

JOB DESCRIPTION

JOB TITLE:	Community Resilience Young People Mentor
SALARY:	£25,081 - £26,008
TERM:	Fixed-Term (2 years)
LOCATION:	Somerset (community based, with travel)
HOURS OF WORK:	37 (Flexibility for Part Time hours, or term time only)
RESPONSIBLE TO:	Community Resilience Operations Manager

Main Purpose of the Job

Our Community Resilience Team works alongside children and young people aged 8–25 who may be experiencing challenges in their lives, relationships, education, mental health or wider circumstances.

We don't start by asking **"what's wrong?"** or trying to 'fix' a young person. We start with **relationship, connection, safety and feeling understood**. We stay curious about what may be sitting underneath what we see and take time to understand the young person's world, strengths, interests and what matters to them.

Movement, sport and physical activity are an important part of our work and can be a powerful way to connect — but we know they aren't always the way in. Sometimes mentoring might begin with kicking a ball around or going for a walk; sometimes it might begin with a conversation, a shared interest or simply having a trusted adult who consistently shows up.

Our mentors create safe, fun and purposeful opportunities where young people can experience connection and belonging, build confidence, recognise their own strengths and capabilities, develop relationships and take steps towards the things that matter to them.

Progress doesn't always happen in a straight line or look like a big outcome. An important part of the mentor's role is noticing the **small changes and change moments** along the way — perhaps a young person turning up when they haven't before, trying something new, trusting an adult, reconnecting with learning, joining a group or beginning to see something different for themselves.

For some young people this may lead to joining community activities, sport or physical activity opportunities. For others it might include developing leadership or employability skills, reconnecting with education or becoming more connected within their community.

Above all, we are looking for mentors who believe in the potential of young people and understand that **how we work alongside someone matters just as much as what we do together**.

Summary of Responsibilities and Key Duties

As a Community Resilience Mentor, you will:

- Build consistent, trusting and appropriately boundaried relationships with children and young people through 1:1 mentoring and targeted group activity.
- Take time to listen, stay curious and understand the young person's experiences, strengths, relationships, interests and wider context rather than making assumptions based on behaviour alone.
- Work **with** young people, supporting them to identify what matters to them, recognise their own strengths and make choices about the steps they would like to take.
- Create safe, welcoming and purposeful spaces where young people can experience connection, belonging, positive relationships and opportunities to try new things.
- Use movement, sport and physical activity creatively as opportunities for connection, enjoyment, regulation, confidence and participation where this is meaningful to the young person.
- Support young people to connect with groups, activities, people and opportunities within their communities that can provide belonging and relationships beyond the mentoring programme.
- Recognise that progress is individual and not always linear, noticing and capturing the small changes and **change moments** that tell us something is beginning to shift.
- Support young people's voice, ensuring their experiences and perspectives help shape both their own support and the wider development of our work.
- Work relationally with families, schools and other trusted adults or professionals around the young person where appropriate, helping to build shared understanding and more supportive conditions around them.
- Support older young people, where appropriate, to explore leadership, volunteering, employability and other opportunities that matter to them.
- Reflect openly on your practice with colleagues, sharing what is working as well as what feels difficult or isn't working yet, recognising that reflection and learning are an important part of relational practice.
- Maintain clear, timely and accurate records of mentoring, attendance, safeguarding, learning and impact using SASP's systems. This is an important part of ensuring we understand the difference our work is making and can continue to secure resources to support young people.
- Gather young people's experiences and feedback in ways that feel natural and meaningful, including conversations, questions and other creative approaches.

- Support transport where this is an agreed part of enabling a young person to participate.
- Plan and deliver activities safely, ensuring appropriate risk assessments, safeguarding procedures and health and safety requirements are followed.
- Maintain clear professional boundaries and follow SASP policies relating to safeguarding, confidentiality, information sharing and professional practice.
- Work collaboratively as part of the Community Resilience Team and with our wider partners.
- Undertake relevant training, reflective practice and professional development.
- Work flexibly across different locations, including occasional evenings and weekends where this enables us to work around the lives of young people and families.
- Undertake other reasonable duties appropriate to the role.

Person Specification

We don't expect the person joining us to know everything. Knowledge and experience matter, but **who you are in relationship with young people, your willingness to learn and your ability to reflect on your own practice matter too.**

Essential

Experience and understanding

- Experience of building relationships with children or young people through paid work, volunteering, community involvement or relevant lived experience.
- An understanding of the different experiences and circumstances that can affect children's and young people's lives, relationships, wellbeing and engagement.
- An understanding of, or willingness to develop knowledge of, trauma-informed and relational approaches.
- An understanding of the role movement and physical activity can play in wellbeing, connection and belonging.
- Experience of supporting young people to recognise their strengths, capabilities and what matters to them.

Skills and approach

- Able to build genuine, trusting relationships while maintaining safe and appropriate professional boundaries.
- Able to listen without judgement and remain curious about what might sit underneath behaviour.
- Able to work alongside a young person rather than assuming what they need or doing things for them.
- Able to recognise strengths and possibility, including when progress is small or doesn't happen in a straight line.
- Reflective and self-aware, with the confidence to talk about what is going well and what feels difficult or isn't working.
- Able to communicate effectively with young people, families, colleagues, schools and partner organisations.
- Able to organise and manage your own workload and maintain timely and accurate records.
- Comfortable using everyday digital systems such as Microsoft Office and willing to learn SASP's recording systems.
- Committed to safeguarding, inclusion, equity and creating environments where young people feel safe, valued and that they belong.

- Able to work independently while also being an active and supportive member of a team.
- Willing to undertake ongoing learning, training and reflective practice.
- Able to work flexibly, including occasional evenings and weekends.
- Able to travel between delivery locations.
- A valid driving licence and access to transport where this is required for delivery of the role.

Desirable

- A relevant youth work, education, sport, health, community or related qualification.
- Experience of 1:1 mentoring.
- Experience of working with small groups of children or young people.
- Experience of using restorative, coaching or other relational approaches.
- Knowledge of childhood trauma and the impact of adverse experiences.
- Experience of connecting young people into community opportunities, groups or activities.
- First Aid qualification.

The kind of person we think will thrive in this role

Someone who is:

Curious. Relational. Consistent. Reflective. Kind.

Someone who can sit alongside a young person without needing to have all the answers.

Someone who notices strengths before deficits and possibility alongside difficulty.

Someone who understands that trust can take time and that sometimes **showing up consistently is the intervention.**

And someone who believes that children and young people should have meaningful influence over what happens in their own lives.