



Lord Grey Academy
Lord Grey Can



LEARNING AND BEHAVIOUR MENTOR

Required as soon as possible

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“Lord Grey Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.”





Advertisement

LEARNING AND BEHAVIOUR MENTOR

Required as soon as possible

**Hours of Work: 8:00am – 4:00pm Monday – Thursday
8:00am – 3:30pm Friday
37 hours per week**

39 weeks per year (38 term time weeks plus 5 training days)

**Tove Learning Trust Band F, Point 6 - 7 FTE : £25,989 - £26,403
Actual annual starting salary: £22,353 per annum**

This is a non-teaching role.

We are seeking to appoint an enthusiastic and dedicated Learning and Behaviour Mentor to start as soon as possible. There are four main components to this role:

- to organise and carry out intervention work with identified individual students or subsets of students who are not making the expected level of progress in school
- to carry out and deliver intervention work with students who have a range of difficulties including those with social, emotional and mental health needs
- to help and support the Inclusive Learning team with regards to student behaviour and progress
- to offer cover in our Learning Support Centre and Reflection room, ensuring a calm but firm atmosphere prevails
- supporting barriers to learning

The successful candidate will be able to form positive relationships with students of all ages and have a calm, purposeful, approachable and friendly manner, and be able to encourage good behaviour through a pleasant but firm manner.

The role will involve basic data analysis to present information to students and parents if required. There will be liaison with faculties regarding coursework or revision work to form part of the intervention.

The successful candidate will be competent in the use of Microsoft Office/Google Suite applications, be well organised, able to multitask and prioritise.

A vacancy booklet, information for candidates booklet and the application form are all available on the vacancies section of Lord Grey Academy's website: <https://www.lordgrey.org.uk/vacancies/>

Please note the application form and information for candidates booklet are available on the right hand side of the above link. Please do look at our recruitment video of our staff talking about working at Lord Grey and our document: *Why work at Lord Grey?*

Completed application form and covering letter should be submitted to Human Resources at Lord Grey Academy or emailed to hr@lordgrey.org.uk by 9am on Wednesday 14 January 2026. Interviews to be held on Wednesday 21 January 2026.

Only successfully short listed candidates will be contacted. CVs alone will not be accepted.



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Tove Learning Trust

Tove Learning Trust (TLT) is a highly successful multi-academy Trust with primary, secondary and alternative provision schools across the West Midlands, Northamptonshire and Milton Keynes. We are a cross phase trust providing a high-quality education for over 11,500 children between the ages of 4 and 18. Within our family of schools we have four primaries, nine secondaries and two alternative provision schools.

As an employer of choice, we recognise every colleague is an individual, we value diversity, and work as a team to remove barriers to equity. We know that when you are 'the best you', whatever your role is with the Trust, you will transform students' lives.

The Trust is committed to ensuring that all children achieve as highly as possible and we work hard to offer stimulating environments that enable every learner to progress and flourish. We have a small central team and a committed Board of Trustees that are focused on delivering outstanding outcomes.

We aim to have academies that are excellent communities of learning where children thrive on success.

You will have access to a team of school improvement directors specialising in Maths, English, Science,

Humanities, EYFS and SEND & Inclusion. Our outcomes in the vast majority of our schools exceed national expectations and many of our schools are rated Good or better by OFSTED.

Employee Benefits:

- Teacher & support staff pension schemes
- Continuous Professional development (CPD)
- Training School Alliance
- Networking opportunities
- Specsavers eyecare voucher
- Free Flu vaccine
- Employee Assistance Programme (EAP)
- Medicash - Health Cash Plan:
 - 24/7 GP Appointments & prescription services
 - Dental treatment
 - Optical care
 - Physiotherapy
 - Skinvision - skin health tracker
 - A range of essential healthcare expenses
 - Exclusive discounts on shopping & travel

The Academy is committed to safeguarding children. The successful applicant will require an enhanced DBS check.





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Why work at Lord Grey?

At Lord Grey we have a strong sense of team. Staff support each other well and we have good systems and processes to make working as effective and efficient as possible. We have a strong commitment to supporting staff so that they can manage the very important work that we do. We don't underestimate the responsibility and sometimes stress that comes with working in a busy school environment.

How we support staff at Lord Grey

- No pressure to "put on a show" in lessons. A culture of typicality is reinforced by no lesson grading.
- Visible Leadership Team who are on hand to listen and support.
- Everyone has the highest expectations of behaviour, with all staff reinforcing those expectations.
- A clear system of sanctions which is applied consistently so staff don't have battles with students.
- Excellent pastoral support offered through our year teams.
- Specialised personalised CPD for all staff through the GROW model.
- Time for staff to put new things into action and a very careful approach to avoid initiative overload.
- Regular Staff, Faculty and Pastoral briefings to support good communication.
- Headlines – a weekly whole staff email containing all the important information which reduces the number of emails in your inbox. No emails outside of work hours.
- Comprehensive support for ECTs with dedicated mentors and regular meetings.
- Performance Management is tailored to faculty and individual needs. Data targets are not used punitively but aspirationally.
- We are constantly streamlining all systems and processes so they take less time.
- Open door Principal - no concern is ever too small.
- Countless opportunities to get involved with the wider life of the Academy - Duke of Edinburgh, school performances, sports teams, music etc.
- Contributions of staff recognised through our colleague to colleague recognition awards and student thank you cards.
- There are regular staff wellbeing events organised for staff.

Lord Grey Academy is also in a great location. The Academy is situated on a large site in West Bletchley on the southern side of Milton Keynes. Bletchley itself is the home of 'Bletchley Park', where the WW2 'Enigma' code was broken – this site of historical importance and tourist attraction is just a few minutes' walk from the Academy.

