



Recruitment Pack: Pye Bank CE Primary School



Dear applicant,

Thank you for your interest in the post of Learning Mentor here at Pye Bank CE Primary School.

I am delighted, as Headteacher, to welcome you to Pye Bank. In June 2022, Ofsted rated our school as a 'Good' school. I am incredibly proud of their recognition that, "Pupils are happy to attend Pye Bank CE Primary School" and "All staff have high expectations." (Ofsted, 2022). I firmly believe that with a continued focus on achieving excellence within everything we do, our school will achieve 'outstanding' at the next inspection.

Our potential to be outstanding comes from our amazing children, our dedicated staff, the diversity of our faith based community and our committed and aspirational parents. All of these factors give Pye Bank a uniqueness and makes us a fabulous learning community to belong to.

Our Vision

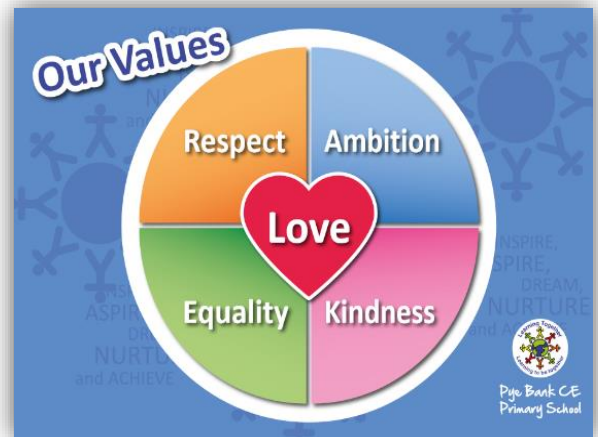
~ LEARNING TOGETHER: LEARNING TO BE TOGETHER ~

Our vision is to embody the Christian value of '**love**', putting the uniqueness and diversity of our children, our staff, our families and our community at the heart of all we do. This is driven by our belief in the value of every individual as an equal, uniquely made in the image of God and loved by him.

With a focus on excellence and equality, we strive for all children to flourish academically and personally through '**learning together**' and '**learning to be together**', addressing all disadvantage and enabling them to make a positive contribution to each other, the life of the school and the wider world, now and in the future.

Our Community

Our fantastic school is set in the heart of Pitsmoor and serves an incredibly diverse community. We are extremely proud of the fact that there are at least 28 languages spoken within our school. Many of our families have connections with countries all around the world, as well as belonging to established communities here within the U.K. We are a faith based school community, where we respect and value all faiths, and where we are united through our five key values of love, ambition, respect, equality and kindness. In June 2022, Ofsted said that, "The school values teach the pupils how to be good citizens. Pupils especially show respect and kindness to one another." (Ofsted, 2022)



Our Children

The thing that makes our school most special is the children. They are warm, welcoming and aspirational. Our children love coming to school! They attend well, behave well and have very positive attitudes to learning. OFSTED say that, "children are happy to attend Pye Bank School." "Pupils abide by the Golden Rules so in lessons and around school it is calm and orderly."

Our Curriculum

We are very proud of our curriculum, which we have developed and embedded over the last few years. The curriculum is designed to serve the diverse community of which we are so proud. The curriculum supports and develops the pupils' ambitions and aspirations and understanding of the community and the wider world in which they live. The curriculum is underpinned by enquiry based practice and is research led. Through our curriculum we aim to expose children to new experiences, including business and the world of work and research. Academic performance and the development of self (Spirituality, social, moral, physical and cultural development and mental wellbeing) are given equal importance with curriculum design. Our curriculum is designed with the key aim of supporting all children to reach their potential.



Our Academy Trust

We are proud members of the Diocese of Sheffield Academies Trust (DSAT). DSAT are a forward thinking Trust based on Christian values, and a school-led model. Pye Bank is part of the Sheffield Cluster of DSAT Schools.

Our Staff Wellbeing Pledge

Our staff are important to us. We believe motivated staff do the best job they can. We care about our staff and believe the little things matter. For the reason, we are committed to supporting staff wellbeing in a variety of ways:

- A culture of trust, collaboration and appreciation with an approachable leadership team: in it together!
- Availability of pre-planned curriculum documents
- All year groups have a dedicated phase leader
- Developmental 'low stakes' approach to monitoring
- All classes with a teaching assistant every day
- Compassionate approach to leave of absence requests and life events, including one wellbeing day a year
- Maintaining a quality work environment
- Investment in leadership, resources, admin and pastoral time to ensure class based staff are able to focus their time on aspects of their work, which impact on children: all people doing the right jobs.
- Development opportunities for staff at all levels

Learning is at the heart of ALL we do and our aim is for every child to achieve excellence and to reach for the stars.

