



St Clare's School

Where we reach our goals!

Learning Mentor

GRADE: E (SCP 10-14)

**ACTUAL SALARY: £19,384 - £21,213 (Pending NJC
Pay Award 2024-25)**

**Contract: 32.5 hours per week, term time only (39
weeks)**

Start Date: ASAP

CANDIDATE INFORMATION PACK





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What is included within this pack?

Within this pack you will find both information and advice on applying for a role with Esteem Multi-Academy Trust including:

- Welcome from the CEO
- About Esteem Multi-Academy Trust
- Welcome from The Headteacher
- Job advertisement
- Job description and person specification
- Safeguarding and checks
- Application process and timeline



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Welcome from Esteem Multi-Academy Trust



Dear applicant,

Thank you for your interest in Esteem Multi-Academy Trust (MAT). The Learning Mentor position presents a fantastic opportunity for somebody who shares our values and beliefs to join our team at a very important time.

We are eager to appoint an outstanding Learning Mentor, working under the guidance of Learning Support Assistants and teaching/senior staff, within an agreed system of supervision. Supporting access to learning with individuals/groups, in or out of the classroom focusing on high quality learning and student achievement.

St Clare's school is proud to offer personalised education to students aged 11-16 with moderate learning difficulties and associated needs including ADHD, Autism, communication, social, emotional and mental health and challenging behaviour. St. Clare's school is based in Mickleover, Derby.

If you think you have got what we are looking for, we look forward to receiving your application for consideration.

For further information, please contact the school office on 01332 511757, via email to admin@stclaresschool.co.uk or visit our website at www.esteemmat.co.uk/vacancies. Please use the relevant application form on the MAT website; CVs alone will not be accepted.

I wish you well in your application.

Yours faithfully

Julian Scholefield
Chief Executive Officer



About Esteem Multi-Academy Trust

Esteem MAT was formed in 2018 and now consists of 14 academies. Many of our students have special educational needs and/or disabilities or are disadvantaged. Therefore, inclusion is our watchword, and our vision is for Esteem to be a learning community of excellence for SEND and alternative provision. However, we want mainstream schools to join us too as they have many students with SEND or who are disadvantaged. We want all our students to achieve their full potential whatever type of school they attend.

Our vision is to be a Trust that:

Leads and supports our academies to provide the highest standards of education and development for all our students

Enables academies with a shared sense of purpose to benefit from alignment whilst maintaining individuality

Provides a strong, collective voice for our academies at a local and national level

Delivers support and SEND expertise to our academies and other schools and local authorities

Our vision will be delivered via our three core strategic aims. Everything we do should be ultimately focused on doing these three things well:

We will provide an ambitious, inspirational, bespoke education, setting the foundation for the future and ensuring our young people are ready for the world.

We will deliver high standards and value for money from our support services, resources, estate and technology.

We will invest in and support our people, exploiting opportunities for collaborative, continual professional development, sharing of expertise and best practice

Our people are our most valuable resource. We invest in them by providing high-quality specialist training, and opportunities to collaborate and develop their careers within Esteem.

We greatly value each school's unique identity, which reflects the diverse needs of the students. It is also important to us that our students feel they belong to their school community. This is why we believe that our schools need strong leaders and governors who understand their local context. Being part of a family of schools in a trust brings the added benefits of support and collaboration. We know that sharing ideas and working together are the best ways for our schools to continue to improve for the benefit of all our students.



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Welcome from the Headteacher

Dear applicant,

I am delighted and honoured to be the Headteacher at St. Clare's School and I am seeking enthusiastic, dedicated learning mentors to join our school team. I am very pleased that you are considering applying to work in such a fun, innovative school.

As a school, our main job is to make sure the children are safe, happy and reaching their potential. Families make an important contribution to their child's achievements at school and from my experience I know that a successful and happy school depends on all of us working together.

At St. Clare's we hold a strong belief in the power of education to change children's lives and the right of every child to receive an excellent education. The staff team are dedicated to building opportunities for students to achieve the highest academic standards, ensuring that they are known well as individuals and that their unique personality, talents and interests are nurtured and developed to the full.

At St Clare's School education is about developing the whole child and providing opportunities for them to flourish within and beyond the classroom. It is the aim of the whole school team to help each child become a successful learner and well-rounded individual who is ready to make the next steps in their journey.

We welcome applications from candidates who, having read the application pack, feel they have the necessary skills, experience, and strength of character to fulfil the challenges of the role. The closing date for applications is 23:59 on 20 October 2024. Visits to the site are encouraged, please contact the school on 01332 511757 to arrange this.

I wish you well in your application.

