

# Educational Mentoring Coordinator

Job applicant  
pack

July 2024



Refugee Education UK

# Thank you for considering a role at REUK

“At Refugee Education UK (REUK), we’re all about equipping young refugees to build positive futures by thriving in education.

“As we endeavour to build a kind and competent team, we recognise that a candidate’s previous experiences, exam grades and job titles are not the full picture and therefore consider the impact of the context in which a candidate has worked or studied. We are committed to tackling the barriers which prevent people from accessing and enjoying equal opportunities and are doing our best to become a more actively anti-racist organisation.

“Please read on to find out more about this particular role and do [get in touch with our team](#) if you’d like to chat things over before applying.

“Thank you for your interest in joining our team.”

Catherine Gladwell, CEO

# Key details

<b>Job title</b>	Educational Mentoring Coordinator
<b>Hours</b>	Full time - 5 days per week
<b>Salary</b>	Band C: C0 - £29,988
<b>Contract</b>	12 months (extension subject to funding)
<b>Reports to</b>	Head of Education Thriving
<b>Location</b>	<p>The Lighthouse (REUK's London building in Harlesden, NW10).</p> <p>This role will require travel across <b>London</b> to meet with young people and attend essential meetings with them. The post holder will be required to come into the London building a minimum of three days per week.</p>
<b>Closing date</b>	9am on Monday 5th August
<b>How to apply</b>	Apply <a href="#">via CharityJob</a> . See page 22 for details.

# An introduction to REUK

An overview of  
REUK's work,  
values and ethos

# Our mission

At [Refugee Education UK](#) we are working towards a world where all refugee and asylum-seeking children and young people can access education, thrive in education, and use that education to create a hopeful, brighter future.

Our work is structured around three key objectives:

- Young refugees will be better able to access education, from primary school to university.
- Young refugees will achieve better academic and psychosocial outcomes.
- Education systems will be environments where young refugees are welcomed and enabled to thrive.



# Our work

In order to achieve our mission, we have organised our work around three key pillars:

## **Education Access**

This pillar brings together all of our work of getting refugee children and young people through the door of education in the UK, from primary school to university.

## **Education Thriving**

This pillar brings together all of our work supporting refugee children and young people to thrive academically and psychosocially once in education.

## **Education Change.**

This pillar brings together all of our work influencing policies, structures and improving educational practice.

# Our ethos

REUK was started as a small, local project in north west London by a group of volunteers from a local church who believed that one of the practical outworkings of the Christian faith is to welcome, dignify and support those who have been displaced.

Today, as a medium-sized national charity, we remain committed to the importance and relevance of our Christian ethos in our our values, behaviours and decision-making.

We respect the role of faith in people's lives and enjoy learning from the wide range of beliefs and religious backgrounds represented by our diverse staff team. We work indiscriminately with young refugees from all faith backgrounds and none.

# Our values

Our team is united around the values which underpin our work:

## **A foundation of hope**

We have a deeply held belief in hope – in good times and in bad - and invest in education as a practical demonstration of our belief in the potential for hopeful futures.

## **Valuing the individual**

We believe that each person is precious and should be treated with kindness and dignity. We honour and respect everyone we work with – young people, colleagues and other professionals - and practice self care within our team, doing our best to work from place of rest and peace.

## **Changing the landscape**

We know that structural change is needed. Together with the young people we work with, and have worked with, we conduct research, make policy recommendations and train others – in the hope that one day our work will no longer be needed.



# About the Educational Mentoring Coordinator role

Role overview,  
outcomes and  
person  
specification



# Role overview

The mentoring coordinator's mission is to run a successful educational mentoring programme in our North London hub.

A key component of this work is building and maintaining relationships with partner organisations including both those that refer young people to REUK and other specialist support services that REUK can refer young people onto. The mentoring coordinator will recruit, train and support volunteer mentors, and conduct initial assessments with unaccompanied asylum-seeking and refugee young people referred to the project. They will be responsible for matching young people with mentors and supporting the mentoring pairs, maintaining the project database and monitoring the effectiveness of the project including feedback for funders and trustees.

The post holder will be skilled at building relationships with a diverse group of stakeholders including vulnerable young people, teachers and social workers and will be able to represent REUK with external partners. They will enjoy working as part of a small and dynamic team, but will need to be a confident independent decision maker and able to run their mentoring hub on a day to day basis in London. The post holder will need to be a good administrator: to maintain accurate records and monitor the outcomes of the mentoring relationships, dealing with any concerns in a timely and constructive manner. This role will be based in London (our head office is at Willesden Junction) and will require travel around the city. The role may require attendance at training events and meetings in the evening.

