



# Learning Mentor

Salary band: SCP 11-17 (actual salary £20,590 to £23,194)

Term time plus 5 days

Closing Date: Monday 5<sup>th</sup> June @ 9am



**HOPE**

**ENDURANCE**

**FORGIVENESS**

**TRUST**

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Dear Colleague

Thank you for taking an interest in joining our staff team here at Bradford Forster Academy. We are well on our way to becoming an outstanding learning community and this is an exciting time to join us.

We are a relatively new 11-16 Church of England secondary academy and part of the Bradford Diocesan Academies Trust (BDAT), a growing, Christian, Multi-Academy Trust based in Bradford. Bradford Forster Academy opened in new purpose-built accommodation in the BD4 area of Bradford on 1st September 2015. The Academy started with Y7 students, working up to five-year groups in September 2019. We were inspected by Ofsted in March 2018, receiving a 'good' grade in all areas with many positive comments in the report, which you can read on our website, including 'Staff morale is high. Staff appreciate the quality of training they receive both within the school and across the trust.' As a church school we are also inspected by SIAMS and received an Outstanding report in July 2018.

Bradford Forster Academy is a student-centered place of learning, fully committed to providing all the students in its care with the highest quality of education. Our goal here at Bradford Forster Academy is to become an outstanding academy that delivers educational excellence, and our strapline underpins all we do: 'Everything is possible for one who believes' (Mark 9:23). The academy serves a multi-cultural community in which many of our students' experience high levels of economic and social disadvantage. As Principal, I am fortunate to work with a talented staff team who demand the highest standards of themselves and our students and deliver this with great commitment and enthusiasm. We need staff with energy and dedication who recognise the potential of our students and are willing to go the extra mile to help them achieve it, irrespective of their own role in our organization. Every member of the staff team at BFA (Bradford Forster Academy) has a part to play in creating a supportive, challenging culture, and securing positive futures for our young people.

There is a strong emphasis on relationships between staff, students, and parents; the Form Tutor is the first point of contact with the family. The Christian ethos of the academy supports and encourages students and staff to explore their own and other faiths and develop their spiritual awareness. This is integral to life at Bradford Forster Academy.

We offer a comprehensive and personalised CPD programme consisting of internal and external courses and training, which are intended to develop staff expertise. We place great emphasis on common goals and teamwork, and as an academy we are consistently looking for ways to further 'raise the bar' both for our students and our staff.

This is an exciting opportunity for a talented and ambitious professional to make a sustained and substantial contribution to the growth and development of the academy. If you share our enthusiasm for making a difference and would like to visit us, then please get in touch.

I hope the enclosed information is helpful and will encourage you to apply; I look forward to meeting you and reading your application.

With all good wishes

**Mrs Cath Proud, Principal**

## Vision and Ethos

### **'Everything is possible for one who believes' (Mark 9:23)**

The vision for the Academy is to further raise the hopes, aspirations and ambition of our students, their families, and the local community, by generating self-belief, self-esteem, and confidence through:

- Focusing upon high quality teaching and learning, standards of attainment and achievement, the best student care and support to transform the education of the young people served by the Academy.
- Providing outstanding opportunities for young people to develop healthy and active lifestyles, enjoy their learning and achievement, act and behave safely and become well prepared for adult life in a rapidly changing society.
- Actively promoting self and mutual respect, good conduct, and behaviour.
- Developing an educational organisation of which the students, staff and local community is both proud and feels part of and of which they make extended use.
- Creating a culture which celebrates success within and beyond the Academy, for example in securing greater numbers of students progressing to higher education or employment with training.
- Providing opportunities for students to explore their own and other faiths.

We set high standards and have high expectations for both learning and personal development. We strive to set our children on the best path for their future, by instilling self-belief and self-confidence in what they can achieve.

### **Ethos and Culture**

In creating a successful ethos, culture and climate in the Academy, the following are essential characteristics:

1. Student learning, attainment, achievement, and well-being are at the centre of strategic thinking, planning and actions.
2. A 'can do' attitude is actively promoted and prevalent throughout the Academy. Staff work collaboratively in the best interest of the students in our care.
3. Underpinned by high aspirations and ambition for both students and staff, there is an expectation for everyone to be determined and have a desire and commitment to continuously improve.
4. The Academy is an inclusive organisation with shared facilities e.g., dining room, social spaces for students and staff. In addition, there are dedicated staff work and professional development facilities.

The Academy is a faithful community, starting each day with two minutes of reflection time, where students can gather their thoughts before beginning their day. Whilst our student-centred learning is founded on a Christian ethos, Christian values and Christian principles underpin our work, our students are supported to explore their own spirituality and to recognise and understand the beliefs of others.

## Application Process

The closing date for all applications is Monday 5<sup>th</sup> June 2023 @ 9am

Applications must be made through the [MyNewTerm](#) website.

