



GARSTANG ST THOMAS CHURCH OF ENGLAND SCHOOL

Ambition for All Leader

(Senior Learning Mentor – Grade 7)

APPLICATION PACK



Ambition for All Leader (Senior Learning Mentor – Grade 7) Permanent

Grade 7 (scale 19-25)

35 hours per week (Monday to Friday)

Actual work hours TBC – there is some flexibility

Term Time + 5 days

The governing board of Garstang St Thomas Church of England Primary School and nursery is seeking to appoint an Ambition for All Leader. This is an exciting opportunity to be a key part of our school family and have a significant impact in our drive to ensure that every single one of our children is successful.

We are looking for someone who will make a big difference to all our children but particularly those who are disadvantaged.

The role involves:

- Supporting pupil attendance
- Supporting learning (by removing barriers)
- Pastoral support
- Supporting behaviour
- Cover supervision
- Family support (including early help)

This is a varied role and we recognise that candidates may not have direct experience of every aspect

of the role. This is reflected in the person specification and there will be comprehensive induction and ongoing training.



Have you got a positive attitude and energy to make a difference to our children?

Please get in touch with our office team to book an informal chat in school or by phone with Jim Blakely (headteacher): office@garstang-st-thomas.lancs.sch.uk or 01995 603454

Garstang St Thomas Church of England School is committed to safeguarding and promoting the welfare of children and young people and takes its statutory duties and responsibilities in this context very seriously. We fully expect everyone working in or on behalf of the school to share our commitment. As such, this post is subject to satisfactory enhanced DBS clearance and references.

***'Pupils told the inspector that the staff and pupils are kind and caring. As a result, pupils said that they feel happy and safe in school.'* OFSTED 2023**

***'The school community lives out its Christian vision by being effectively inclusive, whereby all are treated with dignity and respect.'* SIAMS 2019**

GARSTANG ST THOMAS CHURCH OF ENGLAND SCHOOL

Job Description

Post title: Ambition for All Leader (Senior Learning Mentor)

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|---------------|---------|------------------------------|-----|----------------------------|-----|
| Grade: | Grade 7 | Staff responsibility: | Yes | Essential Car user: | Yes |
|---------------|---------|------------------------------|-----|----------------------------|-----|

Scope of role:
To deliver established procedures to address the needs of pupils and their families who require additional support to overcome the barriers to learning; including attendance and behaviour.

In addition to the following duties, the postholder may be required to undertake any of the duties normally associated with a lower graded Learning Mentor post

Accountabilities/Responsibilities – appropriate for this post:

1. Contribute to the development of a whole school approach in creating and implementing policies and procedures to overcome obstacles to learning and improve participation in learning and school life.
2. Monitor pupil attendance and implement policies to improve attendance.
3. Oversee support packages for pupils to reintegrate them into school following periods of absence.
4. Liaise with teaching staff to provide particular support to targeted pupils to raise achievement and attendance and help them to overcome barriers to learning including nurture groups.
5. Promote our distinctive Christian ethos in school - specifically relating to pastoral care/nurture and pupils' voice.
6. Facilitate the sharing of information between the school and external agencies and act as the point of contact for specialist support services.
7. Work in partnership with external agencies to support attendance initiatives, campaigns, parental responsibility measures and school attendance and exclusion sweeps and set up resources/initiatives to help address barriers to learning.
8. Undertake support activities to respond to the unmet needs of families. Including undertaking early help assessments, developing smart action plans and delivering evidence based direct work interventions, to improve outcomes for children, young people and their families, working alongside other key partner agencies.
9. Work independently in response to the needs of families, and seeking guidance and support when unsure, and/or to improve the quality of their interventions.
10. Identify opportunities for improving day to day procedures and processes, and discuss these with the Headteacher.
11. Support the identification of alternative provision for pupils with persistent absence.
12. Manage the supervision of pupils excluded from school or following a different timetable.
13. Provide advice and support to parents / carers including making home visits where appropriate to keep parents/carers informed and secure positive family support.
14. Monitor the implementation of plans and report on progress achieved, support the re-integration of pupils excluded from school, absent or following an alternative timetable.
15. Act as Deputy Designated Safeguarding Lead (DSL) as directed by the Headteacher.
16. Under an agreed system of supervision, support qualified teachers as a part of a professional team, plan lessons, prepare, deliver, assess, report and mark learning activities for individuals/groups or short term for whole classes.
17. Support the delivery of our PSHE curriculum, KidSafe and NSPCC.
18. To work within school policies and procedure.

