

<b>Job Description</b>	
<b>Department:</b>	The Language Gallery, HE Student Services
<b>Position:</b>	<b>Academic Mentor - FT</b>
<b>Reporting to:</b>	Mentor Manager
<b>Reviewed</b>	Managing Director
<p>The Language Gallery HE Values are:</p> <p>To offer equal opportunities for all staff and students, celebrating multi-culturalism and tolerance, to achieve academic excellence.</p>	

### **Role Summary**

Academic Mentors provide guidance and coach students on a wide range of academic and pastoral topics. Often, academic mentoring sessions can act as space for dialogic education, where academics and students can discuss students' studies and the links of the content to themselves and current events.

Academic Mentors will contribute and develop high quality academic mentoring for a cohort of students, supporting, developing and implementing strategies, which will contribute towards effective learning, behaviour and achievement throughout the students' time at the College, which then enhances their attendance, engagement and retention.

Postholders will proactively seek to improve attention, progression and achievement figures through contributing to a healthy, safe, happy and challenging environment in which students feel supported and can work hard, free of disruption, develop mutual respect for each other, grow in confidence and achieve their potential.

The Mentor also conducts student interviews, assessing the suitability of applicants for the course.

The post holder will participate in team meetings and any training required and work with a hands-on approach to ensure, together with the other Team Members, the administration of TLG HE is smooth and fully compliant.

The pillars of TLG HE are:

- Student recruitment
- Student retention
- Student progression
- Student and staff satisfaction

As part of the Global University Systems Group, we promote Student Focus, Communication, Collaboration, Respect, Competence, Collaboration, Integrity, and Entrepreneurship.

All of these are reflected in all staff members' day-to-day activities.

Key Activities & Responsibilities	KPIs
<ul style="list-style-type: none"> <li>• Ensuring that students are receiving an education appropriate to their needs by removing barriers to learning and developing effective learning behaviour.</li> <li>• Assisting and developing appropriate intervention strategies, working with curriculum team leaders, to ensure that students achieve and develop learning behaviour.</li> <li>• Committing to developing strategies that raise student achievement, which can be adapted in tutorial/academic mentoring.</li> <li>• Working closely with the academic and admin teams to ensure that the needs of all students and those with special education needs are met.</li> <li>• Identifying those students who would benefit most from intervention work, and working with others, draw up and implement an action plan for each student who needs particular support (and assessing the impact of existing interventions in situations where the student is already receiving additional support).</li> <li>• Monitoring and reporting on the implementation of all plans drawn up to remove barriers for effective learning and transition to education for all students.</li> <li>• Ensuring that all support work for the student is appropriately managed in an integrated way that is focused on student attainment.</li> <li>• Promoting the speedy and effective transfer of student information, across schools and/or colleges to ensure that Management receive appropriate weekly reports on individual student progression.</li> <li>• Supporting the academic interviewing for incoming students</li> <li>• Liaising closely with all partners, subject leaders and academics on effective implementation of the mentoring programme.</li> <li>• Developing a full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students.</li> <li>• Contributing to discussions, meetings and the management and administration of the mentoring programme.</li> <li>• Undertaking tutorials and individual 1-to-1 meetings with students in order to support and develop the students'</li> </ul>	<p>These KPIs cover a range of areas, including mentoring effectiveness, student outcomes, professional development, and contributions to the programme.</p> <ul style="list-style-type: none"> <li>• <b>Reporting:</b> Weekly Mentor Report submitted with targets of student communications met (all SIJ students communicated with at least once a week, no student with more than two modules' work outstanding)</li> <li>• <b>Reporting:</b> Up to date tracking of all students and all mentoring activities on prescribed formats</li> <li>• <b>Student Engagement:</b> Student attendance rates of 70% or higher <b>Student Engagement:</b> Student submission rate of 75% or higher on first submission deadline for workbooks and quizzes</li> <li>• <b>Student Achievement:</b> Student submission rate of 75% or higher on first submission deadline</li> <li>• <b>Student Achievement:</b> Student pass rate of 75% or higher on first submission</li> <li>• <b>Student Retention:</b> 80% or higher of post MSP students successfully completing the course by implementing effective tutoring strategies that support students in overcoming academic challenges</li> <li>• <b>Feedback and Satisfaction: Student Feedback:</b> Positive feedback from 90+% of students mentored from student representatives and student surveys re mentorship effectiveness</li> <li>• <b>Feedback:</b> Evidence of implementing changes based on constructive student and staff feedback.</li> <li>• <b>Mentorship Effectiveness : Success Stories:</b> Contributing to nominations for student of Module and Student Ambassadors</li> <li>• <b>Digital Competence:</b> Proficiency in utilising the digital tools and platforms for teaching and communication set by TLG</li> </ul>

study skills with a priority directed towards completion of the students' coursework to a satisfactory standard.

- Compiling Individual Learning Plans, utilising with the student SMART action plans to complete tasks on time.
- Following up on student attendance and maintaining a detailed record of each interaction.
- Ensuring learning Issues are identified and appropriate remedial action is put in place.
- Sharing and implementing good practice within the GUS Group.

Specifically, your responsibilities as an academic mentor are to:

- Provide students with academic guidance and feedback on students' progress and performance and discuss any academic challenges they may experience.
- Provide pastoral guidance on non-academic issues and refer students, as necessary, to the appropriate support services within the College.
- Implement the provisions outlined in Inclusion Plans for students with long-term medical conditions, specific learning differences and/or disabilities in liaison with the College's Disability and Wellbeing Service.
- Students will be invited to meet their Academic Mentor at least four times during term. These meetings may take the form of 1-2-1 sessions or small group gatherings, so that mentees can meet one another and discuss issues of mutual interest.
- Comment on and provide general assessment of students' progression on their teaching and learning
- Support students on their Personal Mastery I, II and III advising them of engagement opportunities that will enhance their education and future career currency
- Work with relevant stakeholders across the College to support the student in terms of their engagement with their course, wellbeing and overall student experience.
- Inform the Mentoring Manager, Programme Lead, Academic Director and Admin teams of any students whose attendance and progress are not satisfactory.
- To undertake health and safety duties and responsibilities appropriate to the role.

- **Support Services:** Effectively referring students to counselling, welfare, Disability etc services
- **Support Services:** Working with students with ILPs provided and contributing positively to the plans
- **Communication:** Timely response to student inquiries and concerns
- **Communication:** Effective and clear communication with students and all stakeholders
- **Collaboration:** Working collaboratively with teachers and other staff members to support students' academic success.
- **Cultural Competence:** Demonstrating cultural competence and sensitivity in working with a diverse student population.
- **Cultural Competence:** Fostering an inclusive and supportive learning environment for all students.
- **Professional Development:** Demonstrating a commitment to ongoing professional development through workshops, training, and relevant courses.
- **Professional Development:** Sharing insights and best practices with other academic mentors and staff members.

<ul style="list-style-type: none"> <li>• To perform such duties consistent with your role as may from time to time be assigned to you anywhere within the College.</li> <li>• To work in accordance with the Colleges’ Equal Opportunities Policy and to promote equality and diversity in your work.</li> <li>• To make full use of all information and communication technologies in adherence to data protection policies to meet the requirements of the role and to promote organisational effectiveness.</li> <li>• To initiate or engage in enquiries and teaching development as required.</li> </ul>	
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**Requirements for the role**

<b>Qualifications/Education</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• A degree in a relevant field or equivalent experience               <ul style="list-style-type: none"> <li>• Experienced in teaching, working in, and or studying a business related field</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CELTA or equivalent</li> <li>• Mentoring or Counselling qualifications</li> </ul>

<b>Knowledge &amp; Skills</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• The ability to work and communicate effectively with colleagues across the GUS group in order to make best use of the resources available in support of student success</li> <li>• Knowledge of the range of support services available for students to access and all relevant policies and procedures</li> <li>• The ability to draw up realistic SMART action plans for disaffected and underachieving students</li> <li>• The ability to demonstrate empathy, communication, listening and interpersonal skills when dealing with adult learners, and an awareness of the particular challenges they face</li> <li>• The ability to adopt an organised and methodical approach to work, to be self-sufficient and self-directed in pursuit of supporting students and achieving targets</li> <li>• Good administrative and comprehensive reporting skills</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement with professional bodies</li> </ul>

<ul style="list-style-type: none"> <li>• The ability to work as part of a team with other stakeholders, sharing knowledge and experience</li> <li>• The ability to work flexibly in support of students from a range of responsibilities and from diverse backgrounds</li> <li>• Knowledge of awarding body regulations and the ability to work within these</li> <li>• Knowledge of safeguarding and associated principles (the Prevent agenda etc.)</li> </ul>	
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<b>Experience</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Experience of establishing good relationships with students in order to motivate, inspire and support them to achieve success</li> <li>• Experience of working creatively with students to identify strengths and targets for development/achievement</li> <li>• Experience of demonstrating a positive attitude to working with challenging students from a range of backgrounds</li> <li>• Experience of negotiating effectively with students and student support services, both within and outside the organisation, in order to achieve successful outcomes</li> <li>• Ability to communicate across language and cultural barriers</li> <li>• Ability to build good relationships with internal staff</li> <li>• Good working knowledge of Office 365</li> <li>• Good knowledge of databases and record keeping</li> <li>• Relevant experience of teaching or providing associated student support at HE level</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of identifying appropriate resources and agencies of support</li> <li>• Experience of working with students with educational support needs</li> <li>• Experience of working within the UK education sector</li> <li>• Experience of teaching EAP or similar adult students in or going to university</li> <li>• Experience of working with a range of internal and external agencies</li> </ul>

The above duties will inevitably change as TLG HE evolves. The post-holder should therefore expect periodic variations to this job description. This job description may also be supplemented on a regular basis by individual objectives derived

from Group-level strategies. The postholder will be expected to work closely with all TLG departments and centers and may be asked to undertake different or additional duties in line with business requirements at the request of their line manager.

*The post holder may be asked to undertake different or additional duties in line with business requirements at the request of their line manager.*

*There is an expectation that all employees will maintain the values of the Group and will comply with the code of conduct as well as equality and diversity, GDPR, health and safety and safeguarding policies.*

*There will be an occasional need to undertake business travel between other sites within London and across the UK.*

**I confirm that I have read, understand and accept the Role Responsibilities as identified above; and acknowledge that this Job Description is subject to change in line with the Business requirements in place from time to time.**

**Name:**

**Signature:**

**Date:**