carers and build effective working relationships
- Liaise with the internal alternative provision staff team to share key student information and best practice
- Liaise with other school staff to ensure students are well supported at key times e.g. transition in/out of mainstream school and careers support for next steps
- Liaise with classroom teachers to ensure staff know how best to support students who access mentoring support as well as mainstream lessons.
- Work with external agencies to best support students who have or need wider agency support
- Plan and deliver CPD to other staff both within the alternative provision and across the wider school on topics relevant to supporting behaviour and developing the emotional resilience of students.

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#### Wider support

- Comply with the development of policies and procedures relating to safeguarding & child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school

## **Main duties/responsibilities – continued**

### **Wider support – continued**

- Establish constructive relationships and communicate with other agencies/professionals to support the achievement and progress of students
  - Liaise with Heads of Department, SENDCo and Learning Support team
  - Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
  - Deliver out of school learning activities within guidelines established by the school
  - To support, uphold and contribute to the development of the school's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
  - Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
  - Take the initiative as appropriate to develop multi-agency approaches to supporting students
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### **Administrative Duties**

- Complete detailed end-of-day reports
  - Follow school safeguarding policies and reporting procedures
  - Participate in pastoral team meetings
  - Maintain accurate records of student progress
  - Contribute to impact reporting and data collection
  - Attend and participate in regular meetings
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### **Professional Development**

- Participate in training and other learning activities as required.
- Participate in regular quality assurance observations
- Work closely with line management
- Maintain up-to-date knowledge of safeguarding practices

# Job Description

## Person specification

	Essential	Desirable
<b>Qualifications and training</b>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"><li>• At least five A*-C GCSEs, including English and Mathematics.</li><li>• Excellent knowledge of Microsoft Office programmes</li></ul>	<ul style="list-style-type: none"><li>• An Enhanced DBS</li><li>• An up-to-date first aid certificate.</li><li>• Further education, e.g. Level 3 qualifications (e.g. A levels or equivalent), HND or degree</li></ul>
<b>Experience</b>	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"><li>• Experience of working with young people in a voluntary or paid capacity.</li><li>• Understanding of safeguarding principles and practices</li><li>• Strong background in mentoring or coaching</li><li>• Working in a secondary education environment</li></ul>	<ul style="list-style-type: none"><li>• Experience working in alternative provision settings</li></ul>
<b>Knowledge and skills</b>	<p>A good understanding of:</p> <ul style="list-style-type: none"><li>• Individual needs</li><li>• the roles played by various adults in a student's education;</li><li>• behaviour management strategies;</li><li>• equal opportunities</li><li>• safeguarding</li><li>• Factors in, and the impact of, adverse childhood experiences</li><li>• Trauma informed practice</li><li>• the challenges facing disengaged young people</li></ul>	<ul style="list-style-type: none"><li>• First Aid at Work certificate</li><li>• Ability to contribute to the wider life of the school including extra-curricular activities</li></ul>

## Person specification – continued

	Essential	Desirable
<b>Knowledge and skills –continued</b>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• assist students on an individual basis, in small group and whole class work;</li> <li>• explain tasks simply and clearly and foster independence;</li> <li>• supervise children, and adhere to defined behaviour management policies;</li> <li>• Accept and respond to authority and supervision;</li> <li>• work with guidance, but under limited supervision;</li> <li>• liaise and communicate effectively with others;</li> <li>• demonstrate good organisational skills;</li> <li>• reflect on and develop professional practice;</li> <li>• display work effectively, and make and maintain basic teaching resources.</li> <li>• work supporting individual students on programmes to improve emotional and personal development</li> <li>• deliver intervention programmes</li> <li>• support students in learning outside of the classroom including educational trips and visits.</li> </ul>	
<b>Personal qualities</b>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> <li>• Excellent verbal and written communication skills.</li> <li>• Excellent time management and organisation skills.</li> <li>• High expectations of self and a desire to maintain professional standards.</li> <li>• The ability to work as both part of a team and independently.</li> <li>• The ability to maintain successful working relationships with colleagues.</li> <li>• High levels of drive, energy and integrity.</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility – occasionally working hours might be changed, e.g. for parents evenings or after school events</li> <li>• Able to work in small teams</li> </ul>

## Person specification – continued

	Essential	Desirable
<b>Personal qualities –continued</b>	<ul style="list-style-type: none"> <li>• A commitment to equal opportunities</li> <li>• A commitment to supporting others.</li> <li>• An excellent understanding of confidentiality.</li> <li>• A warm, engaging and transparent personality.</li> <li>• A passion for supporting young people’s development</li> </ul> <p>The successful candidate will be:</p> <ul style="list-style-type: none"> <li>• Committed to promoting high quality and consistent practices.</li> <li>• Dedicated to their professional development and achieving desired qualifications.</li> <li>• Able to plan and take control of situations.</li> <li>• Committed to contributing to the wider school and its community.</li> <li>• Capable of handling a demanding workload and successfully prioritising work.</li> <li>• Professionally assertive and clear thinking.</li> <li>• A good team player, with the ability to also work using their own initiative.</li> <li>• Willing to go the extra mile.</li> <li>• Able to quickly adapt to changes.</li> </ul>	

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