



Nether Green Junior School

Learning Mentor Level 1

Recruitment Information Pack



Fulwood Road
S10 3QA
Tel: 0114 2302461
Email: www.nethergreen-jun.sheffield.sch.uk
Website: nethergreenjuniorschool.co.uk

Head Teacher: Mr W Allen
Chair of Governors: Mr S Middleton
Number on roll: 380

Recruitment Information Pack

Thank you for requesting information for the post of **Learning Mentor Level 1**.

On behalf of the Governors of Nether Green Junior School, thank you for requesting information for the above vacancy. We hope the information enclosed is useful to you.

As we take the role of caring for the children in our school very seriously, the recruitment process will have a focus on child protection.

Please do not hesitate to contact us if there are any other questions you have.

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Welcome from the Headteacher

Dear Applicant,

Thank you for your interest in joining Nether Green Junior School. My name is Will Allen and I am the Headteacher here, and I am really pleased that you are considering us.

Nether Green is a place built around relationships. We believe children cannot learn, grow or thrive unless they feel safe, connected and genuinely valued, and that belief runs through everything we do, from how we teach to how we care for one another as a staff team. Over recent years we have built on this, developing a relational approach that shapes every interaction in our school: we know that behaviour is communication, that safety comes before learning, and that consistent, trusting relationships are the most powerful tool we have, for children and for the adults who work with them.

Our six school values, Effort & Resilience, Independence, Pride, Empathy, Teamwork and Respect, sit right at the heart of that approach, and you will find them explicitly taught and modelled by everyone here, every day. As a leader I try to be transparent, and I am always reflecting on how we, and I, can do things better. I look for the same qualities in the people who join our team.

What We're Looking For

We are looking for people who are:

- reflective, and always looking to develop and improve
- hardworking, and able to bring the right mindset and energy to the job every day
- honest and open, especially when they need support
- willing to recognise and share their own strengths, because it is by each of us using what we are good at, in our own way, that we build a genuinely strong team
- committed to our relational approach and to living out our school values
- caring and committed to working with children
- willing to work collaboratively and play a full part in the wider life of the school
- holding high expectations of every child, whatever their background or circumstances, and striving to make sure every child has the opportunity to succeed



In return, we offer a supportive environment to work in, a hardworking and friendly staff team, good professional development, and enthusiastic children with a wide range of talents and abilities.

If you would like to find out more, I would encourage you to visit the school and see us in action, or to get in touch with any questions. I hope the information in this pack gives you a real sense of what Nether Green is about, and I look forward to receiving your application.

Yours sincerely,

Will Allen

Will Allen

Headteacher



**Artsmark
Silver Award**
Awarded by Arts
Council England

Information About Our School

Nether Green Junior School is a large, popular junior school in the west of Sheffield, with a wide catchment area that stretches from Mayfield Valley into the centre of town. Most of our children join us from Nether Green Infant School and Broomhill Infant School, and the school tends to be oversubscribed.

We have approximately 380 children on roll, organised into thirteen registration groups, three classes in each year group, plus an Integrated Resource for pupils with Communication and Interaction, and Cognition and Learning needs, which has places for 16 pupils. Our mainstream teachers and our Integrated Resource staff work closely together, and children from the Resource integrate into mainstream classes for lessons such as PE, music, art and a variety of other subjects, wherever this suits their needs.

Our main building is a Victorian building housing ten classrooms, a music room, the head teacher's and administrator's offices, alongside two double mobile classrooms that provide teaching space for our Year 4 children and further group space. Community groups use the building during the evenings, including an After School Club providing extended care for children before and after the school day.



Our library sits within our main hall, right at the centre of the school, reflecting how much importance we place on reading and on developing a genuine love of books. The main hall is also where we come together as a whole school, including our weekly celebration assembly, where we recognise the achievements of everyone in our school community, and it has a permanent stage that reflects how highly we value the performing arts. We are also fortunate to have a purpose built sports hall on site, separate from our main hall, which really supports our strong focus on sport, and a separate dining hall where children have their lunch.

