



Littleover
Community
School

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APPLICATION PACK

Littleover Community School

Behaviour Support and Inclusion
Mentor (Maternity Cover)

A warm welcome from our Headteacher, Mrs L. Johnson

Many thanks for your interest in the Behaviour Support and Inclusion Mentor position. We are looking for a dedicated and compassionate Behaviour Support and Inclusion Mentor to join us on a maternity cover contract. This role is central to supporting positive behaviour across the school. You'll support in the running of our Reflection Base, provide on-call behaviour support, and work closely with teachers, Heads of Year and the Pastoral Support Manager to ensure students can successfully access mainstream lessons. You'll deliver targeted interventions, assist with reintegration after Reflection or Suspension, and liaise with parents and external agencies to keep students engaged in their learning. Strong communication, resilience and the ability to motivate young people are essential, as you'll play a key part in maintaining inclusion, safeguarding students and upholding the school's ethos.

Littleover Community School is a warm and welcoming environment, where the motto of 'Learn, Care and Succeed' underpin the vision for our school. Staff joining Littleover Community School should understand from the outset that we work together in partnership with students and families to provide a safe and stimulating environment, where all members feel valued and safe.

Our expectations are high, and this is evident through the reputation of Littleover Community School; in the last school inspection, Ofsted found the school to be 'Good' and the Sixth Form 'Outstanding;' the student outcomes at Littleover Community School, both at GCSE and A-Level, as well as the enrichment programmes on offer, are excellent. We are proud of the achievements of our students and know they happen because we value and celebrate staff expertise.

Littleover Community School offers a robust and engaging CPD programme and staff wellbeing is taken seriously here; again, this can be stated with confidence as staff retention at LCS is high.

I hope you will consider the information above when making your application to Littleover Community School; we want committed practitioners that will support Littleover Community School students to become life-long learners, and well-rounded citizens.



Best of Luck,

A handwritten signature in black ink, which appears to read 'L. Johnson'. The signature is written in a cursive style.

Mrs L. Johnson
Headteacher

Learning, Caring, Succeeding

Littleover Community School is a Local Authority maintained school with an outstanding Sixth Form, catering for ages 11 - 18 with approximately 1850 students.

Welcome to Littleover

As a school, we are committed to continuous improvement so that we can continue to evolve to match the changing needs of our students, parents and carers, staff and wider school community. We are keen to utilise the latest thinking and technologies to ensure all our students are best equipped to achieve success in the future.

Our governors and staff are fully committed to serving the needs of our school community in these challenging social times, including continuing to develop the very strong academic performance of our school. If you feel you could contribute to this vision, we would be very pleased to receive your application.

Littleover Community School is an 11-18 comprehensive, community school. We are a Local Authority maintained school and have a positive working relationship with Derby City Council.

Our school is situated four miles to the south west of the centre of Derby, in pleasant, spacious grounds. We have a proud academic and pastoral record and the school is always popular with parents and carers looking for school places, within our own catchment area and beyond.

We currently welcome 295 students into Year 7 each year, giving us a current roll of approximately 1850, including a Sixth form of over 350 students.

Student outcomes

We are proud of our students' attainment and progress: Littleover Community School students consistently perform above local and national averages.

Summer 2025 headlines:

- GCSE grades 9-4 in Maths and English 74%
- * Grade 4 and above in English Baccalaureate 49%
- Key Stage 4 students who receive the Pupil Premium achieved in line with their Attainment 8 target on average.
- A*-A grades at A Level 33%
- A*-C grades at A Level 86%



Learning, Caring, Succeeding

Our Vision & Aims

We are an inclusive school which means we are determined to ensure all students achieve the best outcomes possible. Our aims of “Learning, Caring and Succeeding” are the basis for all that we do and students are at the heart of our everyday practice. Looking to improve further is always key. Our school priorities are shared with staff and Governors and our community of parents/carers and students have a say in what we are and what we want to be.

Ofsted

The school was inspected in October 2022 and was judged as ‘Good’ in all areas with ‘Outstanding’ Sixth Form provision.

The full report can be accessed here: [HTTPS://FILES.OFSTED.GOV.UK/V1/FILE/50201266](https://files.ofsted.gov.uk/v1/file/50201266)

“Leaders have high expectations. They have created an inclusive and academic culture. Leaders ensure that all pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well. Leaders help pupils prepare for next steps in their education. Pupils and sixth-form students leave school with the skills and knowledge they need to thrive.

Pupils’ behaviour in lessons is calm and focused. They are eager to share their ideas and knowledge. The vast majority of pupils do not worry about bullying. If they had any concerns, they would report them to staff. Leaders are quick to respond to concerns. The ‘LCS Way’ helps to create a caring and purposeful culture.

