##

Job Application Pack

English Mentor

**Salary: NMW £10/hour**

**Part Time, Fixed Term Contract Starting: November 2021**

**Closing Date: 12 noon 15th October 2021**

**Interviews will be held on Wednesday 20th October 2021**

**Letter from the Headteacher**

**Neal Holder**

Thank you for your interest in the role of English Mentor at Farringdon Community Academy.

At Farringdon Community Academy, we pride ourselves in delivering an ambitious, broad and balanced curriculum, enabling all our students, irrespective of background, to acquire the skills for life, take pride in what they do, who they are, and in their community, and become confident, respectable and upstanding citizens. Our high standards and expectations of students and their behaviour ensures that our teachers are able to teach to a high standard and all of our students have access to the very best learning. We work hard as a staff to ensure our students develop a love of learning and are supported in achieving their aspirations.

As well as being committed to academic excellence, we also prioritise pastoral care. Our House system focuses on building our students’ character and it provides them with the opportunity to develop attributes such as: leadership, resilience, initiative and respect. Our Houses also give our Academy a ‘family feel’ where staff and students alike care for each other and forge strong relationships.

It is an incredibly exciting time to be joining our team, ahead of an exciting journey. Farringdon Community Academy has been selected by the DfE to be rebuilt and we are one of only two schools in the North East who will be opening the doors to a new school, hopefully in 2023. The news of our new build marks the beginning of a very important chapter for our Academy’s history as well as its future.

We value staff development in the Academy and are as equally committed to the growth of our staff as we are to the growth of our students. Working within the Academy, you will be supported and challenged to develop and will be provided with the opportunities to reflect on your practice so that you continue to perform at a high level. We invest a lot of time in staff training and providing staff with support tailored to suit their needs and aspirations.

We are looking for committed, experienced, ambitious and dynamic individuals to join our dedicated staff team. At Farringdon Community Academy, our vision, values and expectations are clear. If you share our ethos and our mission to provide the highest quality of education for our students and passionately believe in the potential of all young people, we can offer you the support you require to develop and the opportunity to make a difference and make an impact on our community.

I hope you enjoy reading our prospectus and learning more about who we are and what we are about. If we are the right fit for you, I look forward to receiving your application.

Yours faithfully,

**Neal Holder**

**Headteacher**

**Our Vision and Values & Quality of Education**

**Mission Statement**

**OUR VISION**

All students, irrespective of background, acquire the skills for life, take pride in what they do, who they are, and in their community, and become confident, respectable and upstanding citizens.

**OUR VALUES**

* Respect
* Resilience
* Endeavour
* High aspirations
* High standards and expectations

**RATIONALE**

At Farringdon Community Academy teaching, learning and our curriculum is at the forefront of our thinking and is at the heart of everything we do. We are committed to ensuring a broad and balanced curriculum with high quality teaching and learning experiences so that all students make good progress, have exciting and equal opportunities in their learning journeys and achieve beyond what they imagined is possible; we are as equally committed to our staff and their development, supporting and challenging staff to be the very best practitioners and pioneers of their field.

**Continued Professional Development**

**Our Programme**

All staff who join the Academy benefit from a carefully structured programme of training and support. We believe that all staff should be committed to a continuing process of improvement as the Academy is committed to supporting them in their professional aspirations and needs, this is why we dedicate two hours every week to CPD. Through our bespoke **‘Learning Loop’** model, we foster a positive ethos of continuous learning and development and the programme of training we provide encourages and motivates staff to investigate pedagogy, take risks and experiment with new and innovative teaching methods whilst working collaboratively across the curriculum. Our CPD programme is underpinned by our Academy’s ethos and we endeavour to provide opportunities for staff to grow as pioneers of their field; to develop their knowledge, skills, understanding and attitudes to enhance their professional work and become excellent practitioners.

**Our ‘Learning Loop’ Model**

**Pre- launch** - Curriculum Leader Launch: our teaching and learning focus is introduced and explored with Curriculum Leaders prior to the formal launch to all staff.

**The Launch** - Whole School Training: an introduction to the termly ‘Learning Loop’ led by Teaching & Learning Team. Research and theory is addressed and some useful starting points for curriculum areas are shared to form the basis of their subject-based CPD.

**The Sell** - Key teaching and learning strategies are promoted and shared with staff. Staff, individually or in curriculum teams, create a personalised action plan focusing on the strategies they want to develop in their curriculum areas.

**The Practise**- Curriculum areas have practical time to create resources and trial educational theories in lessons.

**The Review -** Curriculum areas and individual staff review what they have learned so far and continue to develop resources.

**Week 5. The Practise** - Curriculum areas have more practical time to create resources and trial educational theories in lessons.