Our relational approach means that trauma-informed, relationship-focused strategies, such as co-regulation and restorative conversations, are embedded in daily practice across every classroom. The Nest is our dedicated space for interventions, offering children further support from a trained adult whenever they need it. We also have a separate sensory room, giving children another space suited to their individual sensory needs.

We are also developing a Forest Skills intervention, which we are working to embed fully into our curriculum, because we want to keep expanding what we offer and make sure our children build as wide a range of skills as possible.

Our ethos is built on the belief that every child matters, and that principle, alongside enjoyment and excellence, runs through our curriculum, our relationships and our day to day life as a school. We have worked hard, and continue to work hard, to make our environment rich and fun, because we want Nether Green to be a huge, happy memory for every child who passes through it. We also see ourselves as an important stepping stone for our children as they move on from infant school and prepare for secondary school and the next stage of their life, and that is why our six values, Effort & Resilience, Independence, Pride, Empathy, Teamwork and Respect, are explicitly taught and modelled every day, so that every child leaves us genuinely ready for what comes next.

To find out more about our day to day life, I would encourage you to look at our website, where our weekly newsletter shows what we have been up to. You will also find our curriculum threads of citizenship, enrichment and collaboration there, which are a big part of what we do at Nether Green Junior School.

Vision

Nether Green Junior School provides a safe, stimulating and inclusive environment for learning that enables the best possible social, academic and cultural development for our children. It is a happy, vibrant and productive workplace for children and staff alike where children take part in a rich variety of experiences that enhance and support academic learning.

We work hard to forge positive and enduring partnerships with parents/carers and the local and wider community.

Values

Our values are at the core of everything we do and have been developed with the aim of preparing our pupils to be confident, happy and compassionate citizens.

Effort & Resilience

- Have a growth mindset
- Learn from their mistakes
- Embrace challenges
- Strive to better themselves
- Take risks & try their best
- Never give up
- Show a positive attitude to learning

Independence

- Have high aspirations & expectations of themselves
- Have ownership of their school
- Think freely & be a critical thinker
- Be passionate & curious about their learning
- Use initiative & take responsibility
- Be an active learner
- Be creative

Pride

- Show pride in one another's achievements
- Have pride in their work & all aspects of learning
- Look after their school, resources & environment
- Take pride in their achievements

Empathy

- Make others feel welcome and included
- Embrace difference, diversity & other cultures
- Show kindness and care for others
- Be humble and considerate
- Take an interest in our community & wider world
- Appreciate the values we share as a society

Teamwork

- Work & play together fairly & with respect
- Listen actively, collaborate & compromise
- Respect different ideas
- Support those who need it

Respect

- Be polite & well-mannered
- Be positive, friendly and caring
- Value themselves & other people
- Have mutual respect & tolerance for all
- Respect our school & its environment



Copy of the Advertisement

Headteacher:
Mr Will Allen

Chair of Governors:
Mr Steve Middleton

Number on roll:
380 whole school

JOB TITLE	Learning Mentor Level 1
GRADE SALARY	Grade 5, £30,024 - £32,597, pro rata
CONTRACT TYPE	Permanent, 37 hours per week, 39 weeks per year
RESPONSIBLE TO	Line manager as defined in staffing structure
LOCATION	Nether Green Junior School, Fulwood Road, Sheffield, S10 3QA, Tel 0114 2302461
POST ADVERTISED	Learning Mentor Level 1

About the Role

We are seeking a dedicated Learning Mentor (Level 1) to join our pastoral and safeguarding team. The role supports pupils facing social, emotional, personal or behavioural barriers to learning, through one-to-one and small group mentoring that helps them engage more effectively with school life.

You will assess pupil needs, agree and review individual action plans, and deliver targeted interventions to build confidence, motivation and resilience. You'll also support pupils through key transitions, help monitor attendance and identify early signs of disengagement, and contribute to the wider safeguarding team.