All applications will be acknowledged within 48 hours. Should you fail to receive a confirmation, please call 01274 302400

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within two weeks of the closing date, please assume your application has been unsuccessful.

### References and Police Checks

All offers of appointment will be subject to receipt of satisfactory references. Specified post, which involves substantial one to one access to children, will be subject to a search of police criminal records and appointment to these posts will be conditional upon confirmation by the police of information provided to us by the applicant.

All appointments will be subject to an enhanced criminal records check.

### Inclusion

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation, or disability. The person specification sets out the criteria used to assess candidates through the selection process.

## **Bradford Diocesan Academies Trust (BDAT)**

Bradford Forster Academy is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

### **General Information and Background**

Bradford Diocesan Academies Trust (BDAT) is a Multi- Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford and is part of the Diocese of Leeds. BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at [www.bdat-academies.org](http://www.bdat-academies.org).

### **Our mission statement**

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable them to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working. We believe this means we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

### **Our Christian ethos**

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.

### **ICARE**

At BDAT we have considered the importance, effectiveness and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE". To download our ICARE consultation documents please [click here](#)

### **BDAT People: Our Faculty of Professional and Career Development**

The BDAT Faculty of Professional and Career Development brings together into a single entity all that we currently do to recruit, develop and retain our staff. The faculty provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice.

By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

## Job Description

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings therefore may have been used below; in which case all the usual associated routines are naturally included in the job description.

**Post title:** Learning Mentor  
**Salary:** Salary band SCP 11-17  
(£20,590 - £23,194 per annum)  
**Hours:** 37 hours per week –Term time plus 5 days  
**Responsible to:** SENDCo

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings therefore may have been used below; in which case all the usual associated routines are naturally included in the job description.

**Purpose of Role:** To support students who are facing difficulties in school because of issues related to social, emotional, personal, behavioral problems or other factors. To help these students overcome their barriers to learning and fully engage with lessons to become more effective learners, and to improve academic and pastoral progress.

## Duties and responsibilities

### Teaching and learning

- Promote consistently high expectations of all students and make they are making good progress by offering targeted academic and pastoral support
- Identify students or groups of students who are facing learning difficulties, and put initiatives in place to address the barriers to learning they're experiencing
- Promote and support inclusion for all students including those with SEN, EAL or with a physical disability
- Role model good levels of literacy and numeracy, and encourage improvement in these areas among students who are struggling
- Role model good levels of behaviour for learning, modelling how to work effectively and how to self-regulate and moderate their own behaviour
- Develop action plans for students facing particular difficulties, and work with staff/parents/carers to put them in place
- Work with individuals and small groups of students as directed to provide bespoke or specifically planned intervention programmes to enhance behaviour and/or learning leading to greater access to the curriculum and improved progress and outcomes
- Where appropriate, discuss with SEND team, teaching staff and parents/carers barriers to learning, student key issues and plan next steps
- Where required, provide examination support for students on an individual or small group basis or in a supervisory role in a larger group setting. This may, occasionally, involve off-site provision.



## **Behaviour and safeguarding**

- Work with parents, carers, students and staff to create open discussions about students' needs, the school's expectations and what appropriate support looks like
- Work with students to demonstrate, teach and encourage good behavior in line with the school's behavior policy
- Support the physical and emotional wellbeing of students, encouraging confidence and self-esteem through listening to them, and through individual and group support
- Follow all relevant legislation, guidance and procedures regarding child protection, safeguarding, and health and safety
- Support the attendance and punctuality of all students, and work to improve attendance rates where issues are identified, recognising how this links to students' wellbeing
- Work collaboratively with colleagues and appropriate external agencies to support students' development and progress

## **Curriculum and leadership**

- Demonstrate enthusiasm for learning and improving skills, and model this to all students
- Liaise with families and develop good relationships with parents/carers, becoming a recognisable and approachable contact within the school
- Where appropriate, take part in student absence or reintegration meetings, and communicate with parents/carers
- Take part in line management within school, and set goals for continuing professional development
- Report to the SENDCo on student progress and behaviour
- Maintain accurate and up-to-date records and prepare written evaluations and reports
- To complete any other reasonable tasks or duties as directed by the SENDCo or other members of the academy leadership team as required.

### **Any Special Conditions of Service:**

Bradford Forster Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All employees are required to have a clear enhanced Disclosure and Barring Service (DBS) check.

There may be a need to work outside of normal working hours and off academy premises, as required by the Head of School. The academy operates a strictly no smoking policy.