**Week 6. The Big Share** - Staff share their best ideas through a variety of mediums and share their learning experiences in groups or as one staff team.

**Personal Development**

As well as engaging in our whole school priorities through the learning loops, staff have the opportunity to develop their practice at subject level during ‘Personal Development’ weeks. Every fortnight staff are given one hour to develop their subject knowledge and conduct educational research of their own choosing. As well as this, Curriculum leaders are given time to direct their team and provide subject specific training. We want our staff to be given as much support as possible to develop and progress as excellent classroom practitioners that is why CPD is rooted in performance management targets.

**CPD Newsletter and Bulletins**

Staff are provided with weekly T&L bulletins and a monthly T&L Newsletter to encourage them to keep up with, and trial the latest T&L pedagogy. Newsletters are framed around our school priorities and allow us to share good practice and serve as a constant reminder of the importance of continued professional development.

**English Mentor**

**Advert**

## FARRINGDON COMMUNITY ACADEMY

**Address: Allendale Road, Farringdon, Sunderland SR3 3EL**

**Tel: (0191) 917 1500**

**Email:** enquiries@farringdonca.net **Web:** [**www.farringdonschool.co.uk**](http://www.farringdonschool.co.uk)

**Headteacher: Neal Holder**

**Position: English Mentor**

**Salary: National Minimum Wage £10/hr**

**Hours: Part Time**

**Contract: Fixed Term**

**Starting: November 2021**

Farringdon Community Academy is an aspirational, inclusive and inspiring 11-16 school community which values the individuality of all students and staff. We live our values of ‘Excellence Through Endeavour’ in all that we say and do. We value all of our students equally and ensure that their opportunities and experiences reflect this. We believe every child can achieve and should be supported and challenged to fulfil both their personal and academic potential.

Therefore, we are looking to appoint an enthusiastic, talented and forward-thinking English Mentor who has the necessary skills and attributes to provide academic catch-up support in English. The successful candidate will work independently by delivering engaging, targeted, and dynamic sessions under the guidance of a supportive and highly motivated English department.

The successful candidate will demonstrate, through application and interview, that they are

able to: -

* Confidently plan and deliver well-structured catch-up sessions
* Set high expectations which inspire, motivate and challenge pupils
* Promote good progress and outcomes
* Demonstrate good subject and curriculum knowledge
* Adapt catch-up sessions to respond to the strengths and needs of pupils
* Manage behaviour effectively to ensure a good and safe learning environment
* Make a positive contribution to the wider life and ethos of the Academy

As a valued member of our team we can offer:

* Clear and shared values and expectations
* A commitment to staff development and a forward-thinking CPD programme
* A stimulating work environment
* Professional development, challenge and support

We welcome socially distanced visits from applicants and would be delighted to show you around our Academy to fully appreciate our excellent learning environment and facilities. Please e-mail the Headteacher’s PA andrea.parker@farringdonca.net to arrange a visit.

Please note that we do not accept CVs. We encourage candidates to take a look at our website therefore all the application documents relating to the post are on [www.farringdonschool.co.uk](http://www.farringdonschool.co.uk) to the right-hand side of our home page you will see a box with our current vacancies on or at the top of the page under 'about us' click on vacancies.

Completed applications forms should be returned to andrea.parker@farringdonca.net Applications that arrive after the closing time/date will not go through to the shortlisting process.

Farringdon Community Academy safeguards and protects its students and staff by being committed to respond in accordance with Sunderland Local Safeguarding Board Procedures and expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore will be subject to a DBS check from the Disclosure and Barring Service. Suitability to work with children will be checked with the Disclosing & Barring Service.

**Closing Date: 12 noon on 12th October 2021**

**Interviews will take place on: Wednesday 20th October 2021**

**English Mentor**

**Person Specification**

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| --- | --- |
| **Minimum Essential Requirements** | **Method of Assessment** |
| **Experience/Qualifications** |
| You will need to demonstrate a good standard of general education - English & Maths GCSE grade ‘C’/grade ‘5’ or aboveLevel 2 Certificate in Supporting Teaching and Learning in SchoolsLevel 3 Diploma for the Children and Young People's Workforce (Learning, Development and Support Services option)Level 3 Diploma in Specialist Support for Teaching and Learning in SchoolsFoundation Degree in Learning SupportProvide information on the application form of any gaps in your education or employment history | Application FormCertificates Certificates Certificates Certificates Certificates Application form ~ Essential Requirements section |
| Experience of working within an educational setting | Application FormInterviewReferences |
| Experience of facilitating student mentor support/intervention programmes  | Application Form, Interview and References |
| **Skills/Knowledge** |
| ICT literate | Application Form, Interview andReferences |
| Aware of the importance of good behaviour management | Application Form, Interview andReferences |
| Flexible and adaptable | Application Form, Interview andReferences |
| Demonstrates initiative | Application Form, Interview andReferences |
| Good inter-personal skills | Application Form, Interview andReferences |
| The capacity to motivate and act as a role model | Application Form, Interview andReferences |
| Self-motivated | Application Form, Interview andReferences |
| **Work Related Circumstances** |  |
| Experience of working as part of a team | Application Form, Interview andReferences |
| Willing to attend relevant courses/CPD | Application Form, Interview andReferences |