Working closely with teachers, the SENCO, families/carers and external agencies, you will help ensure pupils get consistent, joined-up support, and take part in training and meetings as required to maintain up-to-date practice.

We're looking for someone approachable and empathetic, with a strong understanding of safeguarding and the ability to communicate effectively with children, parents, staff and outside agencies. You'll need to work well as part of a team while using your own initiative to support individual pupils and families, with the patience and flexibility to adapt to different needs.

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. Enhanced DBS check required for all posts.

Please read our [safeguarding and child protection policy here](#).

Online searches will be carried out on shortlisted candidates as part of our safer recruitment process.

Enquiries

Further details, application form and job description are available.

Please email recruitment@nethergreen-jun.sheffield.sch.uk

Visits

Visits to the school are encouraged on one of the following times/dates. *Please phone to book a place.*

- Monday 28 September, 9.00am and 4.00pm
- Wednesday 30 September, 9.00am and 4.00pm

Closing Date:	Monday 5 October at 9.00am
Interviews:	Week commencing Monday 12 October 2026
Start Date:	ASAP

Completed forms should be emailed to the school at recruitment@nethergreen-jun.sheffield.sch.uk or post to **Nether Green Junior School, Fulwood Road, Sheffield, S10 3QA.**

Job Description

	CITY of SHEFFIELD JOB DESCRIPTION
CHILDREN YOUNG PEOPLE AND FAMILIES PORTFOLIO	This authority / school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
SCHOOL	NETHER GREEN JUNIOR SCHOOL
POST TITLE	LEARNING MENTOR LEVEL 1
ROLE PROFILE	LD3.5
SALARY RANGE	5 (inclusive of JWCs)
RESPONSIBLE TO	Line Manager as defined in staffing structure
RESPONSIBLE FOR	As defined in staffing structure
HOLIDAY AND SICKNESS COVER	
PURPOSE OF JOB	TO PROVIDE SUPPORT AND GUIDANCE TO CHILDREN, YOUNG PEOPLE AND THOSE ENGAGED WITH THEM, BY REMOVING BARRIERS TO LEARNING IN ORDER TO PROMOTE EFFECTIVE PARTICIPATION, ENHANCE INDIVIDUAL LEARNING, RAISE ASPIRATIONS AND ACHIEVE FULL POTENTIAL.
RELEVANT QUALIFICATIONS AND EXPERIENCE	• MINIMUM OF NVQ LEVEL 3 OR EQUIVALENT QUALIFICATION IN RELEVANT FIELD • EXCELLENT NUMERACY/LITERACY SKILLS – EQUIVALENT TO NVQ LEVEL 2 IN ENGLISH AND MATHS

The postholder must at all times carry out his/her duties and responsibilities within the spirit of City Council and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.

Job Description for Post of: Learning Mentor Level 1

Specific Duties and Responsibilities

Main Duties and Responsibilities

Provide a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion

1. Assist children and young people to make a successful transfer between schools/services and transition at key stages in their learning.
 - a. Contribute to the identification of the support needs of individual children and young people at the point of transfer between schools or services and transition between the different phases of their education and learning.
 - b. Support the speedy and effective transfer of information within and across schools or services and settings.
 - c. Contribute to the continuity of support to children and young people throughout the process of transfer and transition including participation in summer schools
2. Contribute to the comprehensive assessment of children and young people entering schools or services and the review of their progress and achievements.
 - a. Contribute to the overall assessment of children and young people entering or returning to school in order to identify learning mentor needs.
 - b. Work closely with others to achieve a full and shared understanding of the needs of individual children and young people and contribute to target setting.
 - c. Contribute to the identification of existing and potential barriers to learning and progress and facilitate access to appropriate forms of mentoring support to overcome them.
3. Contribute to the identification of barriers to learning for individual children and young people and provide them with a range of strategies for overcoming the barriers.
 - a. Work with the SENCO and/or senior leadership team to ensure the needs of looked after children, gifted and talented children and those with special educational needs are met.
 - b. Identify the barriers to learning in relation to behaviour, motivation, aspirations and academic achievement
 - c. Respond to identified barriers to learning by providing access to learning mentor support for all children and young people
 - d. Contribute to the development of individual and group programmes to support children and young people to learn more effectively including the establishment of out of school study support and activities. *(Continued)*