# Outcome 1:

The mentoring hub receives appropriate referrals of unaccompanied asylum-seeking and refugee young people interested in educational mentoring.

## To this end, key activities include

- Maintain and develop strong relationships with existing referral partners and develop relationships with new referral partners.
- Ensure that referral partners are kept up to date with information about the mentoring scheme, are supported to make referrals on an ongoing basis, and any problems are dealt with swiftly.
- Liaise with college tutors and other education providers to keep up to date on educational opportunities available for young people on the mentoring scheme.
- Produce end of year reports for referring organisations at the end of each academic year to demonstrate the progress and activities of the young people referred from their institution that year.
- Represent REUK at local stakeholder meetings.

# Outcome 2:

The mentoring hub has high quality, trained volunteer educational mentors, so all assessed asylum-seeking and refugee young people can receive mentoring support.

## To this end, key activities include

- Identify potential sources of volunteer mentors, such as community and faith groups, and develop relationships with these groups to facilitate a sufficient number of volunteers onto the programme.
- Process all incoming volunteer mentor enquiries and applications, take up external references, arrange interviews and undertake child protection checks for all candidates.
- Coordinate, organise and lead mentor training sessions for successful mentor applicants.
- Coordinate and organise our mentor development programme, ensuring that current mentors are receiving additional relevant training and input from REUK, as well as social events.

# Outcome 3:

A minimum of 80% of unaccompanied asylum-seeking and refugee young people in the mentoring project meet their educational goals and have a positive mentoring experience.

## To this end, key activities include

- Process all incoming referrals of young people, and carry out initial assessments with young people.
- Ensure all mentors use the online feedback form on a weekly basis, monitor incoming feedback and identify areas where support is needed, responding as appropriate, and referring serious issues to the programmes manager.
- Initiate contact with all mentors on a regular basis to ensure that they feel well supported and have the opportunity to raise any broader concerns or questions.
- Maintain regular contact with all young people being mentored, ensuring their expectations are being met and that they have opportunities to raise any concerns or challenges they are facing (providing follow-up support where necessary).
- At all times ensure compliance with our safeguarding responsibility.

# Outcome 4:

All records of mentors and mentees are kept up-to-date, ensuring that information about our work with the young people can be accessed quickly, both for safeguarding purposes and for monitoring and evaluation.

## To this end, key activities include

- Ensure the project database is kept up to date at all times with mentor, mentee and referral partner details.
- Ensure contact logs are maintained for each young person and that educational placements and progress are recorded.
- Conduct 6-monthly face to face reviews with all mentor pairs, and analyse data as appropriate.
- Conduct end of year reviews with all referral partners to monitor the young person's educational progress.

# Outcome 5:

The Head of Education Thriving receives appropriate support and information to enable the strategic growth of the mentoring hub.

## To this end, key activities include

- Locate funding opportunities within the hub area and share with the Head of Education Thriving.
- Contribute to other projects as appropriate e.g. contribution to communications, policy and research etc.
- Any other reasonable task requested by the Head of Education Thriving

# Person specification

To deliver the role's outcomes, the postholder will be required to possess the following competencies (skills, behaviours and experience)

# Person specification (required competencies)

Although each role requires particular competencies, we seek staff members - irrespective of role - who are willing and able to demonstrate core competencies related to 1) character and values, 2) personal working style and 3) team working.

## 1) Character and values

- **Integrity:** Earns trust, maintains confidences, speaks plainly, truthfully and kindly, takes responsibility and apologises for their mistakes and demonstrates humble confidence.
- **Values-led:** Is able to articulate their own values and is aligned with REUK's values (a foundation of hope, valuing the individual and changing the landscape).
- **Willing and able to work inline with REUK's Christian ethos:** Whether Christian or not, understands and engages with the importance and relevance of REUK's Christian ethos in our values, behaviours and decision-making.
- **Mission-driven:** Is committed to and motivated by REUK's mission of enabling young refugees to build positive futures by thriving in education, seeking to ensure that young people's perspectives are heard and valued.
- **Stewardship:** appreciates and honours the mission and resources that have been entrusted to our team, seeking to be wise and generous stewards of our time, money, gifts and skills.



## 2) Personal working style

- **Self care:** recognises their limitations and has developed and practices effective self care to avoid burnout, including the ability to maintain appropriate boundaries in order to keep workload at a sustainable level.
- **Self management and prioritisation:** plans their time well, displays flexibility and prioritises wisely when juggling competing tasks, deadlines and work streams, manages high pressure situations and maintains attention to detail while keeping sight of the bigger picture.
- **Self-awareness:** Works well independently, asks appropriate questions to make evidence-informed decisions, and is confident to make such decisions on their own whilst recognising when it is appropriate to seek advice, input and/or support from others.
- **Motivation:** committed to excellence in service and support, seeking to work to the best of their ability for the benefit of REUK and those we serve.

