

March 2026

Dear Candidate,

Thank you for your interest in the position of Learning Mentor (Behaviour) at Falinge Park High School.

Falinge Park is more than just a place of learning; it is a community built on the belief that every interaction matters. As we look to appoint a new Learning Mentor to our team, we are seeking someone who doesn't just understand our values but can model these on a daily basis. In short we expect all to Aspire, Thrive and Achieve.

We are seeking a Learning Mentor to join our well established and successful team here at FPHS. You might have an education, youth work or health background, looking to bring the lens of your experience e.g., mental health, CAMHS etc, to help us bridge the gap between education and therapeutic support. The Learning Mentors are part of the wider additional needs team and work closely with pastoral staff in order to ensure that equity and inclusion are at the heart of what we do here at school and that all pupils are given the right support in order to succeed: We recognise that barriers to learning are often rooted in mental health and emotional wellbeing; therefore, providing the right intervention at the right time is crucial for pupils to achieve personally and academically. In our "Falinge Family," we value the holistic profile of the child—addressing their psychological safety as a prerequisite for academic success. We understand that some pupils might need more support than others and we will always endeavour to provide that support. This is why the role of mentor is so important and why we have a team of mentors as well as a lead mentor working with some of our pupils.

We do not view 'pastoral care' and 'academic achievement' as two separate entities. In our school, care and education are fully integrated. We understand that as a child cannot learn effectively if they do not feel cared for; conversely, providing a high-quality, empowering education is one of the highest forms of care we can offer. To this end we provide a balance of both and know that success looks differently for each of us. We remain curious about ourselves and others so that we are constantly improving.

Because of this synergy, we hold a firm stance on our results; academic and personal outcomes are of equal importance. We have unapologetically high standards for all, refusing to sacrifice a student's wellbeing for a grade, nor lowering our academic standards in the name of support. We believe that to live well in the world a student should have choices and feel that they are empowered to make them.

### **Why should you come and work with us?**

We have high expectations and encourage all members of the community to continuously **aspire** to be the best that they can in everything that they do. This includes having excellent performance development opportunities for those with aspirations for leadership at all levels. For any professional joining us, this is a unique opportunity to apply your skills in a preventative, frontline educational setting, shaping the long-term outcomes of young people before they reach crisis point.

**Headteacher:** Mrs P O'Reilly

Falinge Park High School, Falinge Road, Shawclough, Rochdale, Lancs. OL12 6LD.

Tel: 01706 631246 | Email: [office@falingepark.com](mailto:office@falingepark.com) | Web: [www.falingepark.com](http://www.falingepark.com)

Professional learning is valued here at FPHS and we ensure that professionals can make decisions as well as empowering all to continue learning at all times. In addition to this the well-being of all members of our community is always considered in everything that we do and all decisions made so that all **thrive**.

We are a school that values learning in all areas.

### **Next steps?**

If you are interested in applying, please look at the person specification, our website and familiarise yourself with what we are about. When writing your application, I am interested in understanding why you want to work at our school as well as gathering information about your skills and knowledge that make you suitable for this role.

I look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink that reads "PO'Reilly". The signature is written in a cursive style with a long horizontal flourish at the end.

**Mrs Paula O'Reilly**  
**Headteacher**

**JOB DESCRIPTION**

<b>Academy:</b>	Falinge Park High School
<b>Section:</b>	Inclusion
<b>Location:</b>	Falinge Road, Rochdale. OL12 6DY
<b>Job Title:</b>	Learning Mentor (Behaviour)
<b>Grade/Range/Salary:</b>	Grade 6 (SCP) 19-22 Actual Salary £27,542 - £28,948 per annum
<b>Accountable to:</b>	Headteacher/Deputy Headteacher for Inclusion
<b>Accountable for:</b>	As directed by the Headteacher/Deputy Headteacher for Inclusion
<b>Hours of Duty:</b>	36.25 hours per week Term Time Only (195 days)
<b>Special Conditions of Service:</b>	<ul style="list-style-type: none"><li>• All posts require enhanced DBS clearance prior to appointment.</li><li>• Ability to attend occasional meetings out of school hours when required.</li><li>• Lifting and carrying as required.</li></ul>

**Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

**PURPOSE AND OBJECTIVES OF THE JOB**

1. To mentor individual and small groups of pupils who require additional support to overcome barriers to learning, including pupil wellbeing within the school, addressing the mental and physical needs of pupils/utilising psychologically informed approaches to address mental health, emotional regulation, and physical wellbeing.
2. To provide early-intervention and support that reduces the need for external clinical referrals by implementing low-level, evidence informed, therapeutic strategies within the school environment.

**CONTROL OF RESOURCES****Personnel**

To be responsible for the direction, support and motivation of self and any staff under postholder's control.

**Financial**

**Headteacher:** Mrs P O'Reilly

Falinge Park High School, Falinge Road, Shawclough, Rochdale, Lancs. OL12 6LD.

Tel: 01706 631246 | Email: office@falingepark.com | Web: www.falingepark.com

To work in accordance with Financial Regulations and procedures of the school.

