

JOB DESCRIPTION – Character Education Mentor

Department:	Middle School, High School
Immediate Supervisor:	Director of Character Education
Hayah Mission:	Hayah is committed to creating and maintaining an environment that fosters and enriches the personal and academic growth of each student. Hayah empowers students to live with purpose, honor their cultural identity, respect diversity, and serve humanity by impacting local and global communities.

MAIN DUTIES AND RESPONSIBILITIES

Goal

The Character Education Mentor is a developmental specialist dedicated to guiding and nourishing the holistic growth of the student. By blending existential insights with core understandings of identity and agency, the Mentor empowers students to take ownership of the values and skills that define their personal identity. Grounded in the Hayah mission, the Mentor fosters an environment where students learn to honor their cultural identity and respect diversity, ultimately enabling them to self-actualize, fulfill their potential, and lead a meaningful and purposeful life.

1. Mentorship Program: Coaching and Guidance

- **Small-Group Seminars:** Facilitate weekly 40-minute sessions for groups of 12–13 students, serving as the primary vehicle for internalizing the understandings and values necessary for personal and social maturity.
- **Identity & Purpose Coaching:** Use the group dynamic to nourish the "relationship with self," helping students navigate existential questions of identity, belonging, and personal purpose.
- **Individualized Support (PGPs):** Design and maintain Personal Growth Plans (PGPs) for High-Priority students, outlining specific existential and value-based interventions to support their self-actualization and behavioral maturity.
- **Growth Documentation:** Maintain "Growth Portfolios" for approximately 150 students, documenting their journey toward personal ownership of core values.

Deliverables

- **Reach:** 100% consistent delivery of 40-minute group sessions per rotation.
- **Intensive Support:** 100% of identified High-Priority students have an active, updated PGP with documented intervention strategies.
- **Portfolios:** Semesterly completion of student growth portfolios reflecting individual maturity milestones.

2. Curricular and Extra-Curricular Program

- **Value-Based Instruction:** Prepare and teach a curriculum that bridges existential concepts with practical life skills (e.g., resilience, ethical decision-making, and agency).
- **Data-Driven Evaluation:** Conduct a bi-annual wellbeing survey to measure the wellbeing pulse of the student body.
- **Curriculum Evolution:** Analyze survey data to identify emerging trends and implement needed curriculum adjustments that address the current existential needs of the students.
- **Growth and Character Labs:** Plan and lead Sleepovers, Camps, and Retreats that provide the high-engagement environment necessary for students to test their values / social skills in real-world settings.
- **Community Engagement:** Directly guide students in local and global service initiatives to foster social empathy through diverse interactions, ensuring "serving humanity" is experienced as a fulfilling existential practice.

Deliverables:

- **Survey Management:** 100% completion of bi-annual surveys with a delivered analysis report to leadership.
- **Curriculum Reporting:** Submission of a comprehensive End-of-Year (EOY) Report detailing the final curriculum delivered and student impact data.
- **Engagement Impact:** Successful execution of at least one community engagement initiative per cohort that aligns with the semester's core values.

3. Interventions and Mediations

- **Conflict Moderation:** Act as a neutral moderator and mentor to students in incidents or situations involving conflicts with teachers or other peers.
- **Restorative Practice:** Facilitate restorative dialogues that move beyond blame to explore existential understandings of accountability, empathy, and respect for diversity.
- **Strategic Advocacy:** Mentor students in professional communication and self-advocacy when navigating disputes with staff or peers.
- **Campus Intervention Team (CIT):** Actively participate in weekly CIT meetings to develop and follow up on the PGPs of High-Priority students.

Deliverables:

- **Moderation Efficacy:** 100% of referred conflicts (peer or teacher) moderated and documented within 72 hours.
- **CIT Engagement:** 100% attendance at CIT meetings with evidence of implemented strategies for assigned High-Priority cases.
- **Safeguarding:** Zero-delay in referring high-risk cases (self-harm, etc.) to the Safeguarding Lead and Principal.

4. Reaching out to the Community

- **Teacher Partnership:** Maintain an open channel with teachers regarding curricular and extra-curricular goals, keeping them posted on student progress and identifying ways they can contribute to the character mission.
- **Parent Engagement:** Communicate social and personal growth milestones to parents through trimester meetings, orientations, and regular check-ins to align the home and school environment.
- **Stakeholder Orientation:** Lead orientation sessions for parents and staff to explain the existential and value-based framework of the program.

Deliverables:

- **Internal Communication:** Monthly updates or "Character Briefs" shared with the teaching staff regarding current cohort themes and needs.
- **Parent Partnership:** Maintenance of an accurate and proactive parent contact log regarding student growth and PGP progress.
- **Orientation Efficacy:** Successful delivery of parent/staff orientations with documented attendance and feedback.

5. Professional Guidance

- **Empowerment over Compliance:** The Mentor's goal is not merely student "obedience" but the student's ownership over their own character and growth.
- **Neutrality in Conflict:** When moderating disputes involving staff, the Mentor remains a neutral bridge, protecting the student's existential growth while maintaining professional respect for colleagues.

- **Data Integrity:** The Mentor ensures the anonymity and integrity of wellbeing surveys to foster honest student reflection.
- **Healthy Boundaries:** To maintain the dignity of the role, the Mentor strictly avoids informal behaviors (play-fighting), personal social media contact, or home visits.
- **Confidentiality:** All student disclosures, survey data nuances, and CIT discussions are treated with high existential sensitivity and kept strictly confidential.

Deliverables:

- **Boundary Compliance:** 100% adherence to non-gift, no-home-visit, and non-physical contact policies.
- **Ethical Standard:** Zero breaches of confidentiality or professional code of conduct.

Violation of any of the above policies will result in consequences that involve warnings, probation and re-evaluation of contract depending on the specific case being addressed.

KNOWLEDGE, ABILITIES & SKILLS

- Good oral and written skills in the language of instruction.
- Excellent interpersonal skills, ability to work in groups, communicate effectively with parents, students, and other staff.
- Technology skills include research, word processing, databases, spreadsheets, and electronic presentations.

QUALIFICATIONS AND EXPERIENCE

- Bachelor’s degree or higher, preferably in education or social sciences
- Teaching certification or a life-coaching certificate is a preference.
- Two years demonstrated success as a support teacher working closely with students.

* This job description describes in general terms the normal duties which the postholder will be expected to undertake. However, the duties may vary or be amended from time to time without changing the level of responsibility associated with the post.

I have read and understand the job requirements, responsibilities and expectations set forth in the job description provided for my position. I attest that I am able to perform the essential job functions as outlined.

Employee Name: _____

Employee Signature: _____

Date: _____