

**Learning Mentor**

Highfield School

Application Pack

Contents

* Welcome Letter
* The School
* Job Description
* Post Specification
* How to Apply

Welcome Letter

Dear Applicant

Thank you for your interest in the position of Learning Mentor at Highfield School.

Due to our increase in pupil numbers, we are looking to recruit a full time Learning Mentor.  Ideally, you will have a good understanding of our pupils' special educational needs and/or prior experience of working in education.

The successful candidates should be:

• committed to providing the best opportunities and ensuring outstanding outcomes for learners;

• an ambitious team player with excellent interpersonal skills;

• an excellent practitioner with high expectations of self, pupils and the community we serve;

• able to maintain a positive approach when faced with challenges;

• able to motivate, inspire and encourage learners to strive for excellence in all areas.

You will join a team of hardworking, friendly and committed staff, governing body and engaged parents. We offer a well-resourced environment and good opportunities for professional development.

I look forward to hearing from you and welcome you contacting me in advance of your application should you require any further information.

Yours faithfully,

Mrs Rebecca Thompson

Headteacher

The School

We are a local maintained school providing education for pupils with severe learning needs. Our pupils come from all over the Wakefield area and some from further afield, to benefit from our specialised teaching, excellent pastoral care and the wide range of specialist support services and interventions we provide through our curriculum offer.  
Our ambition is to ensure that every pupil is well prepared for the next stage of their education and for adult life, be that finding meaningful employment, continued education, supported or independent living.

At Highfield school we provide a student-centred curriculum, delivered in an inclusive environment. Students develop their communication, independence and social skills to make good or better personal progress towards their EHCP outcomes. We prepare them for the responsibilities and experiences of adult life, building resilience opportunities throughout the curriculum.

Our school vision statement ‘maximising potential for confident and independent futures,’ is embedded through our six-strand curriculum across four pathways in year 7 to 11. These are, semi-formal, formal and blended and SCERTS. The SCERTS curriculum pathway introduced in September 2022, which is a comprehensive intervention model for students with autism and their families. In Post 16 we have three pathways which are, Moving on, Futures and City Futures, which was introduced in September 2022.

Highfield is a school which caters for students with severe and complex learning difficulties and autistic spectrum conditions. A significant number of our learners have associated complex needs relating to visual, hearing and speech impairment, social and emotional difficulties, communication difficulties, a range of chromosomal difficulties and in some cases, physical difficulties.

The development of our fantastic green field site has seen the inclusion of a purpose built Post 16 facility, a sensory room, a library, a fitness suite and the refurbishment of the main entrance, administration office spaces and our Emotional Health and Well- being area. We also have a wide range of outdoor facilities including a wildlife area which supports our Forest School status, a poly tunnel for horticulture, Animal Unit and well maintained sports facilities that contribute to the positive learning experiences of our students. Visitors to our school comment very positively on the warm welcome they receive and the quality of the provision, as well as the outstanding attitudes and behaviour of our fantastic students, of whom we are very proud.

We have a large, well-qualified and committed staff group who work very effectively in teams. All staff members are well supported through supportive appraisal processes to improve their practice and are encouraged to develop professionally. There are clear progression pathways identifiable within the school.

The school has grown significantly during the past five years and has made substantial changes to its model of leadership and curriculum in order to better meet the needs of our pupils. Our most recent Ofsted, November 2023, found that the school was Good overall with outstanding personal development, behaviour and welfare.

Job Description : Learning Mentor GS5538

Reporting to:

HLTA with responsibility for behaviour and safety

Faculty Lead Behaviour and Safety

Grade and Salary : Grade 6, £14.36-£15.84ph (actual salary range £20,108 - £22,175)