Develop and maintain effective and supportive mentoring relationships with children and young people and those engaged with them

4. Establish and develop effective one to one mentoring and other supportive relationships with children and young people.
 - a. Develop mentoring relationships which motivate, challenge and empower children and young people to further learning
5. Develop, agree and implement a time bound action plan with groups and individual children and young people and those involved with them based on a comprehensive assessment of their strengths and needs.
 - a. Collect information, contribute to its assessment and review the outcomes of information gathering with others
 - b. Review assessment outcomes with the individual child or young person and consider alternative support options
 - c. Set targets, agree and record a plan of action with outcomes, review points and an exit strategy
 - d. Work with the young person on specific aspects of need through a range of strategies and structured interventions
 - e. Monitor progress of individual children and young people against mutually agreed objectives at regular intervals and set new targets if appropriate including agreement on exit strategies.
6. Facilitate access to specialist support services for children and young people with barriers to learning.
 - a. Identify appropriate support services within and outside the school or service and negotiate their possible role with the child or young person
 - b. Facilitate contact with the relevant agency and support the child or young person through the process
 - c. Monitor and record the effectiveness of the referral with both the agency and the child or young person on a regular basis and agree any further involvement.
7. Assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.
 - a. Contribute to the monitoring of attendance and support action to tackle low attendance including development of initiatives to reduce absence.
 - b. Contribute to data analysis and tracking which helps to identify early signs of disengagement
 - c. Assist in the identification of those children and young people at risk of early exclusion from mainstream provision, establish the individual reasons for potential exclusion and assist in the development of programmes which promote social inclusion
 - d. Help identify personal, community, family and school based issues which are having an adverse effect on individual children and young people
 - e. Contribute to the development and delivery of programmes which assist children and young people to develop positive attitudes towards themselves and others, encourage enhanced motivation, self esteem and educational achievement.
8. Operate within legal, ethical and professional boundaries when working with children and young people and those involved with them.
 - a. Maintain appropriate professional boundaries in all contacts and support of children, young people, their families and carers
 - b. Follow agree reporting and case review procedures involving colleagues and line managers as required
 - c. Maintain the health, safety, protection and well being of children and young people throughout the mentoring process
 - d. Promote the child's or young person's equality, diversity, rights and responsibilities. (*Continued*)

Work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people

9. Develop and maintain appropriate contact with families and carers of children and young people who have identified needs including Looked After Children.
 - a. Establish and develop appropriate contact and rapport with families and carers and involve them in the support process
 - b. Identify the information needs and support needs of families and carers and facilitate access to appropriate provision to support the child's/young persons learning
 - c. Involve families and carers in setting targets and planning courses of action to support achievement and agree with them how progress will be monitored and recorded
 - d. Keep families and carers informed of the individual action plans to support and encourage their active participation in the process
 - e. Provide regular opportunities to monitor the progress of individual children and young people and help empower families and carers to resolve issues they may have.
 - f. Review and agree the continuing role of families and carers in the support of children and young people and how progress will be monitored and recorded
 - g. Contribute to the delivery of parental support groups.
10. Negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children and young people.
 - a. Support the effective gathering, collation and exchange of information between individuals and agencies.
 - b. Work closely with others in the school or service to set targets, agree action and evaluate outcomes.
 - c. Develop and maintain a comprehensive network of support agencies, individuals and opportunities which can assist children and young people.
11. Contribute to the identification and sharing of good practice between individuals and partner agencies to enhance mentoring provision.
 - a. Network with other Learning Mentors and share best practice.
 - b. Attend meetings within the Service District as required to contribute to the development of policies, procedures and activities. *(Continued)*



Promote learning mentor provision and raise standards of service

12. Contribute to the development of policies and practices which will promote social inclusion, engagement and educational achievement.
 - a. Ensure policies in relation to health and safety, child protection and ethical practice are implemented and any issues raised with the appropriate person.
13. Contribute to the promotion, monitoring and evaluation of learning mentor provision across schools and services.
 - a. Contribute to partnership and Service District plans ensuring school or service views are represented
 - b. Contribute to the development and implementation of quality standards for the delivery of learning mentor provision across schools.

