Kent Mentor Support

Unit 9

The LEAD Centre

Dane Valley Road

St Peters

Broadstairs

Kent, CT10 3JJ

Tel no: 07814500312

Email: enquiries@kentmentorsupport.co.uk

Website: www.kentmentorsupport.co.uk

Dear Sir Madame

Before considering becoming a mentor for (KMS) Kent Mentor Support we urge you to take some time to visit our website <http://www.kentmentorsupport.co.uk> to get a good understanding of the work we do and the requirements and skills needed to become a mentor for KMS. If you feel you have relevant skills then we welcome you to forward us this application form giving us as much detail as possible about what makes you suitable for this position. Please forward the application form by email to enquiries@kentmentorsupport.co.uk or by post to the address shown above.

We will take time to consider all applicants. You will be contacted in due course should your application be successful and then invited to attend an interview. Any unsuccessful applicants we will not contacted.

Yours Sincerely

Kent Mentor Support

**About the positions**

Work will be offered to tutors/mentors on an ad hoc and self employed basis as and when needed.

Our Young People

The young people we work with have a range of social, emotional, behavioural and challenging behaviours. It is therefore essential that both mentors and teaching applicants have a good understanding of these complex needs and have had previous or similar experience in this area of work. Applicants will be working alone and therefore must be confident to work independently and challenge and support young people displaying such needs.

Mentors Role

Mentors are key in offering young people moral guidance and support by taking an interest in their lives through positive role modelling.

Typical mentoring sessions are 3-4 hours at a time once or twice a week, normally after school hours with the exception of some day time mentoring.

Mentors will be expected to work with young people on a one to one basis. This will take place either in the community or at our centre.

Mentors will need to engage young people in a variety of leisure based and practical tasks. During this period they will have specific targets they will need to meet in order to support an individual with their specific needs. This can range from social engagement including peer interaction, emotional guidance and support with issues affecting their daily lives and encouraging them to engage in life skill work and other similar projects.

Teacher/Tutors Role

Tutoring sessions normally consist of 3 hour blocks at a time. This will take place in the day time either between 9.00am-12.00pm or 12.15pm-3.15pm.

Teaching applicants will need a level of teaching experience ideally in a setting where they have previously worked with individuals who display complex and challenging needs.

Teaching will be done at our centre and in the community either one to one or up to 3 students at a time.

Schemes of work will need to be delivered through alternative curriculums at varying key stage levels. Tutors will need to have an adaptable approach to learning and be prepared for instant change for individual personal needs.

Position applied for

|  |
| --- |
| *Please tick the appropriate*  Youth Mentor ­­­­\_\_\_  Teacher/TA \_\_\_ |

Date:

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Name of applicant:

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D.O.B. Gender:

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How would you describe your ethnicity & culture?

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Tel no: email:

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Address:

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| 1. Please state your reasons for applying for this position. |
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| 1. What experience have you had of working with young people with complex needs or challenging behaviours? |
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| --- |
| 1. What key skills do you feel you have to offer? |
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| --- |
| 1. Do you have any teaching qualifications? Is yes please give details? |
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| --- |
| 1. How would you describe your personality? |
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| 1. Any other comments you would like to add about yourself |
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**Suitability for position**

Please give details of suitable referees and your previous employment history so we can carry out checks on your suitability for the position applied for. Should you have any breaks in employment please state the dates and reasons for this in the boxes provided below. By completing and submitting this form you are giving your consent for us to contact any of the previous employers given below to confirm the information is correct and contact them for a reference. Please note that all information we receive is strictly confidential and will be dealt with in a professional and sensitive manor.

Do you prefer referees to be contact prior or after interview? **Prior\_\_\_\_\_\_ After\_\_\_\_\_\_\_**

**Referee**

Please give details of at least 2 referees we can contact for a reference. One of which must be your current or most recent employer.

**Referee 1**

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| --- | --- | --- | --- |
| Name and position of referee: | |  | |
| Name of company and address: | |  | |
| Position you held within the company: | |  | |
| Date you worked there: | From: | | To: |
| Telephone number: | |  | |
| Email: | |  | |

**Referee 2**

|  |  |  |  |
| --- | --- | --- | --- |
| Name and position of referee: | |  | |
| Name of company and address: | |  | |
| Position you held within the company: | |  | |
| Date you worked there: | From: | | To: |
| Telephone number: | |  | |
| Email: | |  | |

**Employment history**

**Your current or most recent place of employment/ or period of break in employment**

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| --- | --- | --- | --- | --- | --- |
| Job Period | *From:* |  | *To:* | |  |
| Company Name: | |  | | *Job Title:* | |
| Town/City: | |  | | *Post code:*  *Tel no:* | |
|  | |
| Brief Job description  or reason for break in employment: | |  | | | |

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| --- | --- | --- | --- | --- | --- |
| Job Period | *From:* |  | *To:* | |  |
| Company Name: | |  | | *Job Title:* | |
| Town/City: | |  | | *Post code:*  *Tel no:* | |
|  | |
| Brief Job description  or reason for break in employment: | |  | | | |

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| --- | --- | --- | --- | --- | --- |
| Job Period | *From:* |  | *To:* | |  |
| Company Name: | |  | | *Job Title:* | |
| Town/City: | |  | | *Post code:*  *Tel no:* | |
|  | |
| Brief Job description  or reason for break in employment: | |  | | | |