19.To take care of their own and other people's health and safety.

Individuals in this role may also:

- Manage the budget for the mentoring service.
- Line manage Learning Mentors/ those delivering pastoral support including conducting professional development reviews.
- Develop a range of study support activities, such as homework clubs.
- Take responsibility and further develop provision for children at playtimes/ lunchtimes.
- Support transitions (EYFS, KS1, KS2 & KS3) particularly for our disadvantaged children.
- Undertake the duties of Pastoral Manager.

Additional supporting information – specific to this post.

- Working at national occupational standards (NOS) for learning, development and support services and knowledge / skills equivalent to current national qualifications in learning, development and support services for children, young people and those who care for them
- Possession of/working towards/willingness to work towards NVQ level 4 qualification or equivalent
- Commitment to undertake in-service development
- Commitment to safeguarding and protecting the welfare of children and young people
- Satisfactory attendance record/commitment to regular attendance at work
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work

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| Prepared by: | Jim Blakely | Date: | 12/11/24 |
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The above form sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the postholder could be asked to carry out. **PLEASE NOTE** that this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

Safeguarding Commitment

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

Customer Focus

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

Skills Pledge

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

| Person specification form | | |
|---|---|--|
| Job title: Ambition for All Leader (Senior Learning Mentor) | Grade: 7 | |
| Directorate: Children and Young People | Post number: 1 | |
| Establishment or team: Garstang St Thomas Church of England School | | |
| Requirements (based on the job description) | Essential (E) or desirable (D) | To be identified by: application form (AF), interview (I), test (T), or (Ob) Observation (give details) |
| <u>Qualifications and training</u> | | |
| Professional and/or academic level 3 qualification (minimum) or equivalent or substantial experience in a relevant technical, specialised or operational field. | E | AF |
| English GCSE (or equivalent) Grade C+ | E | AF |
| Mathematics GCSE (or equivalent) Grade C+ | E | AF |
| <u>Experience</u> | | |
| Experience of, or the ability to demonstrate the competence to work directly with individual children, young people and families to identify and assess their needs and make appropriate planned responses which will seek to improve | E | AF/I |
| Experience of working with a wide range of other professionals to develop and deliver shared initiatives for children, young people and families | D | AF/I |
| Experience of keeping good written records | D | AF/I |
| <u>Knowledge, skills and abilities</u> | | |
| Working knowledge and understanding of the work practices, processes and procedures relevant to the role in early help | D | A/I |
| Empathy and sensitivity to the needs arising from a wide range of family dynamics | E | A/I |
| Good understanding of the developmental milestones of children and young people and the issues that affect them | E | A/I |
| Good analytical, assessment and critical reflection skills | E | A/I |
| Good written and verbal communication skills | E | A/I |

| | | |
|---|--------------|-----------------|
| Ability to influence others practise based on technical or professional expertise | E | A/I |
| Ability to build and maintain effective networks and relationships | E | A/I |
| Ability to work as member of a team | E | A/I |
| Ability to work without close supervision | E | A/I |
| Ability to interpret management information systems to ensure ongoing review of performance of teams and progress towards targets and objectives within the service | E | A/I |
| Other (including special requirements) | | |
| 1. Able to support our distinctive Christian ethos in school | E | I |
| 2. Able and willing to work flexibly as part of a team | E | |
| 3. Commitment to safeguarding and protecting the welfare of children and young people | E | |
| 4. Commitment to equality and diversity | E | I |
| 5. Commitment to health and safety | E | I |
| 6. Commitment to attendance at work | E | I |
| 7. Commitment to undertake in-service development | E | I |
| Prepared by: Jim Blakely | Date: | 12/11/24 |
| Note: We will always consider your references before confirming a job offer in writing. | | |