

# LEARNING SUPPORT MENTOR (1:1 SUPPORT)

**START DATE: AS SOON AS POSSIBLE**



September 2024



Dear Applicant,

Thank you for expressing an interest in the post of 1:1 Learning Support Mentor at The Gryphon School. Accompanying this letter is information about the School and the Department which we hope will provide you with everything you need to know to apply for the post. The School website gives further details about us.

This is a fixed term, part-time post commencing as soon as possible. Our new recruit will join a team of professional, experienced and able specialists, dedicated to continuing to provide the high level of teaching to which our students have become accustomed.

We are seeking to appoint an ambitious, creative and inspiring Learning Support Mentor with energy and enthusiasm to join our team.

The successful candidate will

- Have a passion for teaching and learning
- Have excellent communication skills and the ability to celebrate and promote high quality teaching and learning
- Have the ability to embrace and contribute to the vision of the department and school
- Be able to build relationships quickly, with humility and empathy
- Be positive, optimistic, caring, kind and approachable
- Have a real interest in educational issues, approaches and alternatives from around the world
- Be proactive and confident, yet humble and considered
- Use resources, intellect, creativity and innovation to be successful
- Have the ability to support, challenge and inspire our students, encouraging them to achieve the best they can through the promotion of outstanding teaching and learning
- Have the ability to be a team player who will go the extra mile to support students and who will enjoy the opportunities of this role

The Gryphon is a wonderful place to work and has a special atmosphere and feel. In May 2022 our inspection as a Church School (SIAMS) judged us to be Excellent. “The school’s Christian vision of ‘Life in all its fullness’ is lived in an exemplary manner by the whole school community. The caring ethos has an outstanding impact on the flourishing of pupils and adults.” – SIAMS 2022

Our most recent Ofsted visit, in June 2023, was very positive and confirmed our status as a “good school”. “Pupils enjoy learning at the Gryphon school. Pupils know the school’s mantra, ‘respect me, respect you’ well. They are encouraged to value difference and treat everyone equally.” OFSTED 2023

Our focus, which reflects our Church School status, is that we should be a “10:10” school; where students and staff experience life in all of its fullness. So for us education is more than just exam results – we place great value on the personal development of each student. We aim for them to leave school as well-rounded young people with a strong sense of what is socially, morally and culturally acceptable, and to feel that they have a contribution to make to the wider community.

We support and encourage every student to strive for the highest possible levels of academic achievement alongside developing the personal attributes and qualities to thrive, and make a positive contribution throughout life. The Good Schools Guide 2023 concludes that “A big school with a small school feel is exactly right. No child goes unnoticed and teachers seem to be genuinely motivated to

see pupils progress to the best of their ability. An impressive capacity to cater for extremely different academic needs in a nurturing environment. No wonder it's over-subscribed”.

We are a comprehensive school serving a diverse community. Our high quality staff make a real difference to our students. Teaching is often outstanding, and consistently at least good across all subjects and key stages. Teachers are provided with the resources to make lessons stimulating and practical and have excellent subject knowledge. They make sure students are very clear about what is demanded of them and how to improve.

The Gryphon gains high results for its students at both GCSE and A Level. Our large Sixth Form of 350 students is exceptional. We have an outstanding record of success in university entrance, including places at Oxford, Cambridge and other Russell Group universities, as well as for training places and apprenticeships.

Our 2024 GCSE exam results were, once again, excellent. 20 students achieved nine or more 7s, 8s and 9s with many staying on to attend The Gryphon Sixth Form.

Additionally, our A level results were excellent with 28 students receiving grades worth at least 3 A grades including five students heading off to Oxford and Cambridge.

Digital learning is important at The Gryphon School including the use of mobile technology; we want our young people to use technology responsibly and to enhance their learning.

In summary, we are a true team with a great sense of pride in what we collectively achieve and we embrace the challenge for achievement to be even higher. Our special culture and ethos focuses on enabling students to be the best that they can, both personally and academically, supported by the tremendous work and care of all our staff. We continue to strive to be outstanding in all aspects of school life.

We are looking for someone with high expectations, a love of their subject, the ability to inspire and also laugh whilst enjoying the challenges of this role. You need to be a team player with the inner determination to develop continually, picking up the best ideas from around the world in education. In return, you will join a Department that is full of activity, rewarding and friendly. We have a great record for supporting and developing all of our staff through our own training and links with NCSL providers.

You are very welcome to visit us in advance of an application or to contact us to find out more.