Hours: 31hours 15 minutes per week, term time plus 5 inset days

**Overall purpose of the post:**

Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

**Main duties and responsibilities**:

* Provide pastoral support to pupils
* Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
* Undertake supervisory work within the Hut area of the school
* Attend to pupil’s personal needs and provide advice to assist in their social, health & hygiene development
* Participate in comprehensive assessment of pupils to determine those in need of particular help
* Monitor and update attendance and behaviour data through MIS
* Liaise with Administrative staff as required
* Assist the teacher with the development and implementation of individual education/behaviour/support/mentoring plans
* Support provision for pupils with special needs
* Establish productive working relationships with pupils, acting as a role model
* Develop 1:1 monitoring arrangements with pupils and provide support for distressed pupils
* Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
* Contribute to the induction of students who are new to the school, including planning for the transition processes as appropriate to individual needs
* Phases/integration of those who have been absent
* Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
* Challenge and motivate pupils, promote and reinforce self-esteem
* Provide feedback to pupils in relation to progress, achievement, behaviour, attendance, etc

**Support for Teachers**

* Liaise with feeder schools and other relevant bodies to gather pupil information
* Support pupils’ access to learning using appropriate strategies, resources, etc
* Work with other staff in planning, evaluating and adjusting learning activities as appropriate
* Monitor and evaluate pupils’ responses and progress against action plans through observation and planned recording
* Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
* Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
* Assist in the development and implementation of appropriate behaviour management strategies
* Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home to school and community links
* Assist in the development, implementation and monitoring of systems relating to attendance and integration
* Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc

**Support for the Curriculum**

* Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
* Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
* Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

**Support for the School**

* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
* Contribute to the overall ethos/work/aims of the school
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
* Attend and participate in regular meetings
* Participate in training and other learning activities as required
* Recognise own strengths and areas of expertise and use these to advise and support others

**Working Conditions:**

* The nature of the post may involve some ongoing physical effort for long periods e.g. standing or walking.
* The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.
* The post involves contact with people which through their circumstances or behaviour regularly places emotional demands on post holder

**Characteristics of the Post:**

* The ability to occasionally attend meetings as required by the Headteacher/Line Manager.
* Employees are encouraged to participate in training activities in order to enhance their own personal development.
* All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

**The employment checks are required:**

* Evidence of entitlement to work in the U.K.
* Childcare Disqualification Declaration (where applicable)
* Evidence of essential qualifications – see page 1 of this job specification
* Two satisfactory references
* Confirmation of medical fitness for employment
* Registration with appropriate bodies (where applicable)
* Enhanced DBS Disclosure

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at intervals and it may be subject to modification or amendment at any time after consultation with the post holder of the post.

|  |  |  |
| --- | --- | --- |
| **Post Specification** | | |
|  | **Essential** | **Desirable** |
| **Qualifications/ Training** | NVQ 2 or 3 for Teaching Assistants or equivalent qualification or experience  or  Supporting Teaching and Learning in Schools Level 3 |  |
| **Knowledge** | Good Numeracy/ Literacy Skills  Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation  Working knowledge of national curriculum and other relevant learning programmes  Understanding of principles of child development and learning processes and in particular, barriers to learning  Full understanding of the range of support services/providers  Appropriate knowledge in First Aid |  |
| **Experience** | Experience working with children of relevant age  Experience of working with pupils with additional needs |  |
| **Physical Skills** | Accurate record keeping |  |
| **Competencies and other skills required** | Ability to plan effective actions for pupils at risk of underachieving  Ability to self-evaluate learning needs and actively seek learning opportunities  Ability to relate well to children and adults  Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these |  |

How To Apply

To apply please complete our application form, preferably completing it electronically.

Please ensure that you have addressed the requirements of the job description and person specification within the application form.  Please pay particular attention to the 'Information to support your application' section, using this to demonstrate how your experience, skills and abilities match our requirements for this post.  This statement should be no more than 2 sides of A4, font size 11.

Please note CVs will not be considered and should not be included. References will be requested for all short-listed candidates prior to the interview.

Applications should be forwarded to Ms P Sayle, School Business Manager Manager by post or electronically to [psayle@highfield.wakefield.sch.uk](mailto:psayle@highfield.wakefield.sch.uk), to reach us no later than **3pm Tuesday 22nd April 2025**.

If you would like to arrange a visit to the school, please contact the Admin team on 01924 264240.

Applicants selected for an interview will be informed by email. The interviews are scheduled for **week commencing 28th April 2025**. Further details will be provided to successful applicants along with the interview notification.