**English Mentor**

**Job Description**

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| --- | --- |
| **Post:** | English Mentor  |
| **Salary:** | National Minimum Wage £10/hour |
| **Reporting to:** | Curriculum Area Leader for English  |
| **Liaising with:** | Senior Leadership Team, Heads of House, Progress Leaders, the SEND CO, relevant staff with cross-curricular responsibilities, relevant non-teaching support staff, governors and parents. |
| **Start Date:** | November 2021 |

This job description sets out the general expectations which our school has of its teaching staff. It is recognised that many staff will seek to contribute in ways which exceed the requirements of this document. Such contributions will always be welcomed and encouraged and it is school policy to enable all staff to participate as fully as possible in the development and improvement of the school.

**Purpose of the post:**

* To contribute and develop high quality academic mentoring within the Academy and evaluate its impact.
* To support the development and implementation of strategies which will contribute towards effective learning, behaviour and achievement across the Academy.
* To contribute to a healthy, safe happy and challenging environment in which pupils can work hard free of disruption.
* To inspire, challenge and motivate students
* To support safeguarding and prioritise the welfare of all students.

**Main Duties and Responsibilities**

* To assist and develop appropriate intervention strategies, working with the English Curriculum Leader to ensure that pupils achieve and develop learning behaviour
* To have a commitment to develop strategies that raise pupil achievement which can be adapted in academic mentoring
* To help identify those pupils who would benefit most from intervention work, and working with others, draw up and implement an action plan for each pupil who needs particular support
* To monitor and report on the implementation of all plans drawn up
* To ensure that all support work for the pupil is appropriately managed in an integrated way
* To liaise with the English CL, classroom teachers and parents on effective learning behaviour
* To keep a log of intervention work and provide feedback to the English CL, classroom teacher and to the pupils parents
* To act as a role model to pupils, providing clear and objective guidance
* To have sole responsibility of managing small groups of pupils
* To work as part of a larger team to manage larger groups of pupils
* To attend training events and briefings as and when required
* To be reliable and punctual
* To provide pastoral support to pupils, and pass any concerns about pupils to the relevant staff
* To keep confidential information secure at all times in line with GDPR
* To keep abreast of development and issues with regard to the education sector and curriculum across KS3 and KS4
* To share and implement good practice

**Further information and expectations:**

* Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
* Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
* Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
* The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
* As part of your wider duties and responsibilities you are required to promote and actively support the School’s/LA’s responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn’t just about the very old and the very young, it is about everyone who may be vulnerable.
* All members of staff have a duty to maintain safe and clean conditions in their work area and co-operate with the academy trust on matters of Health and Safety. This will include assisting with undertaking risk assessments and carrying out appropriate actions as required. Staff are required to refer to the academy and safety policies in respect to their specific duties and responsibilities.

**General Terms and Conditions**

**of**

**Employment**

All conditional offers of employment at Farringdon Community Academy are made subject to candidates meeting the following criteria: -

* Completion by candidate of either Support Staff or Teaching Staff Application Form.

(CV’s are not accepted)

* Verification of ID evidence (note: original documents need to be witnessed)
* Verification of candidates Educational Qualifications (note: original certificates to be provided)
* Two Satisfactory references provided for candidate on the Academy’s standard Reference Form 1 & 2 (note: including at least one related to candidates last employment with children). If the role you are applying for involves contact with children you are asked to supply a referee who can provide a reference based on when you have previously worked with children. In relation to work with children, we will seek information about any past disciplinary issues relating to children and/or child protection concerns you may have been subject to. References will be requested prior to interview.
* Completion of Health Questionnaire by candidate and subsequently being declared medically fit for the proposed role
* Disclosure & Barring Service Application completed by candidate and successful outcome. Appointments are conditional on the satisfactory completion of DBS and other necessary checks. FCA are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks including an enhanced DBS with barred list check.
* As part of our duty to safeguard pupils, we need to check whether you are barred from working with children, or whether you have convictions that would make you unsuitable to work with children or in the role you’ve applied for. Only applicants who have been shortlisted will be asked for a self-declaration of their criminal record or information that would make them unsuitable for the position. Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis by the Headteacher and HR partners.