Students in the sixth form experience a welcoming and respectful environment. One student said that attending the sixth form has helped them to develop their identity. Students value the support their

teachers provide and the sense of community they share with their peers.

Leaders provide pupils with personal development opportunities. These include the Duke of Edinburgh’s Award scheme as well as sports, arts and music clubs. Some pupils access games club and craft club.

Students in the sixth form join in with enrichment activities. These include pottery classes, learning British Sign Language and a debating society.

Leaders are ambitious about what they want pupils to learn. Sequences of lessons cover a broad range of knowledge. Leaders have ensured that teachers know which knowledge to teach and in what order. This helps pupils to develop their understanding of the subjects they study. Sixth-form students are very knowledgeable and make connections between current and prior learning.”



Why Should You Join Littleover Community School?

Wellbeing - What We Offer

Access to a team of specialist counsellors who are directly contracted to the school to offer support for our staff.

A strong centralised behaviour system that supports teachers, delivers disruption free classrooms and is supported by a highly effective internal Alternative Provision.

A Leadership Team who fully consider staff workload and wellbeing when considering any changes to practice or systems.

A highly supportive approach to CPD and quality assurances that focuses on every member of staff improving, not proving.

Access to the latest technology, including new high spec laptops for staff.

An approach to pedagogy that ensures we deliver high-quality teaching in each and every lesson, whilst giving staff professional autonomy .

All staff also have access to Education Support's Employee Assistance Programme which includes:

A range of counselling options including telephone, on line or face-to-face sessions, and a mindfulness module

A dedicated coaching service for line managers, aimed at developing soft skills and building confidence for handling challenging situations.

Financial, legal and practical support from qualified professionals on a range of personal issues.

Employment Benefits

There are an extensive range of benefits that are available to you as an employee of Littleover Community School.

For your health and wellbeing there is access to a free on site gym and an employee assistance programme.

You will have access to the Derby City Council Rewards platform, which hosts a wide range of benefits such as the Cycle2Work scheme, benefits and offers at an extensive network of retailers, Tusker Car Lease Scheme and more!

These benefits run alongside other benefits such as access to the Teachers' Pension Scheme or Local Government Pension Scheme (depending on your role), free on-site car parking, free annual flu jab and a friendly, supportive working environment!



Behaviour Support and Inclusion Mentor

Vacancy Details

JIQ Reference No:	S-1012
FTE Salary:	Grade G SCP 21 - 25 £33,143 - £36,363
Actual Salary:	Grade G SCP 21 - 25 £28,632 - £31,414
Hours:	37 hours per week Monday to Thursday 8.00am - 4.00pm Friday 8.00am - 3.30pm (half an hour unpaid lunch each day)
Contract Type:	Maternity Cover until Easter 2027 (approx) Term Time Only (39 weeks, including Inset days)
Responsible to:	Pastoral Support Manager/ School Operations Manager
Start date:	To be confirmed once pre-employment checks have been completed
Closing date:	Monday 13th April 2026

Job Purpose

To promote positive behaviour and inclusion across the school by supporting students who require additional behavioural, pastoral or reintegration support. The role works closely with teaching staff, Heads of Year, the Pastoral Support Manager and external agencies to ensure students can engage successfully with mainstream learning.

Duties & Responsibilities

1. To work in accordance with the aims and policies of the school.
2. To jointly co-ordinate in the running of the school's Reflection Base, including supervising of students and liaising with teaching staff over setting of appropriate work for students placed in Reflection.
3. To liaise with class teachers and the Pastoral Support Manager in organising students within the Reflection Base, including supervision and completion of work tasks.
4. To act as 'on call' during the school day, alongside other staff members to address issues of student behaviour reported by teaching staff.
5. To develop and implement interventions and

initiatives with identified students, in order to support their inclusion in the school curriculum and to avoid Suspension and/or Exclusion from school.