Yours faithfully,

Laura Russell
Headteacher



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About St Clare's School

St Clare's school is proud to offer personalised education to students aged 11-16 with moderate learning difficulties and associated needs including ADHD, Autism, communication, social, emotional and mental health and challenging behaviour. All students have an Education, Health and Care (EHC) Plan which sets out the provision required to meet their individual needs.

Located in Mickleover, we have 156 students on roll from across the City of Derby and southern Derbyshire.

In response to our student's needs, we offer a full and diverse curriculum with specialist support designed to address the holistic needs of our students. The progress that our students make is judged as outstanding as a result of the teaching and support available to them and the progress that they make academically, socially and emotionally.

Transition arrangements with feeder schools are in place to ensure a smooth move between schools for all pupils. Transition to Post 16 provision is also effectively developed to support student success.

Further information about our academy can be found on the website at:

<https://stclaresschool.co.uk>



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The advertisement

Job Title: Learning Mentor

Location: St Clare's School, Rough Heanor Rd, Mickleover, Derby DE3 9AZ

Grade/Scale: Grade E (SCP 10-14) Actual Salary £19,384 - £21,213 (Pending NJC Pay Award 2024-25)

Start date: As soon as possible

Contract: 32.5 hours per week, term time only (39 weeks)

We are seeking a Learning Mentor to assist and complement the great team of classroom support.

Reporting directly to the Headteacher and Senior Leadership Team.

The ideal candidate will be calm and understanding, patient and able to work with students of 11–16-year-olds with an education, health care plan.

Within a safe, structured and predictable environment, we deliver a personalised curriculum. We teach the full range of national curriculum subjects and support students to develop independence, confidence and life skills. We strive to enable our students to participate fully in experiences both in school and in the wider community, to help them make informed life choices.

Benefits include: LGPS Pension Scheme, school holidays, Westfield Health membership and free parking.

For further information, please contact the school office, St Clare's School, on 01332 511757, via email to admin@stclaresschool.co.uk or visit our website at www.esteemmat.co.uk/vacancies. Please use the relevant application form on the MAT website; CVs alone will not be accepted.

Closing date for applications: 24 November 2024 (23:59)

Interview date: TBC – St Clare's School reserves the right to interview candidates upon suitable application prior to the closing date

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.



Job description and person specification

Job Description: Learning Mentor Esteem Multi-Academy Trust

Post Title:		Learning Mentor
Location:		St Clare's School, Rough Heanor Rd, Mickleover, Derby DE3 9AZ
Purpose:		To provide support for Teaching and Learning in class. To work under the guidance of the class lead within an agreed system of supervision, to support access to learning with individuals/groups, in or out of the classroom, including assisting with behaviour management, general care and personal hygiene needs of students. The primary focus will be to ensure continued high-quality learning and student achievement.
Reporting to:		Senior Leadership Team
Responsible for:		See job description
Liaising with:		Colleagues in the Learning Mentor classroom team, Teaching staff, Senior Leadership Team, Headteacher, support staff, parents/carers, and students
Working Time:		32.5 hours per week, term time only (39 weeks)
Salary/Grade:		Grade E (SCP 10-14) £19,384-£21,213
Disclosure level		Enhanced

PRINCIPLE RESPONSIBILITIES

AREAS OF RESPONSIBILITY AND KEY TASKS

Main responsibilities

- The postholder will demonstrate essential professional skills and characteristics, and in particular will:
 - Engage and motivate students
 - Improve the quality of students' learning
 - Inspire trust and confidence in students and colleagues
 - Build team commitment with colleagues and in the classroom
 - Implement specific interventions to meet students needs
 - Demonstrate empathy with and an appreciation of the care needs of students
 - Supporting Teaching and Learning
 - Have a clear and precise understanding of how children with Special Needs, Autism and complex behaviour learn
 - Work under the direction of the class lead to:
 - Support students in attaining learning objectives
 - Write quality annotation to support the assessment of student attaining learning objective
 - Report on observed progress of students
 - Develop an understanding of different learning styles
 - Adapt learning activities appropriately
 - Report on the impact curriculum and intervention strategies has on individual students.
 - In all cases, indicative tasks at the competency level specified within the Teaching Assistant agreed Framework, will be the reference point for the competencies listed below.



