

Learning Mentor

Candidate Information Pack

St Michael's Church of England High School



About Liverpool Diocesan Schools Trust

We believe

Jesus said, 'Let the children come to me.' (Mt 19).

We believe that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools. The Liverpool Diocesan Schools Trust (LDST) has an important role to play in improving the attainment of pupils across the Diocesan region.

What is our Purpose?

Working together with our school communities, providing an excellent education and life-enhancing relationships with the Christian faith and Jesus Christ.

We do this through:

- Being a family of schools that is committed to well-being and supporting each other, so that all children, learners and staff across our Trust, flourish.
- Connecting with each other to share practice and provide an excellent education that is built on distinctly Christian values.
- A commitment to inclusion, ensuring that all learners thrive through an education that teaches wisdom, instils hope, nurtures community, and embeds dignity and respect.
- Strong bonds of collaboration, innovative approaches to education and a shared purpose amongst schools, families, and communities.

What is our vision?

As a Diocesan Trust, our Christian values are intrinsically linked to our commitment to provide an innovative, high quality education, so that children and learners make excellent progress and fulfil their academic potential, by ensuring that:

- We live out our **Christian values** to **develop future citizens** who can contribute positively to a caring, compassionate nation.
- We share a Trust-wide commitment to providing an **education** that enables children and learners to **flourish and achieve** - academically spiritually, morally, socially, culturally, physically.
- We celebrate **diversity, address inequality, overcome disadvantage** and **raise aspirations** so that learners can achieve their **highest academic potential**.
- Access to an **inspirational curriculum** and **excellent teaching** enables our children to acquire a **deep body of knowledge** and a zest for **life-long learning**.
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- Our schools can thrive under outstanding **local leadership**, accountable to the Executive team and Board of Directors.
- We identify **talents** and provide opportunities for **staff** to develop, pursue career developments and contribute significantly to **wider improvements**
- We maintain a strong emphasis on **safeguarding** and the **mental health and well-being** of all our pupils and staff.
- Our schools are self-sustaining, **inclusive learning communities** of professionals who **connect and collaborate** to **share best practice** and **innovative approaches rooted in informed evidence**.

Our Core Values

We value Difference

We are respectful of the:

- **Uniqueness** of each individual school
- **Differences** within each school and community

We value Local

- Providing aligned support and central services to empower local leaders to make local decisions that meet the needs of the local communities

We value Collaboration

- We value the opportunities to **collaborate** and work as a **team** to improve outcomes across our Trust

We value Inclusion

- We welcome **all** and are committed to ensuring that **each pupil** receives an educational experience related to their **own** personal gifts or needs
- We celebrate **diversity** and the individual talents of our pupils and staff

We welcome pupils of all faiths and none

We are a fully inclusive organisation and encourage applications from individuals from minority communities.

About St Michael's Church of England High School



St Michael's Church of England High School, Crosby is an over-subscribed 11-18 mixed comprehensive school which is part of LDST (Liverpool Diocesan Schools Trust). The school is situated in Crosby, in a popular residential area, close to open countryside and an impressive coastline, and offers excellent transport links.

Our Church of England status is extremely important to us, and our Christian Vision and Values underpin every decision that we make for our young people. As the only Church of England secondary school in Sefton we offer a distinctive education based upon our Christian Vision and Values.

Post: Learning Mentor, Permanent contract

Start date: 4th November 2024

We are seeking to appoint an enthusiastic person with relevant experience, who displays a high level of personal drive and energy, who will provide pastoral support and care to pupils within a year group, so that they can flourish spiritually, academically and personally.

Working within an agreed system of supervision, you will need to develop and provide a complementary service to teachers and support staff in school, addressing the needs of students who require help to overcome barriers to learning, both inside and outside the school, in order to achieve their full potential.

The successful candidate will:

- Hold unconditional positive regard for the students and families
- Be experienced at building good relationships
- Be able to communicate effectively with a range of audiences
- Demonstrate excellent time management and organisation skills

The closing date for applications is **Monday 7th October 2024 at 12 noon**. To apply for the post, please return your application form to:

smh.recruitment@ldst.org.uk

Job Description

Title: Learning Mentor**Salary:** (Grade E) SCP 7-11 £24,294 pa - £25,979 pa pro rata

Approximate salary range: £20,449 pa - £21,868 pa

Hours: 36 hours per week, term time. Start and end times will be determined by mutual agreement but may range from 8:00am – 4.15pm.**Contract type:** Permanent**Accountable to:** Deputy Headteacher/Head of Year/Progress Leader**Location:** St Michael's Church of England High School**Key Purpose**

- To ensure all of our students, but particularly those who face disadvantage, flourish academically, personally and spiritually, by supporting our heads of year to ensure that students can go on to lead fulfilling and meaningful lives beyond their time at the school. Using a 'whatever it takes' mentality, Learning Mentors are the first port of call for students.

Daily Responsibilities

- Attend duty points on time
 - 8:15 – 8:45am each day
 - Break each day
 - Lunch each day (lunch breaks will be taken before or after student's lunch time)
- Attend detentions from 3.15pm – 3.30pm each day
 - Collect students during period 5
 - Support HOY/Progress Leader with phone calls for those who have not attended detentions
- Actively support those who require additional support with 100% uniform and equipment before the start of the school day
- Arrange pastoral student meetings when requested by students or staff and log concerns on CPOMS
- Liaise with parents/carers and pass on necessary information to appropriate staff
- Respond to emails and phone calls from parents/carers within 2 days, with urgent enquiries responded to within 24 hours. Where possible, these should be done at the end of the day, in a professional manner, avoiding overfamiliarity.
- Notify parents within 1 hour of a student being taken to Referral.
- Support with ensuring 100% attendance in a year group:

- Have a conversation with each late student each day they are late
- Phone home for every absent child each day they are absent, ensuring that the whereabouts of every student is confirmed by a responsible adult.

Weekly Responsibilities:

- Weekly Pastoral Priority meetings with students identified in weekly HOY/Progress Leader meetings, including logging minutes and actions on CPOMS
- Attend safeguarding and EHAT meetings as directed by the DSL
- Make positive phone calls home as agreed with HOY/Progress Leader
- Complete relevant CPD, to develop pastoral support skills

Administration

- Maintain accurate records of interventions.
- When staffing the Student Services desk, maintain accurate records of pupils accessing the service and communicate with staff, students and parents as necessary.
- When conducting first aid support, maintain accurate records of care given and pass on any health and safety issues to the school's health and safety lead.
- Analyse relevant data for pupils within the relevant year group, including but not limited to behaviour, attendance and safeguarding reports, to identify pupils requiring intervention and in order to assess the impact of interventions.
- Liaise with external agencies to coordinate additional interventions for pupils within the year group.

Professional Development

- Keep up to date by researching informed behaviour strategies, trauma informed practices and government guidance, to ensure that our pupils receive the very best pastoral support to help them to be successful during their time at the school and beyond.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Undertake Trauma Informed School training.
- Participate in the school's Performance Management Programme and engage in appropriate continuing professional development.

Professional Responsibilities

- Keep up to date by researching informed behaviour strategies, trauma informed practices and government guidance, to ensure that our pupils receive the very best pastoral support to help them to be successful during their time at the school and beyond.
- Work as part of a team, appreciating and supporting the role of other people in the team.

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.
- Work with the SENDCo and class teachers, to ensure that the needs of the more able students and those with special educational needs are met.
- Carry out all roles and responsibilities in a way which reflects the mission and values of St Michael's CE High School.
- Establish and promote productive relationships with staff, students, parents/carers and governors, acting as a role model and setting high expectations.
- Contribute to a culture of continuous improvement.
- Comply with all reasonable management requests.
- Supervise children at lunchtime, as required, supervise examinations and after school provision in a variety of ways.

Support for the School

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development/improvement plan.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities as required.
- Assist in the specific medical and care needs of children when specific training has been undertaken.
- Complete Appointed First Aid at work Training as required.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues.

Liverpool Diocesan Schools Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment to keeping children safe. Any offer of employment will be subject to statutory pre-employment checks including satisfactory references, online checks, Enhanced DBS, and Barred List checks. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (as amended in 2013 & 2020) and shortlisted candidates will be required to disclose any relevant criminal history prior to interview. Candidates must also be able to demonstrate their Right to Work in the United Kingdom.

<h2 style="text-align: center;">Person Specification – Learning Mentor</h2>	Essential (E) or Desirable (D)
<p>Skills</p> <ul style="list-style-type: none"> <p>• Communication & Influence Selects the appropriate content and delivery style to communicate ideas, plans and decisions. Ensures communication delivers the right sense of urgency and importance. Speaks and writes in a way that results in an effective action. Asks questions to check understanding of the message and understands the importance and benefit of two-way communication.</p> <p>• Team working Ability to build trust and respect with individuals throughout the school, developing collaborative and consultative working relationships across schools. Communicates openly and interactively, listening carefully to others and valuing their opinion. Openly shares information and own expertise with others to enable them to achieve their goals.</p> <p>• Adaptability Contributes personally to the change process. Helps others to understand the need and reasons for the change. Effectively implements new ideas and methods to adapt working practices. Helps plan, develop, set up and monitor systems and processes to effect change. Challenges existing practices and conventional thinking.</p> <p>• Organisational Awareness Keeps up to date with educational developments, analysing and interpreting how this impacts on own area of responsibility. Uses this external awareness to see new and different possibilities, thinking laterally to develop creative and innovative ideas and practical solutions to meet the needs of the school. Regularly networks inside and outside the school to exchange ideas and information.</p> <p>• Use of technology Can use and understands the purpose of Information Communication Technology (ICT) and is able to develop the use of technology within own workplace by utilising a variety of standard software available. Is able to manipulate data and extract information, which is then presented in an appropriate format. Has the ability to share skills and knowledge within the workplace and provides advice and guidance to others.</p> 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p>

<p>Qualifications and Experience</p> <ul style="list-style-type: none"> • Level 2 qualifications or equivalent in English and Maths • Relevant qualification of working with children relevant to the post • Willingness to participate in relevant training and development opportunities • Willingness to undertake appointed person certificate in first aid administration 	<p>E D E E</p>
<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Proven track record of working with children and young people • Understanding of principles of child development, learning styles and independent learning • Understanding of inclusion, especially within a school setting • Working knowledge of relevant policies/codes of practice/legislation • Understanding of statutory framework relating to teaching and learning • Ability to relate well to children and adults 	<p>E E E D E</p>
<p>Professional Values and Practice</p> <ul style="list-style-type: none"> • Willingness to support the school and Trust’s Christian ethos and character • Demonstrates high expectations for all pupils. • Ability to build and maintain successful relationships with people, treat them consistently, with respect and consideration. • Ability to work collaboratively with colleagues and carry out the role efficiently, knowing when to seek help and advice. • Ability to improve own practice through observations, evaluation and discussion with colleagues. 	<p>E E E E</p>

How to Apply

Application Process

The application process for this role is a 2-stage process:

- Application form
- Interview

To be considered for this role you must complete the LDST application form. We are unable to accept CV applications, or applications from agencies.

Once the closing date has been reached all applications will be reviewed. The candidates who best demonstrate the skills listed in the person specification in their application will be invited to interview.

To ask any questions, or to submit your completed application form, please email smh.recruitment@ldst.org.uk or call 0151 924 6778.

LDST reserves the right not to progress candidates to the next stage of the process, or not to appoint to the role if candidates fail to demonstrate the essential criteria in the person specification.

Applicants from overseas are advised to obtain an overseas criminal check before they apply for a visa as the post is in the education sector.

Closing Date: Monday 7th October 2024

Interview Date: To be confirmed

Start Date of Post: 4th November 2024

School visit dates:

Please contact the school office on 0151 924 6778 or email smh.recruitment@ldst.org.uk to arrange a visit.

Our Trust Prayer

Heavenly Father,
Let peace, friendship and love grow in our schools.
Send the Holy Spirit to give
excellence to our learning
love to our actions and
joy to our worship.
Guide us to help others,
so that we may all
Learn, Love and Achieve, Together with Jesus.
Amen