Continuous Professional Development

14. Participate in and attend training as required
15. Develop and maintain a sound working knowledge of the key legislation, entitlements, obligations and powers of all individuals engaged with children and young people to contribute to the delivery of services within the school or service.
16. Attend meetings as required

Any other duties and responsibilities appropriate to the grade and role.

All the above duties and responsibilities to be carried out in accordance with Sheffield City Council's Policies (and/or Policies adopted by the School Governing Body), Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.



Person Specification For Post of - Learning Mentor

Criteria	Qualities
Qualifications and training	GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths
Experience	- Working with children of the relevant age, and managing situations relating to challenging behaviour - Assessing pupils' needs and barriers to learning - Delivering programmes for pupils with challenging behaviour, including one-to-one, small group and whole-class activities - Coaching and advising staff on suitable behaviour interventions - Working closely with families/carers, including carrying out home visits - Working collaboratively with outside agencies and participating in meetings
Skills and knowledge	- Strong listening skills and proven ability to deal with sensitive situations with integrity - Proven ability to communicate effectively with adults and children, including through written and verbal communication - Proven ability to create good relationships with pupils, staff and parents/carers - A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment - Proven ability to tailor interventions to individual pupils - Excellent understanding of safeguarding policies and procedures, and their role in child protection - Proven ability to be flexible to changing workload demands and new challenges - Ability to use IT systems and to conduct analysis and produce reports
Personal qualities	- Willingness to provide the best possible opportunities for all pupils - Ability to relate to young people and act as a positive role model - Well-developed sense of empathy - Organised, proactive and self-motivated - Good time management skills - Commitment to upholding and promoting the ethos and values of the school - Ability to work collaboratively - Ability to work well under pressure and prioritise effectively - Ability to self-evaluate own work and actively seek opportunities for development - Commitment to maintaining confidentiality at all times - Commitment to safeguarding, equality, diversity and inclusion

The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. *You are requested to submit a concise application.*

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. *Please limit your supporting statement to two sides of A4 in size 11 font.*

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the [safeguarding information](#) on the school website prior to attending the interview.

8. The Interview

Candidates will be invited to an interview process at the school during which time they will have the opportunity to meet staff and students and see the school at work.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