## Person Specification

**Post Title: Learning Mentor**

|                       | <b>Essential</b>  | <b>Desirable</b>   | <b>Evidence base</b>          |
|-----------------------|---|--|-------------------------------|
| <b>Qualifications</b> | <ul style="list-style-type: none"> <li>• GCSE or equivalent level, including at least a Grade C in English and maths</li> <li>• Additional qualifications/experience in teaching and/or SEND provision (desirable)</li> </ul>   | <ul style="list-style-type: none"> <li>• Experience of working in a school environment.</li> </ul> | Application form<br>Interview |
| <b>Experience</b>     | <ul style="list-style-type: none"> <li>• Working with children of school age, in mainstream or special education, and managing situations relating to challenging behaviour</li> <li>• Identifying and assessing students' needs and barriers to learning</li> <li>• Delivering programmes with students with learning difficulties (specific or general) and/or challenging behaviour, including one-to-one, small group and whole-class activities</li> <li>• Coaching and advising staff on suitable learning and/or behaviour interventions</li> <li>• Working closely with families/carers</li> <li>• Working collaboratively with outside agencies and participating in meetings</li> </ul> | <ul style="list-style-type: none"> <li>• SIMS database</li> </ul>                                  | Application form<br>Interview |

|                             |  |  |   |
|-----------------------------|--|--|---|
| <b>Skills and Knowledge</b> | <ul style="list-style-type: none"> <li>• Ability to build positive, relationships with a range of stakeholders, based on trust and integrity, to secure the best provision for all students</li> <li>• Strong listening skills and proven ability to deal with sensitive situations with integrity</li> <li>• Proven ability to communicate effectively with adults and children, including through written and verbal communication</li> <li>• Good decision-making skills within the remit of the role</li> <li>• Willingness to ask for and accept feedback</li> <li>• A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment</li> <li>• Proven ability to tailor interventions to meet individual students' needs</li> <li>• Excellent understanding of safeguarding policies and procedures and their role in child protection</li> <li>• Strong skills and knowledge of engagement and de-escalation techniques</li> <li>• Proven ability to be flexible to changing workload demands and new challenges</li> <li>• Ability to use IT systems and to conduct analysis and produce reports</li> </ul> |  | Letter of Application, Interview, and reference |
| <b>Personal qualities</b>   | <ul style="list-style-type: none"> <li>• Willingness to provide the best possible opportunities for all students</li> <li>• Ability to relate to young people and act as a positive role model</li> <li>• Well-developed sense of empathy</li> <li>• Well-organised, proactive and self-motivated</li> <li>• Good time management skills</li> </ul>  |  | Interview and reference                         |

|                        |   |  |                                |
|------------------------|---|--|--------------------------------|
|                        | <ul style="list-style-type: none"> <li>• Commitment to upholding and promoting the ethos and values of the school</li> <li>• Ability to work collaboratively as a member of a team</li> <li>• Ability to remain calm, work well under pressure and prioritise effectively</li> <li>• Ability to apply and uphold academy rules in a warm yet strict and fair way with consistency</li> <li>• Commitment to maintaining professionalism and confidentiality at all times</li> <li>• Commitment to safeguarding, equality, diversity and inclusion</li> </ul> |  |                                |
| <b>Christian Ethos</b> | <ul style="list-style-type: none"> <li>• Commitment to promoting the Christian ethos, values, and truths in all elements of Academy life and education.</li> </ul>  |  | Application form and interview |

### **This Personnel Specification**

This personnel specification describes the job requirements on which the short listing and selection decision will be based. To be selected for an interview you must be able to show that you meet all the 'essential' requirements for the post. The very best candidates are most likely to also meet the 'desirable' criteria. To ensure that the short-listing panel can make a proper assessment of your suitability for the post, please ensure that the application shows how you meet the requirements set out in the personnel specification.

## Learning Mentor

**Start Date: ASAP**

**Salary band: SCP 11-17 (actual salary £20,590 to £23,194**

**Term time plus 5 days**

**Closing Date: Monday 5<sup>th</sup> June @ 9am**

**Bradford Forster Academy is an 11-16 Church of England secondary Academy and part of the Bradford Diocesan Academies Trust (BDAT), a growing Christian Multi-Academy Trust based in Bradford. The Academy opened on 1 September 2015 and now has over 1000 students on roll. Within BDAT there is an exciting opportunity to work across a variety of growing diverse schools.**

To support students who are facing difficulties in school because of issues related to social, emotional, personal, behavioural problems or other factors. To help these students overcome their barriers to learning and fully engage with lessons to become more effective learners, and to improve academic and pastoral progress.

### **The successful candidate will:**

- Possess experience in a learning environment.
- Have excellent communication skills and the ability to relate to students.
- Promote and support inclusion for all students including those with SEN, EAL or with a physical disability
- A talent to manage and develop trusting and professional relationships effectively.
- Demonstrate enthusiasm for learning and improving skills, and model this to all students

### **We can offer you:**

- An attractive, very well-resourced working environment.
- Effective and supportive colleagues.
- Opportunities for personal and professional development.

For full details, application form with information pack, please visit the [MyNewTerm](#) website

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS).