



H A R B O U R
V A L E
S C H O O L

LEARNING AND RE-INTEGRATION MENTORS (LRMS)

START DATE: SEPTEMBER 2024



SCHOOLS ACHIEVING SUCCESS TOGETHER

Harbour Vale School

Simons Road, SHERBORNE, Dorset DT9 4DN

Telephone: 01935 814582

Email: office@harbourvale.dorset.sch.uk

Website: www.harbourvale.dorset.sch.uk



Dear Applicant

Thank you for taking an interest in the post of Learning and Re-integration Mentor (LRM) at Harbour Vale School.

We are a pupil referral unit, and we educate students who have been permanently excluded or are at risk of permanent exclusion from mainstream education at Key Stages 3 or 4.

We also offer SEMH places at KS4, short term turnaround placements and medical places at both KS3 & 4.

We have a capacity of 38 students, and this is growing each year. The need for specialist and PRU places in Dorset is increasing and with our new school buildings it is possible for Harbour Vale to grow and flourish to support children within our locality.

As a school we joined the Sherborne Area Schools Trust (SAST) in November 2019 and officially became Harbour Vale School. It is fantastic being part of a trust who puts children at the centre of everything they do. Having a sense of belonging and working together with so many experienced colleagues, with great CPD opportunities, collaborative working, learning and support mechanisms centrally. Reinforces the benefits of being part of a Multi-Academy Trust.

In recent years, Harbour Vale School had a huge makeover. We commissioned a new build that included a new reception and classroom, as well as internal renovation work, leaving us with a school that is welcoming, friendly and fit for purpose.

We have robust processes of student induction that includes baseline and diagnostic testing upon entry, which allows staff to plan personalised learning from the moment the students arrive with us and supports positive re-integrations.

Our school values and ethos are centred on students to believe in themselves, feel proud of their achievements and successes, and we aim to support learners becoming more respectful, responsible and resilient learners.

Harbour Vale School has intervention programmes and personalised timetables for each student, and we work collaboratively to promote positive outcomes and celebrate every small win.

We are looking to appoint an LRM to start at the beginning of term in September 2024.

If you are passionate about Inclusive Education, have knowledge or experience of SEMH, mental health and student well-being and are up for a challenge, we look forward to receiving your application.

Yours sincerely

Kelly Knight
Headteacher

THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Wednesday 10th July 2024**

The interviews will be held **on Monday 15th July 2024**

Salary: Grade 9, Point 19: **ACTUAL:** £26,190 per annum
Contract: Fixed-Term/Secondment until summer term 2027, 37 hours per week, 39 weeks per year (term time plus inset days)

We have two exciting new opportunities within our school as Learning and Re-integration Mentors (LRMs) to join the support team at Harbour Vale. The aim of these posts is to proactively support our students to transition successfully into Harbour Vale and to support their positive return to their homeschools (or next step) at the end of their placement.

You will work to significantly increase pupil's attendance and ensure that both pupils and families are guided and supported in accessing additional resources. Classroom assistance will be minimal as the roles are primarily pastoral, involving travel within the county to visit schools, community provision and vocational provision, as well as supporting pupils within their homes.

You will collaborate closely with our attendance and safeguarding team, teaching and support staff, mainstream schools and other professionals and stakeholders. Excellent communication skills are essential, along with the confidence and professionalism to effectively engage and challenge stakeholders when necessary. You will be expected to work to a high standard and have substantial experience in working with multi-agency teams to develop strategic plans that support each child's educational journey.

We strongly encourage prospective candidates to visit the school and discuss the roles further with our Headteacher, as these are new posts, and the job description may not fully capture the range of responsibilities.

Should you wish to arrange a visit to view the school, please do not hesitate to contact Naomi Molyneux, Office Manager at office@harbourvale.dorset.sch.uk

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.

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.

Sherborne Area Schools' Trust (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: RAF461 & RAF: 471)



JOB DESCRIPTION

Post: Learning and Re-integration Mentors (LRMs)

Salary: Grade 9

Main purpose:

Working under guidance: provide short term support in addressing the needs of a case load of pupils who are demotivated or disengaged to overcome a range of barriers to learning. This support is likely to include working individually with pupils, working with pupils in small groups, working with other parties/agencies including parents.

Main responsibilities and duties

Support for pupils:

- Work with selected pupils out of the classroom situation. This could include pupils excluded from or otherwise not working to a normal timetable
- Develop 1:1 mentoring arrangements with pupils which enable the pupil to agree plans and targets to move forwards
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Provide support to pupils to enhance their emotional health and well-being (EHWB)
- Help pupils to follow individual Education Plans where appropriate
- Assist in organising and running small group interventions e.g. circle time
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
- Challenge and motivate pupils
- Promote and reinforce self-esteem
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
- Act as a positive role model
- Liaise with parents/carers as appropriate
- Network with other learning mentors, teachers and professionals, eg educational psychologist

Support for the teacher:

- Support pupils' access to learning using appropriate strategies, resources etc
- Provide feedback on pupil's progress as required
- Maintain records as agreed with other staff, contributing to reviews as requested
- Assist in the implementation of strategies to promote positive behaviour and attitudes

Support for the curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning

Support for the school:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equal opportunities and data protection, reporting all concerns to an appropriate person
- Contribute to the overall ethos/work/aims of the school
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required

- Recognise own strengths and areas of expertise and use these to advise and support others
- Supervise pupils on visits, trips and out of school activities as required
- Clerical/admin support e.g. dealing with correspondence, making phone calls etc
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Knowledge & skills

Experience:

- Experience of working with children of relevant age
- Experience of working with pupils with additional needs

Qualifications:

- Numeracy and literacy skills equivalent to Adult Basic Skills level 2
- Completion of the National Learning Mentor training is desirable

Knowledge/Skills:

- Working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding of principles of child development and learning processes and in particular, barriers to learning
- 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

Further Duties:

- Take the lead addressing the needs of pupils who are severely disengaged from the learning process
- Plan, deliver and monitor small group interventions to meet pupils' behavioural, personal or academic needs eg to develop self-esteem, address behaviour issues or develop organisational skills
- Provide objective and accurate feedback and reports to other staff on learning mentor intervention as required
- Liaise with feeder schools and other relevant bodies to gather pupil information
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc
- Take the lead in the development, implementation and review of individual Education/Behaviour/Support Mentoring Plans
- Chair multi-disciplinary meetings or reviews effectively
- Understand the principles and processes of the Common Assessment Framework (CAF)
- Be involved in completing CAF assessments, taking the lead in this as appropriate
- May act as the CAF 'Lead professional' where services are delivered by several agencies
- Will need to be the 'expert' on the availability of a range of opportunities, interventions and contacts to benefit the child and family and develop strong personal links in order to easily implement such opportunities
- Deliver appropriate training in intervention strategies to learning mentors and other staff
- Provide guidance to and supervision of other Learning Mentors
- Undertake relevant and appropriate advanced training