

**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](http://www.nethergreen-jun.sheffield.sch.uk)**

**Website: [nethergreenjuniorschool.co.uk](http://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.

We have included in our information:

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## Information About Our School

Nether Green Junior School has a very welcoming and caring ethos and is well regarded within the community. It is a relatively large and popular junior school situated to the West of the City, three miles from the City Centre. Pupils come to this school mostly from both Broomhill and Nether Green Infant Schools. The school tends to be oversubscribed.

There are approximately 380 children on role divided into thirteen registration groups, 3 in each year group and one which is an Integrated Resource Unit for pupils with significant learning difficulties and complex needs. The school has 35% children from ethnic minority backgrounds and 28% children who do not have English as a first language. The teachers provide a large range of extra-curricular activities many linked with the performing arts and sport. The resource unit has places for 16 pupils. These children work in a small group for core subjects and most integrate into some mainstream classes for appropriate lessons such as P.E., music, art and topic work. Our mainstream teachers work closely with the staff in the integrated resource to support and accommodate the pupils into the mainstream classrooms and school life.



The main school building is an old Victorian style building and houses ten classes, an Intervention and breakout room to support those children who need space to regulate, an area for small group cooking/ crafts, an assembly hall/ library, music room, the Head teacher's and school's administrator's rooms and a dining room. There are two double mobile classrooms which are the teaching space for our Y4 children and space for groups. The school is fortunate to have a purpose built sports hall on site. Community groups also use the building during the evenings including an After School club providing extended care for the children before and after the school day.

The schools ethos is based on the belief that every child matters and the principles of enjoyment and excellence. To this end we aim to develop the whole child within a broad and balanced Curriculum enriched by additional opportunities especially in the areas of music, sport, creativity and performing arts.

Within our curriculum at Nether Green Junior School we aim to:

- Instil a love of learning and provide a range of opportunities that will allow all learners to gain enjoyment, make progress and achieve their full potential in all aspects of their learning
- Enable students to become confident, independent learners who are self-aware, emotionally intelligent and self-motivated
- Enable pupils to become responsible members of local, national and global communities
- Provide all pupils with an introduction to the essential knowledge that they need to be educated citizens.

Our curriculum is not constrained by subject boundaries and the majority of the work is project based, with an emphasis on learning English and Maths skills. The core subjects of English and Maths are taught on a daily basis, both discretely and through topic links. Pupils practise and reinforce these skills in topic based work, whilst developing and acquiring knowledge and skills in all the other subject areas of the curriculum.

Objectives and skills are broadly allocated to each year group and teachers then plan stimulating and engaging topics creating meaningful links between subjects. This allows children to see links between subjects and most importantly identify the relevance of different skills and subject knowledge within the real World. Some subjects, which do not fit into the

topic, will be taught discretely for example elements of physical education. Throughout the year there will be special themed weeks across the whole school. For example in the summer term there will be a sports week.

Underpinning our curriculum are three curriculum drivers. These are three areas, which have been identified as reflecting the needs of the majority of the children in our school. They are:

Enrichment

Citizenship

Collaboration

Enrichment, Citizenship and Collaboration. Our curriculum drivers ensure the fundamental British values are taught and focussed upon. The social, moral, spiritual and cultural development of pupils is also catered for through our curriculum drivers and their incorporation into learning in the classroom. There are a wealth of extra-curricular opportunities at our school including our 'enrichment' slot to broaden the children's opportunities. The school has a very good reputation for sport and musical opportunities and achievements. The school has achieved the Healthy Schools mark, gold Arts Mark and the gold Games Mark.

The school is part of S10 LP - a learning partnership group who work together to drive school improvement through working together at different levels. We also have close relationships with our infant and secondary main feeder schools. We are a committed and involved member of the Arches school games group. We are open minded and forward looking always looking to improve what we do.



# **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**

Our pupils will be encouraged to:

- Have a growth mindset
- Learn from their mistakes
- Embrace challenges
- Strive to better themselves
- Take risks
- Try their best
- Never give up

## **Behaviour & Attitudes**

Our pupils will be encouraged to:

- Understand and embrace fundamental world values
- Be happy, friendly and caring
- Embrace difference and diversity
- Listen and respect other's thoughts, feelings and opinions
- Be respectful, tolerant and caring
- Be humble

## **Independence**

Our pupils will be encouraged to:

- Have high aspirations and expectations of themselves and for others
- Have ownership of their school
- Think freely
- Be a critical thinker
- Be passionate and curious about their learning
- Develop their organisational skills
- Use initiative
- Take responsibility
- Be an active learner

## **Teamwork**

Our pupils will be encouraged to:

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

## **Pride**

Our pupils will be encouraged to:

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

## **Respect**

Our pupils will be encouraged to:

- Be polite and well-mannered.
- Value themselves and other people
- Be respectful, tolerant and caring
- Have mutual respect and tolerance for all, including those with different faiths and beliefs
- Respect our school and 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**

## Main Duties and Responsibilities

To support pupils who are facing difficulties in school because of issues related to social, emotional, personal, behavioural problems or other factors. To help these pupils overcome their barriers to learning and fully engage with lessons to become more effective learners, and to improve academic and pastoral progress. *(For detailed information see page 8)*

The successful candidate will offer pastoral support for the children across the school, addressing the individual needs of the children and help them to overcome any barriers to learning both in and outside the school setting.