STUDENT PROGRESS

- Establish constructive relationships and use a variety of methods to communicate with parents and other relevant professionals, in liaison with teacher, to support students' learning and progress.
- Promote the inclusion and acceptance of all students within the classroom, school and wider community.
- Encourage students to interact and work co-operatively in learning activities
- Promote independence and employ strategies to recognise and reward its achievement

PROFESSIONAL PRACTICE

- Maintain, develop and apply professional knowledge to enable effective teaching and learning support
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners or organisation of the school including pastoral arrangements and assemblies
- Share such knowledge with colleagues to improve whole school effectiveness
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Provide a proactive consistent approach to challenging behaviour, implementing and contributing to behaviour support plans and using physical intervention if necessary
- Respond quickly and appropriately to demands made by individual students to meet general care, mobility, and personal hygiene needs
- Understand and apply the principles of good classroom management
- Understand and apply a range of appropriate support strategies

WHOLE SCHOOL ETHOS

- Where appropriate contribute to the formulation of school policies
- Execute school policies
- Use the performance management process to drive school improvement through the raising of standards of teaching and learning
- Promote the wider aspirations of the school

SAFEGUARDING

- Demonstrate a commitment to safeguarding and promoting the welfare of students and young people
- The work within the safeguarding and child protection policies of the school and act within the best interests of students at all times
- To undertake relevant training as set by the safeguarding team
- The post is subject to satisfactory references and enhanced DBS clearance

OTHER DUTIES AND RESPONSIBILITIES

- Other duties that the Headteacher may ask the post-holder to perform may include but not limited to:
 - Medicine and/or first aid administration
 - Support in implementation of SALT/OT programmes
 - Use positive intervention to support behaviour where appropriate
 - support with personal and intimate care
 - Represent and promote the ethos and values of Esteem Multi-Academy Trust
 - To take and be accountable for all decisions made within the parameters of the job description
 - Participate with performance management and training and activities that contribute to personal and professional development



- Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities
- Provide a high standard of customer service in all dealings internal and external to the MAT
- 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
- The MAT 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

This job description may be amended at any time following discussion between the Headteacher and member of staff and will be reviewed annually.

Person Specification: Learning Mentor Esteem Multi-Academy Trust

QUALIFICATIONS AND EXPERIENCE	
Essential	<ul style="list-style-type: none"> • Qualification to Level 2 or equivalent in relevant subject or working towards • Experience of working with a range of students with SEN
Desirable	<ul style="list-style-type: none"> • Qualified in aspects of SEN specific provision • GCSE or equivalent in Maths and English • Experience of working in special schools with a range of students with SEN (including Autism, ADHD and PDA)
KNOWLEDGE AND ABILITIES	
Essential	<ul style="list-style-type: none"> • Knowledge of strategies to support students with SEN • Knowledge of child protection and appropriate health and safety regulations • Knowledge of behaviour support strategies • Willingness to engage in any professional development activities which will aid the effective completion of tasks required by the post • Ability to work alongside the teacher in evaluating and recording student progress • Use alternative methods of communication where required • Use ICT to support teaching and learning • Ability to promote student independence in personal care
Desirable	<ul style="list-style-type: none"> • Trained in aspects of SEN specific provision, e.g. Makaton, TEACCH, behaviour management, Lego Therapy • Experience of managing challenging behaviour, including implementing appropriate interventions • Ability to promote and reinforce student's self-esteem, independence and participation within the community • Experience in attending to intimate and personal care



Safeguarding and checks

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Esteem Multi-Academy Trust's Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT.

Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs and disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world positively. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all students within our academies.

The MAT pays full regard to the DfE 'Keeping Children Safe in Education September 2024' guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the MAT who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practises, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant's health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings.

If you are not currently working with children, but have done in the past, your previous employer will be asked about any offences.

Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered "not applicable", where appropriate, if your work has not brought you in to contact with children or young people.



Application process and timeline

Application forms are available on our website at www.esteemmat.co.uk/vacancies.

After the closing date, shortlisting will be conducted by a panel who will match your skills and experience against the criteria in the Person Specification. You will be selected for interview purely on your application form, so please ensure that you read the Job Description and Person Specification carefully before you complete your application form.

All candidates invited to the interview and assessment day must bring the following documents; original documents only, copies will not be accepted:

- Documentary evidence for your right to work in the UK
- Documentary evidence of identity which meets the DBS requirements i.e. current photocard driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address i.e. utility bill, financial statement etc.
- Where appropriate, documentation evidencing a name change
- Educational or professional qualifications that are necessary or relevant for the post

Further information relating to DBS check documentation requirements can be found on the Government website at <https://www.gov.uk/guidance/documents-the-applicant-must-provide>.

If you are not the successful candidate, all your personal information will be destroyed, in a secure way, in line with General Data Protection Regulations UK (GDPR May 2018) guidelines.

References will be sought for shortlisted candidates for any central office-based positions and we may approach previous employers for information to verify experience or qualifications prior to interview. Any relevant issues arising from references will be discussed at interview.

Your completed application form and supporting letter should address and evidence the essential and desired criteria in the Person Specification.

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