## 3) Team working

- **Contributes to a kind, other-focussed organisational culture** by taking time to build relationships with colleagues, speaking affirmingly of others, being helpful, kind, generous and sensitive to their needs, celebrating and enjoying life together, and participating actively in relevant meetings.
- **Communication skills:** communicates clearly, appropriately, promptly and warmly - both verbally and in writing.
- **Cultural competency:** is sensitive to cultural differences and behaves respectfully and appropriately in a multicultural team.
- **Willing and able to work in line with REUK's brand and our policies and procedures,** including safeguarding, EDI (equality, diversity and inclusion) and data protection.
- **Ability (or willingness to learn how) to use the technology required for effective team working,** including email, online meeting forums, shared calendars and drives, and case management tools.
- **Mutual coachability:** gives and receives constructive feedback kindly, calmly, honestly and humbly, demonstrating a willingness to learn and grow personally and to invest in the development of others.

## 4) Work with young people

- Can display a track record of working with vulnerable young people from a variety of backgrounds, evidencing an ability to sensitively explore and understand a young person's needs, and provide appropriate support, helping them to build resilience.
- Deals promptly and calmly with safeguarding concerns as they arise and follows REUK's child protection and safeguarding processes accurately.

## 5) Administration & Record Keeping

- Has excellent administration and record keeping skills, and ability to use a database.

## 6) Knowledge

- Demonstrates a strong understanding of the refugee/education/youth sectors in which REUK operates, and proactively seeks to develop and maintain technical knowledge in these areas.

## 7) Work with volunteers and external agencies

- Communicates professionally, promptly and warmly with volunteer mentors and partner organisations, including schools, colleges and social services. Able to ask appropriate questions to elicit information to make informed decisions, and explain information succinctly and compellingly.
- Is able to engage an audience when delivering volunteer training - communicates accurately, clearly, demonstrating technical expertise and passion for the issues.

# Terms, conditions and how to apply

# Equality, inclusion and representation

We are an equal opportunities employer and we want **all** staff members, in spite of their differences, to know that they are welcomed, respected and included at REUK, able to do their jobs free of discrimination.

## Increasing lived experience and racial diversity

At REUK we work with young people from forced migration backgrounds, the majority of whom have experienced racism.

We recognise the positive impacts for young people of engaging with professionals with some shared experiences shared experiences and backgrounds, the benefits of diversity on team members, and the contribution of diverse teams to delivering better services and creating a more just, safe and inclusive society.

Therefore, another key priority in our recruitment decision-making - in addition to our overarching goal of employing kind and competent people with integrity - is to increase the racial diversity of our team and to grow the number of those with lived experience of forced migration and/or lived experience of navigating the educational and wellbeing barriers regularly faced by the young people we serve.

## Promoting equality and inclusion in our recruitment processes

We recognise that not everyone will have had equal opportunities to access and thrive in prior education and employment and that exam grades and previous job titles are not therefore the full picture. We are committed to breaking down barriers to inclusion by making our recruitment processes as accessible and equitable as possible, including by involving a diverse range of perspectives in shortlisting, progressing as many people as possible to face-to-face interviews, and offering appropriate on-the-job training and support to new joiners.

If you require reasonable adjustments in order to carry out the role or attend an interview at REUK due to a disability, caring responsibilities, or any other reason, please give details in your cover letter or get in touch with Andrew Cooper, Head of Education Thriving ([jobs@reuk.org](mailto:jobs@reuk.org)), to discuss further.



## Terms and conditions

The role is **full time (5 days per week)** and based in London (NW10).

Band C: starting salary is C0 (£29,988). The package also includes **25 days' leave, and a workplace pension (with 5% employer contribution) and health cover** following the successful completion of probation.

In line with our safer recruitment policy, the successful candidate will have to undertake an enhanced **DBS check** and all those invited to interview will be required to complete a declaration of suitability and provide references.

## How to apply

Apply [via CharityJob](#) by 9am on Monday 5th August 2024.

There are three questions we would like you to answer (via CharityJob):

1. Why would you like to work at REUK generally and do this role specifically?
2. Why do you think your skills and experience make you a good candidate for this role?
3. When could you start the job if you were offered it?

**Please note that you must have the right to work in the UK and/or a visa that allows you to work in the UK for the duration of this contract.** We cannot sponsor a visa for this role.