Bletchley is a lively town on the outskirts of Milton Keynes, and offers plenty of accommodation, good shopping and good rail links to London and Birmingham. Milton Keynes is centrally placed with excellent transport links, by both road and rail, to the rest of England. Milton Keynes is one of the fastest growing cities in Europe and has superb shopping, many bars and restaurants and a very good theatre. With excellent cinemas, Xscape and the Snow Dome, MK Dons FC and a range of other leisure options, there is plenty to do in Bletchley and Milton Keynes. For those who prefer the countryside, there are many beautiful Buckinghamshire and Northamptonshire villages on the periphery of Bletchley.





JOB DESCRIPTION - LEARNING AND BEHAVIOUR MENTOR

Role:	Learning & Behaviour Mentor
Responsible to:	Assistant Principal – Inclusive Learning
Based at:	Lord Grey Academy
Grade:	Grade F, points 6 to 7
Hours:	37 hours per week, 39 weeks per year (38 term time weeks plus 5 training days)

Job Context

To work from Inclusive Learning Faculty under the direction of the Assistant Principal for Inclusion to organise and carry out intervention work, to help and support the Inclusive Learning Team and to offer cover in our Learning Support Centre.

The various duties are organised on a rota basis so that it is clear which element of the job takes priority at any given time. You will be well organised, able to multitask and prioritise. You will be an excellent time manager and will be able to form positive relationships with students of all ages. You will have a good presence around the academy and a calm, purposeful, approachable and friendly manner. You will be good at basic data analysis, in order to thrive in the 'intervention' role, and will be able to present information to students and parents if need be. You will be able to liaise with faculties over coursework or revision work as part of an intervention role and will be good at communicating with staff about students. You must be good with working with young people and be able to encourage good behaviour through a pleasant but firm manner.

Key Responsibilities

1. Organise and carry out intervention work with identified individual students or subsets of students
2. Help and support the Inclusive Learning team with regards to student behaviour and progress
3. Offer cover in our Learning Support Centre, ensuring a calm but firm atmosphere prevails
4. Other duties

Job Description

Responsibility Area 1 - Organise and carry out intervention work with identified individual students or subsets of students

1. As a member of our intervention team implement strategies that maximise student achievement
2. Support the coordination of coursework catch up and revision work across the academy
3. Develop links with tutors and subject teachers to seek their advice for strategies and resources that improve student attainment
4. Contribute to drawing up an individual action plan for each student you are working with
5. Raise students' awareness and understanding of their target grades
6. Encourage students by helping them with their work, teaching them study skills and offering appropriate guidance and advice to overcome their barriers to learning
7. Support students in the completion of coursework
8. Support students in the pavilion with the completion of units for the Gateway qualification
9. Be responsible for delivering SEND interventions
10. Monitor the progress of targeted students on a weekly basis and to provide progress reports
11. Maintain records of involvement with targeted students and their parents
12. Research, organise and maintain the collection of resources to support student learning



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Responsibility Area 2 - Help and support the Inclusive Learning team with regards to student behaviour and progress

1. Help with general supervision on behaviour around the academy site
2. Work in the pavilion delivering intervention sessions
3. Run lunch-time and after school Study Skills Club sessions or another appropriate club

Responsibility Area 3 Offer cover in our Learning Support Centre, ensuring a calm but firm atmosphere prevails

1. Work with Learning Support Centre students as directed and support in the Learning Support Centre

Responsibility Area 4 Other Duties

1. Be part of the Academy's Safeguarding Team
2. Monitor attendance of targeted students and develop strategies to improve their attendance in liaison with Heads of Year and pastoral team
3. Develop appropriate contact with parents of targeted students and keep them involved with the focused work of their youngsters
4. Prepare information for parents on study skills, learning strategies and intervention plans
5. Contribute to our duty team rota
6. Help to organise and attend holiday revision, booster sessions and summer school
7. Contribute regularly to the Newsletter to raise the profile of the academy's learning strategies and intervention strategies
8. Create attractive displays around the academy on learning tips
9. To ensure the effective implementation of the academy's Equalities Policy, Safeguarding and Child Protection Policy
10. Participate in training and other learning activities and performance development (including first aid certificate) as required
11. To comply with any other reasonable requests from the Principal when there are exceptional circumstances
12. To undertake such duties as may from time to time be reasonably assigned by the Principal

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities.

Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment.

Signed: _____

Date: _____





PERSON SPECIFICATION

Education and Qualifications	Essential	Desirable	How evidenced
Educated to GCSE level or above; GCSE English and Maths at Grade C; 5+ A*-C at GCSE level or equivalent	✓		A
Experience of working in a secondary school		✓	A
Experience and Knowledge	Essential	Desirable	How evidenced
Experience of working with young people	✓		A I
Have a working understanding of the range of support mechanism and opportunities that exist for students and mentors	✓		A I
Previous supervision or teaching experience		✓	A R
Experience of working in a high pressure situation, in which initiative, multi-tasking and excellent organisational skills were needed	✓		A I
Knowledge of how to de-escalate situations and remain calmly assertive	✓		A I
First Aid at Work qualification		✓	A I
Abilities and Skills	Essential	Desirable	How evidenced
Work well in a team, co-operate with/support colleagues	✓		A I
Able to stay calm even if working with difficult students	✓		A I
Ability to motivate others	✓		A I
Good communication skills (written and oral)	✓		A I R
Ability to show sensitivity and exercise confidentiality	✓		A I R
Commitment to uphold the academy's Equalities Policy, Safeguarding and Child Protection Policy	✓		A I R

A – Application form I – Interview R – Reference