6. To work with students returning from Reflection/ Suspension, to enable them to successfully reintegrate into school and to avoid repeat of behaviours leading to Reflection/ Suspension.
7. To liaise with teaching, support staff and external agencies to support students displaying difficult or challenging behaviours, drawing from a range of appropriate techniques, skills and strategies.
8. To contribute to reports and assessments of individual students, as directed by the Senior Deputy Headteacher and/or Behaviour Support Manager.
9. To work with the Senior Deputy Headteacher, Pastoral Support Manager and Heads of Year to analyse student performance data, in order to identify students in need of support and to measure impact of targeted strategies and interventions.
10. To attend relevant meetings within school and with outside agencies, to help support students' place at the school.
11. To liaise with parents and students with low school attendance, to support their successful reintegration and inclusion back into school.
12. To motivate and inspire students and be able to respond positively in emotionally demanding situations.
13. To be an excellent communicator and able to demonstrate tact and sensitivity both with students and parents.
14. To attend training appropriate to the post and the development of the role.
15. To develop and maintain positive professional relationships with staff.
16. To carry out any other reasonable duties as specified by the Headteacher.
17. Support with other administration tasks, as required.
18. To represent the school in the most professional manner at all times to the wider community in accordance with the school ethos.
19. To share the school's commitment to safeguarding and child protection and be familiar with the Safeguarding and Child Protection Policy and other relevant policies within the school, undertaking all necessary training.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out any other appropriate duties within the context of the role.

PERSON SPECIFICATION

Essential & Desirable Skills Littleover Are Looking For

Skills & Experience

	Essential	Desirable
Experience of working with young people in an educational, pastoral or behaviour-support setting.		X
Empathetic, patient, and resilient, with a genuine commitment to supporting students' wellbeing and personal development.	X	
Strong communication and interpersonal skills, with the ability to engage effectively with students, carers, and professionals.	X	
Experience of supporting students displaying challenging behaviour.	X	
Experience of working collaboratively with a range of staff and external agencies.	X	
Good organisational skills, with the ability to manage time effectively and maintain accurate records.	X	
Ability to remain calm and professional in challenging situations.	X	
Experience of maintaining accurate records and contributing to reports.	X	
Strong organisational and time management skills, with the ability to manage competing demands effectively.	X	
Understanding of safeguarding responsibilities and commitment to promoting student welfare.	X	
Excellent ICT skills with the ability to adapt to new systems	X	
Able to maintain issues of confidentiality in the working environment	X	

Qualifications

	Essential	Desirable
English and Maths GCSE A*-C or equivalent	X	
Educated to Level 3 (e.g. A Levels, NVQ Level 3, BTEC Level 3 or equivalent)		X
Willingness to undertake relevant training, including behaviour management, safeguarding and child protection.	X	

Personal Attributes

	Essential	Desirable
Approachable, supportive, and non-judgemental.	X	
Reflective and committed to continuous personal and professional development.	X	
Culturally aware and inclusive, able to work with students from diverse backgrounds.	X	
Resilient under pressure, with a strong sense of initiative and problem-solving ability.	X	
Genuine passion for helping young people develop resilience, self-confidence, and aspirations for the future.	X	
Flexible and adaptable to changing student needs and priorities.	X	
Reliable, professional, and able to maintain confidentiality.	X	
Motivated by a strong desire to make a positive difference to young people's lives.	X	
To share the school's commitment to safeguarding and child protection and be familiar with the Safeguarding and Child Protection Policy and other relevant school policies	X	

Equality, Diversity & Safeguarding

Littleover Community School is proud of the cultural diversity of our school community.

Equality & Diversity

Littleover Community School is proud of the cultural diversity of our school community. We welcome enquiries from everyone and also value the diversity of our workforce. As such, the school actively promotes equality of opportunity for all with the right mix of talent, skills and potential.

Derby City Council's Equality Commitment

<https://www.derby.gov.uk/community-and-living/equality-diversity/our-equality-commitment/>

We welcome applications from a wide range of candidates, including those with criminal records. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), Littleover Community School complies fully with the DBS Code of Practice <https://www.gov.uk/government/publications/dbs-code-of-practice> and undertakes to treat all applicants for positions fairly. Littleover Community School undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed and can only ask an individual to provide details of convictions and cautions that they are legally entitled to know about.

Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended) and where appropriate Police Act Regulations (as amended), Littleover Community School can only ask an individual about convictions and cautions that are not protected.

DBS offers a sensitive applications route for transgender applicants, more information on this can be found at <https://www.gov.uk/guidance/transgender-applications>

Littleover Community School selects all candidates for interview based on their skills, qualifications and experience.

Safeguarding

Littleover Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An offer of employment will be subject to the receipt of a satisfactory enhanced level DBS disclosure with a children's barred list check, two satisfactory references and successful completion of vetting procedures.

In accordance with the statutory guidance, Keeping Children Safe in Education (KCSIE), an online search will be conducted as part of due diligence on shortlisted candidates.

Copies of our Child Protection and Safeguarding Policy, along with other school policies, are available on our website at: <https://www.littleover.derby.sch.uk/information/policies-compliance>

We would advise anyone applying for a position at LCS to read the above documents, along with the following Keeping Children Safe in Education document: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