### **Equipment/Materials**

To be responsible for the safe use and maintenance of equipment/materials used by the postholder.

To adhere to the school's rules and regulations relating to the use of ICT, email and intranet/internet access.

### **Health/Safety/Welfare**

Responsible for the health, safety and welfare of self and colleagues in accordance with Authority/School's Health and Safety policies and procedures and current legislation.

### **Equality**

To work in accordance with Watergrove Trust's Policy relating to the promotion of Equality and Diversity.

### **Training and Development**

The post holder will have a commitment in identifying and undertaking their own professional and personal development in accordance with Schools performance management framework.

### **Relationships (Internal and External)**

- Internal:
1. School staff
  2. Users of the before and after school provision
  3. Volunteers
  4. Pupils
  5. Governors

- External:
1. Parents/Carers
  2. Staff in other schools and within the Watergrove Trust & LA
  3. Suppliers of equipment and services
  4. External Agencies

### **Organisational Chart:**

<b>Headteacher</b>
<b>Deputy Headteacher for Inclusion</b>
<b>Lead Learning Mentor</b>
<b>Learning Mentor (Behaviour)</b>

## Values and Behaviours

Watergrove Trust's Mission is to be ever "**Providing more**" to the communities we serve, to enable life in all its fullness.

Our Trust is enabled by a mutual interdependency within which we will always:

- Coach
- Challenge
- Innovate

Watergrove Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

School's mission is to empower all to aspire, thrive and achieve.

<b>Aspire</b>	to want something very much, hope to achieve an aim
<b>Thrive</b>	to grow, develop, flourish and be your best self
<b>Achieve</b>	to success in finishing something or reaching an aim, especially after a lot of work or effort.

## RESPONSIBILITIES:

### The postholder must:

1. Perform his/her duties in accordance with the Trust's Equality and Diversity Policy.
2. Ensure that the Trust's commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

## PRINCIPAL DUTIES

1. To liaise with teaching staff to assess and provide particular support to targeted pupils to raise achievement, well-being and attendance and enable them to overcome barriers to learning.
2. To work on a 1:1 basis with targeted pupils to implement evidence-based action plans that mirror therapeutic goals.
3. To undertake home visits as necessary to work with pupils and their parents/carers to secure positive family support and identify barriers to learning and attendance, promoting positive mental health and well-being.
4. To work with the Pastoral, Safeguarding, SLT and Additional Needs Teams in order to support the behaviour and attitudes of pupils.
5. To liaise with teaching staff and external health professionals (e.g., CAMHS, School Health, Notes) to assess and provide support to targeted pupils.
6. To deliver strategies aimed at promoting human flourishing, resilience and confidence so that pupils are able to engage positively with learning and improve their academic and personal outcomes.

7. To deliver social, emotional, and mental health (SEMH) sessions, drawing on clinical and educational best practices to modify challenging behaviour and promote resilience.
8. To maintain detailed case-notes and records of interventions
9. To work alongside targeted pupils within the classroom as required.
10. Assist in the planning and running of homework and other clubs for targeted pupils at lunch time and at the start or end of the school day.
11. Assist in the planning and running of out of hours sessions, including during school holidays e.g., Completion of course work, development of study skills and revision programmes.
12. To act as an advocate for individual pupils.
13. To support the development of Pastoral Support Plans for individual pupils, including liaison with other agencies as appropriate, incorporating strategies for emotional resilience and anxiety management.
14. To track and monitor the behaviour of specific pupils.
15. To support with reintegration and reparative processes using a variety of methodologies.

## **SECONDARY DUTIES**

1. Uphold the professional standards expected by every member of Trust staff in all dealings with colleagues, students, parents/carers and the wider community and adhere to the principles expressed in the aims of the Trust.
2. Work collaboratively across departments with colleagues and students to ensure the Academy and Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.
3. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
4. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns as appropriate.
5. Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.
6. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.
7. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.
8. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).
9. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
  - a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
  - b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g., operate safe working practices including both mental and physical wellbeing.
  - c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.

10. To attend and participate in meetings as required.
11. Play a full part in the life of the Academy community, supporting our ethos and values encouraging staff and students to follow this example.
12. Support the Academy and the Trust in meeting our legal requirements for worship.
13. Actively promote the Academy and Watergrove Trust corporate policies.

***This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.***

To undertake such other duties and responsibilities of an equivalent nature, particularly in response to the changing role of the Trust, as may be determined by the Watergrove Trust from time to time in consultation with the postholder and, if he/she so wishes, with his/her trade union representative.

Job Description prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

**Please see below for person specification**

## PERSON SPECIFICATION

### Watergrove Trust Person Specification

<b>Academy:</b>	<b>Falinge Park High School</b>	<b>Post:</b>	<b>Learning Mentor (Behaviour)</b>
<b>Section:</b>	<b>Associate Staff</b>	<b>Scale:</b>	<b>Grade 6</b>

#### Note to Applicants:

**Essential Criteria (E)** are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The '*How Identified*' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You must include examples from either paid, or voluntary work. Do not leave gaps in employment.

**Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.**

Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview C Check certificates A Assessment
<b>Qualifications</b>		
To possess GCSE English and Mathematics at Grade A*-C, or GCSE Level 4 - 9, or a Level 2 qualification in Literacy and Numeracy.	<b>E</b>	<b>AF/C</b>
Relevant experience working with children and young people in an Education, Youth Work or Health context.	<b>E</b>	<b>AF/C</b>
Experience of working within a team to achieve objectives.	<b>E</b>	<b>AF/C</b>
Experience of mentoring.	<b>D</b>	<b>AF/I</b>
Experience of working in a school/college setting	<b>D</b>	<b>AF/I</b>
Further relevant qualifications from Education, Health or Youth Work	<b>D</b>	<b>AF/I</b>
<b>Skills, Experience &amp; Ability</b>		
Communication and sound interpersonal skills to build and maintain effective working relationships.	<b>E</b>	<b>AF, I</b>

Ability to empathise, influence, motivate and engage effectively with children and young people.	E	AF, I
Ability to work with parents/carers in difficult situations.	E	AF, I
Strong IT skills and the ability to integrate ICT into the learning process for pupils.	E	AF, I
Initiative and ability to resolve problems in sometimes stressful situations.	E	AF, I
Effective organisational skills to manage conflicting deadlines and work under pressure.	E	AF, I
Ability to keep accurate records and write reports.	E	AF, I
Creativity and resourcefulness skills to develop a range of strategies to assist children and young people to achieve learning objectives.	E	AF, I
Understanding and working knowledge of principles of child development, learning styles and independent learning.	E	AF, I
Knowledge of safeguarding and child protection procedures.	E	AF, I
A commitment to Inclusion, Equality and creating a culture of psychological safety in a school context.	E	AF, I
Knowledge of strategies used in working with young people facing a range of barriers to learning.	D	AF, I
Importance of safeguarding/child protection when working in an academy setting.	E	AF/I
Build effective working relationships with all students and colleagues.	E	AF/I
Interpersonal skills and the ability to communicate effectively and sensitively with children, young people and colleagues.	E	AF, I
Ability and commitment to work collaboratively and cooperatively with colleagues.	E	AF, I
The ability to organise and manage learning activities in ways which keep children safe	E	AF, I
The ability to promote a positive ethos, actively encourage and motivate children to advance their learning.	E	AF, I
Creative skills and resourcefulness to develop and adapt learning activities to meet different objectives.	E	AF, I
Able to demonstrate a commitment to improving own knowledge and practice.	E	AF, I
Ability to work effectively and calmly under pressure to conflicting deadlines.	E	AF, I
Able to maintain a safe, clean, orderly and productive working environment.	E	AF, I
Research, plan and implement project work according to specified timescales.	E	AF, I

High level of understanding of ICT systems and able to use competently.	E	AF, I
Knowledge of Google systems.	D	AF, I
Understanding of and willingness to use technology to support learning.	E	AF/I
Work effectively within a team environment, understanding classroom roles and responsibilities.	E	AF/I
Work within the Academy's ethos and role model positive attributes.	E	AF/I
Working with and/or caring for young people.	E	AF/I
How ICT can support learning.	E	AF/I
Understanding of secondary school curriculum.	E	AF/I
Commitment to inclusion in an academy setting.	E	AF/I
Communicate effectively and sensitively with students, young people and colleagues.	E	AF/I
Organise and manage learning activities in ways which keep students safe.	E	AF/I
Actively encourage and motivate students to advance their learning.	E	AF/I
Importance of safeguarding/child protection when working in an academy setting.	E	AF/I
<b>Personal Skills &amp; Attitudes</b>		
Motivated and keen to develop own knowledge and practice by participating in professional reviews and continuing personal development activities	E	AF, I
Committed to working within the school's policies and procedures and adhering to safe working practices	E	AF, I
Flexible in approach and able to meet the changing demands of the role	E	AF, I
Ability to attend meetings out of school hours	E	AF, I
Enthusiastic with a love of learning	E	AF, I
An understanding and proven commitment to all aspects of equal opportunities	E	AF, I
A caring and positive person	E	AF, I
Good communication skills – written and oral	E	AF, I
Well-organised and pays attention to detail	E	AF, I
Willingness to go the extra mile for our children	E	AF, I
Self-motivated	E	AF, I
<b>Values and Behaviours</b>		
Be committed to the school's core purpose of empowering all the aspire, thrive and achieve.		
Our Trust is enabled by a mutual interdependence within which we will always: <ul style="list-style-type: none"> <li>• Coach</li> <li>• Challenge</li> <li>• Innovate</li> </ul>	E	AF/I
<b>Special Working Conditions</b>		
Improve own knowledge and practice by participating in professional reviews and display commitment to continual professional development	E	AF/I

The ability to recognise and respond appropriately to situations that challenge equality of opportunity	<b>E</b>	<b>AF/I</b>
Be committed to working within the Academy's policies and procedures and adhering to safe working practices	<b>E</b>	<b>AF/I</b>
Ability to attend meetings out of the Academy's hours.	<b>E</b>	<b>AF/I</b>
Lifting and carrying equipment as required	<b>E</b>	<b>AF/I</b>