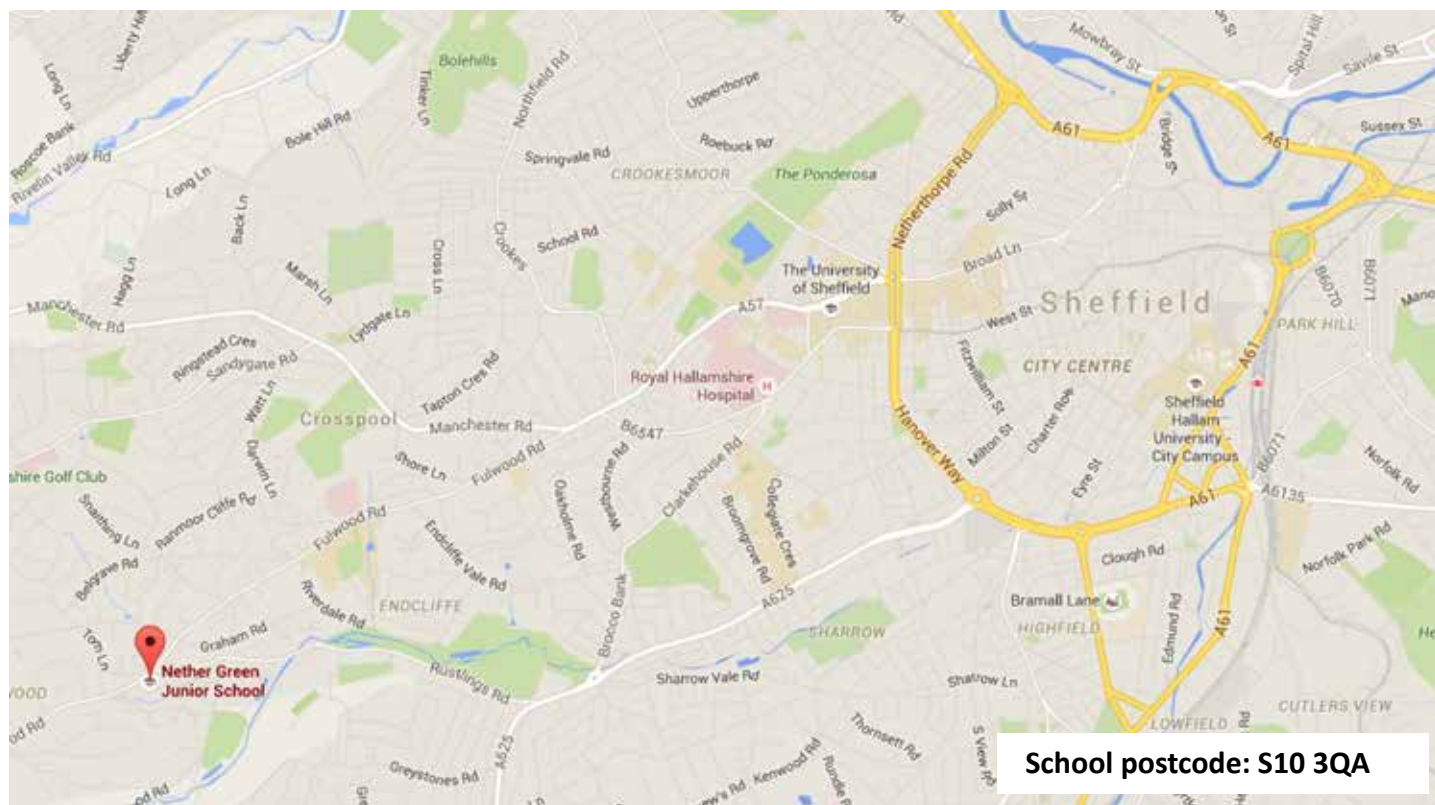
10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the school's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@nethergreen-jun.sheffield.sch.uk by the closing date

Nether Green Junior School Location



Directions from the City Centre

From: Sheffield Train Station Sheaf Street, Sheffield S1 2BP

- Take A61, St Mary's Gate and Hanover Way to Glossop Rd/B6547
- Head south-west on Sheaf St/A61 towards Sheaf Square.
- Continue to follow A61.
- Use the right 2 lanes to turn slightly right onto St Mary's Rd/A61.
- Continue onto St Mary's Road.
- At the roundabout, take the 2nd exit onto St Mary's Gate.
- At the roundabout, take the 2nd exit onto Hanover Way.
- Continue onto Upper Hanover St.
- Follow Glossop Rd/B6547 to Fulwood Rd.
- Turn left onto Glossop Rd/B6547.
- Turn left onto Fulwood Rd/A57.
- Keep left to continue on Fulwood Rd for 1.3 miles until you reach Nether Green Junior School.

Key Dates for your Diary

Before the closing date if you wish to speak to the headteacher about the post please contact the school office.

Visits

Visits to the school are encouraged on one of the following times/dates. *Please phone to book a place.*

- Monday 28 September, 9.00am and 4.00pm
- Wednesday 30 September, 9.00am and 4.00pm

Closing Date

- Monday 5 October at 9.00am

Interviews

- Week commencing Monday 12 October 2026

Completed forms should be emailed to, recruitment@nethergreen-jun.sheffield.sch.uk or post to **Nether Green Junior School, Fulwood Road, Sheffield, S10 3QA**