Very best wishes,

*JW Gower*

Jim Gower  
Headteacher

# THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Monday 30<sup>th</sup> September 2024**

If invited for interview, these will be held **as soon as possible after the closing date**

**Salary:** Grade 5, Point 5: £16,253 per annum

**Contract:** Fixed-Term until 23.07.2025, 29 hours, 45 minutes per week, 39 weeks per year (term time plus inset days)

We are seeking to appoint an outstanding, empathetic individual, with experience of working with children in an educational setting. As a 1:1 Learning Support Mentor you will develop 1:1 mentoring arrangements with a named student to enable the pupil to agree plans and targets to move forwards. You will be supporting a student's access to learning using appropriate strategies and resources and providing feedback on their progress as required. The successful candidate will be required to act as a positive role model to the students.

## The successful candidate will:

- Have effective problem-solving and creative thinking skills
- Have a background knowledge of the Foundation and National Curriculum
- Have the ability to empathise with students
- Be able to lead and work effectively with small intervention groups of the most disadvantaged and highest needs students on the SEN register
- Have excellent interpersonal skills with the ability to work effectively and collaboratively with colleagues and external stakeholders
- Have the ability to be a team player who will go the extra mile to support students and who will enjoy the challenges of this role

Should you wish to arrange a visit to view the School, please do not hesitate to contact Caroline Rabbetts, Office Manager on [caroline.rabbetts@gryphon.dorset.sch.uk](mailto:caroline.rabbetts@gryphon.dorset.sch.uk) or at 01935 810101 who will be happy to arrange this.

You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned by email to: [recruitment@sast.org.uk](mailto:recruitment@sast.org.uk)

*SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.*

*Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.*

*SAST recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex, or sexual orientation.*

*This role is UK- based and your right to work will need to be established as part of the appointment process.*

*(Internal ID Number: RAF516)*



# JOB DESCRIPTION



**Post:** Learning Support Mentor (1:1 Support)

**Scale:** Grade 5

## **Main Job Purpose:**

- Responsible for working across a varied range of responsibilities
- To assist the SENCO to promote pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support (individual and group) and in the provision of a stable, caring and supportive learning environment; to enable pupils to achieve their full learning potential and facilitate their personal, academic, social and moral development.
- To deliver, and be accountable for, intervention programmes for students (on an individual or small group basis), under the supervision of the SLMs/Teacher or SENCO.
- There may be a Special Needs input to support pupils in activities. Support is both on a one to one basis and in groups, to pupils with disability, learning difficulties or behavioural problems.
- The postholder will play an important role in supervising the activities of pupils during the teaching period and midday sessional break within the school, including both indoor and outdoors areas, ensuring a safe environment is maintained at all times.

## **Main responsibilities and duties**

- To support the teaching and learning processes.
- To assist the SENCO in developing, implementing and managing individual/group pupil learning strategies aimed at the
  - management of pupil behaviour
  - establishing and maintaining of relationships with individual pupils and groups in support of pupils in learning activities
  - continuous review and development of the postholder's professional practice
  - Inclusivity of pupils with identified SEN needs

## **Under the guidance of direction of the teacher/SENCO:**

- Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs. To ensure that support is given to them at an appropriate level.
- Teaching support is delivered individually and in groups through a range of tasks.
- Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions
- Focus support in areas needing improvement both academic and social.
- To support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
- Seek to ensure the promotion and reinforcement of pupils' self esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.

- Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
- Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.
- To promote pupils academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.
- Assist in the development, monitoring and evaluation of programmes of work
- Contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
- Where appropriate accompany/supervise students undertaking off-site activities and educational visits.
- Attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
- Contribute to the process of school self- evaluation.
- To liaise with parents and other professional agencies in support of pupil's needs.
- To provide care and supervision of pupils within the classroom, within the school and outside of the school.
- Supervise pupils using cloakrooms and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
- Escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil.
- Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
- On occasion, to assume sole supervision of groups of pupils. This may include whole classes for short periods in the absence of the teacher.
- Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils:
  - Where a current First Aid qualification is held, in the absence of other medical facilities:
    - Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy and Health and Safety guidelines.
    - Undertake First Aid
    - Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
    - Under the direction of teaching staff and, where appropriate, to assist in the development of Learning Passports for pupils with special educational need.
  - To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
  - To contribute to the assessment by the teacher of pupil performance in maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.

- To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
- To undertake continuous professional development
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

### **Knowledge & skills**

- Experience of working with children in an educational setting is essential.
- Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.
- Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific curriculum areas.
- Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.
- A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.
- Knowledge of legislation and regulations applicable to the support and care of pupils.
- They must have achieved a qualification in English/literacy and mathematics/numeracy and NVQ Level 2 of the National Framework and ideally be working towards Level 3.

### **Supervision and management**

- Typically there will supervision available from the classroom teacher on a daily basis and regularly within the day.
- Additional support may be provided by the SENCO or SLM/LLM within the team. The postholder may be required to support the induction and further training of LMs/HNTAs.

### **Problem solving and creativity**

- On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual pupil.
- Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.
- There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.
- Additionally, creativity and innovation are needed to meet the special education and care needs of individual pupils, such as those with significant physical disability and emotional difficulties, including regular exhibitions of challenging behaviour and aggression.

### **Key contacts and relationships**

- Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

- Contact with Health Service professionals to provide daily support for the pupils with known medical conditions.
- Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupils progress. Such communications can be of a delicate nature depending on a pupils particular needs.
- There will be regular contact with the SENCO/LLM/PLM, relating to on-site supervision of LMs, deployment and cover arrangements.

### **Decision making**

- Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
- Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher/LLM/PLM/SENCO
- There will be often a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.

### **Resources**

Books, stationery, writing equipment

ICT equipment

### **Working Environment**

- Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.
- Occasionally, substantial physical effort may be required in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.
- There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.
- A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.
- Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment and in the case of special schools additionally plus hoists, wheelchairs and minibuses.
- While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils who are especially difficult to engage in activities, may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.

# PERSON SPECIFICATION

## Experience

- Experience of working in an educational setting (desirable)
- Experience of working with pupils with additional needs (desirable)

## Education/Qualifications

- An education standard equating to GCSE grade 3 in English, Mathematics and Science or equivalent
- NVQ level 3/ BTEC in Learning Support is desirable

## Knowledge/Skills

- Understanding of principles of child development and learning processes and in particular, barriers to learning
- Background knowledge of National Curriculum and School's procedures and policies (desirable)
- Secure IT skills
- Significant empathy with pupils who have additional or special educational needs
- Developing knowledge of Local Authority, local and national organisations which can provide services and activities to support pupils and broaden and enrich their learning
- Ability to relate well to children and in particular to motivate children to engage in the learning process
- Ability to work effectively with parents/carers and a range of professionals
- Experience of being part of a cohesive team.



## WHAT WE PROVIDE

### High Quality Professional Development

- Extensive INSET Programme with schools across the Trust.
- Time is provided for learning and development in everyone's staffing allocation
- Middle leader training programme
- New staff induction programme
- ECT teacher programme
- Opportunities for sharing of best practice and expertise
- Encouragement of individual action research through appraisal
- Opportunities to mentor student teachers on ITT, volunteers and other routes

### Support for Teaching

- Investment in resources, facilities and the environment
- Outstanding ICT infrastructure including Wi-Fi, resources
- Strong departmental support structure
- Timetabling ensures specialist teach in their subject areas and there are rarely any split classes
- Designated support for reprographics, trip management, student behavioural support, SEND needs etc

### Supporting families

- Forget me Not Nursery on site
- Supportive to colleagues for time off during periods of family illness/crisis
- Supportive of requests where possible to attend graduations, family weddings, special family events, house moves

### Practicalities – little extra touches

- Generous allocation and pattern of INSET Days to support staff learning and development and wellbeing
- Free on-site parking

### Strong Staff Community

- Very active, vibrant, Staff Social Committee who arrange an array of social events and activities across the year
- Large main staff room – and we hold weekly whole staff briefings
- Successful and very competitive staff sports teams playing other schools
- Amazing involvement in charity events, national days, productions, teams, public speaking, Duke of Edinburgh etc

# INFORMATION ABOUT WORKING FOR SAST



SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

## **Our Schools:**

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

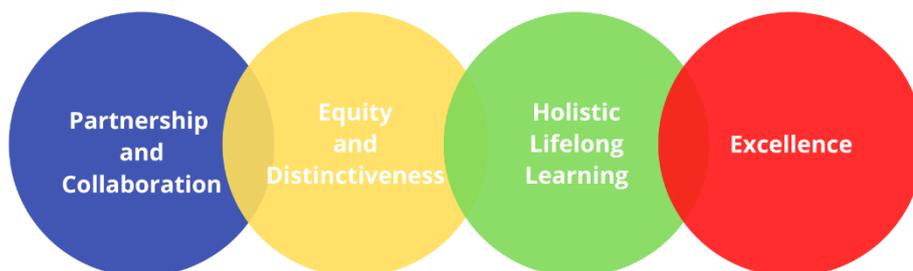
At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

## **Our Vision:**

*Delivering educational excellence through aspiration and collaboration.*

## **Our Values:**



### **Partnership and Collaboration**

Our schools support each other, by sharing expertise and resources, to ensure improvement.

### **Equity and Distinctiveness**

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

## **Holistic Lifelong Learning**

We promote the personal development of every child and a love of lifelong learning for our students and staff.

## **Excellence**

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

## **Organisation - How we work:**

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

## **Partnerships:**

Partnership and collaboration is a core feature of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

## **SAST Benefits:**

As part of SAST, we can offer you a range of benefits including:

- High- quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Access to the Local Government Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