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](mailto: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.*

- Tuesday 3 March at 9.00am and 4.00pm
- Thursday 5 March at 4.00pm
- Friday 6 March at 9.00am

## Closing Date

- Monday 9 March at 12 noon

## Interviews

- Wednesday 25 March

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



# 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	<ul style="list-style-type: none"><li>MINIMUM OF NVQ LEVEL 3 OR EQUIVALENT QUALIFICATION IN RELEVANT FIELD</li><li>EXCELLENT NUMERACY/LITERACY SKILLS – EQUIVALENT TO NVQ LEVEL 2 IN ENGLISH AND MATHS</li></ul>

**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 agreed 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
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Working with children of the relevant age, and managing situations relating to challenging behaviour</li> <li>Assessing pupils' needs and barriers to learning</li> <li>Delivering programmes for pupils with challenging behaviour, including one-to-one, small group and whole-class activities</li> <li>Coaching and advising staff on suitable behaviour interventions</li> <li>Working closely with families/carers, including carrying out home visits</li> <li>Working collaboratively with outside agencies and participating in meetings</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <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>Proven ability to create good relationships with pupils, staff and parents/carers</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 individual pupils</li> <li>Excellent understanding of safeguarding policies and procedures, and their role in child protection</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>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>Willingness to provide the best possible opportunities for all pupils</li> <li>Ability to relate to young people and act as a positive role model</li> <li>Well-developed sense of empathy</li> <li>Organised, proactive and self-motivated</li> <li>Good time management skills</li> <li>Commitment to upholding and promoting the ethos and values of the school</li> <li>Ability to work collaboratively</li> <li>Ability to work well under pressure and prioritise effectively</li> <li>Ability to self-evaluate own work and actively seek opportunities for development</li> <li>Commitment to maintaining confidentiality at all times</li> <li>Commitment to safeguarding, equality, diversity and inclusion</li> </ul>

# 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.

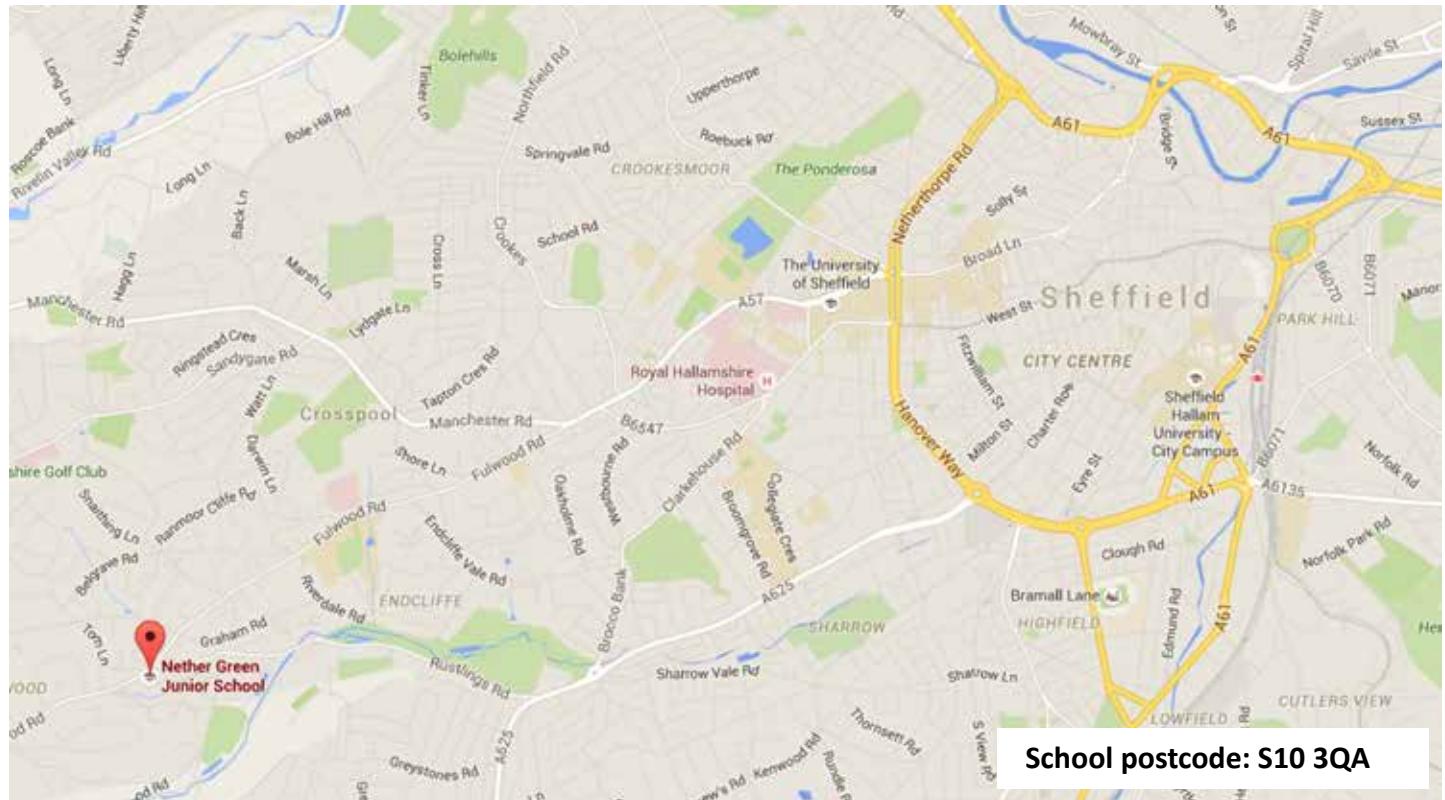
## 10. Selection for Appointment

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](mailto: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.*

- Tuesday 3 March at 9.00am and 4.00pm
- Thursday 5 March at 4.00pm
- Friday 6 March at 9.00am

#### Closing Date

Monday 9 March at 12 noon

#### Interviews

Wednesday 25 March

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