I look forward to meeting you if you choose to apply for the post or visit the school, and look forward to working with you if you were successful in your application. Please feel very welcome to come and visit the school, meeting children and staff.

Yours faithfully



Rhea Kurcewicz

Headteacher



Pye Bank CE Primary School

Job Description – Learning Mentor

Job title:
Learning Mentor
Salary scale:
Grade 5 SCP12-17 (£24,496 - £26,845FTE)
Responsible to:
Senior Leadership Team, Pye Bank CE Primary School, The Diocese of Sheffield Academies Trust (DSAT)
To be responsible for carrying out the professional duties set out within the job description below as directed by the headteacher.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

Main purpose:

- 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.
- To provide a complimentary service that enhances existing provision in order to support learning, participation and encourage social inclusion.

Duties and responsibilities:

1. Assist children and young people to make a successful transfer between schools/services and transition at key stage 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.

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

2. 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
3. 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.
4. 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.
5. 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.
6. 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

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

7. 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.
8. 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.
9. 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.

Promote learning mentor provision and raise standards of service

10. 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.
11. 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.

12. 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.
13. Attend meetings as required

Breakfast Club and Holiday Activities

14. Contract to include planning and supporting holiday activities for children and families
15. Attendance at Breakfast Club (from 7.45am) desirable

Health and safety

16. Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
17. Look after children who are upset or have had accidents

Professional development

18. Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
19. Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
20. Take part in the school's appraisal procedures

Other areas of responsibility:

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

Pye Bank CE Primary School

Person Specification – Learning Mentor

Key Areas	Method of Assessment Int, App Form, Refs, Qual/Cert
(i) Qualifications and training	
<ul style="list-style-type: none"> • GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths • 	Qual/Cert
<ul style="list-style-type: none"> • Meet learning mentor standards or equivalent qualification or experience • Training in the relevant learning strategies 	App Form, Qual/Cert
<ul style="list-style-type: none"> • First-aid training, or willingness to complete it 	App Form, Qual/Cert
<ul style="list-style-type: none"> • Desirable yet not essential training <ul style="list-style-type: none"> - 2 day advanced safeguarding training - ELSA - TISUK - Forest School - Mini Bus driving licence <p>Successful candidates will be supported to complete this training</p>	App Form, Qual/Cert
(ii) Experience	
<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting 	Int, App Form, Refs,
<ul style="list-style-type: none"> • Experience working with children / young people 	Int, App Form, Refs,
<ul style="list-style-type: none"> • Experience planning and delivering learning activities 	Int, App Form, Refs,
<ul style="list-style-type: none"> • Experience of teaching whole classes across the Primary age range 	Int, App Form, Refs,
(iii) Skills and Knowledge	
<ul style="list-style-type: none"> • Good organisational skills 	Int, App Form, Refs,
<ul style="list-style-type: none"> • Ability to build effective working relationships with pupils and adults 	Int, App Form, Refs,
<ul style="list-style-type: none"> ➤ Skills and expertise in understanding the needs of all pupils 	Int, App Form, Refs,
<ul style="list-style-type: none"> ➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils 	Int, App Form, Refs,
<ul style="list-style-type: none"> ➤ Excellent verbal communication skills 	Int, Refs,
<ul style="list-style-type: none"> ➤ Active listening skills 	Int, App Form, Refs,

› The ability to remain calm in stressful situations	Int, App Form, Refs,
› Knowledge of guidance and requirements around safeguarding children	Int, App Form, Refs,
› Good ICT skills, particularly using ICT to support learning	Int, App Form, Refs,
› Understanding of roles and responsibilities within the classroom and whole school context	Int, App Form, Refs,
• Understanding of effective teaching methods •	Int, App Form, Refs,
• Knowledge of how to successfully lead learning activities for a group or class of children •	Int, App Form, Refs,
› Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support •	Int, App Form, Refs,
• Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice •	Int, App Form, Refs,
(vi) Personal Qualities	
• Be positive, enthusiastic and determined	Int, App Form, Refs,
• Able to work under pressure and recognise and manage stress, seeking support when necessary	Int, App Form, Refs,
• Have flexibility, sensitivity and tact	Int, App Form, Refs,
• Commitment to own learning and ongoing professional development	Int, App Form, Refs,
• High expectations of self and others.	Int, App Form, Refs,
• Ability to relate well to children and adults	Int, App Form, Refs,
• Willingness and ability to work with parents/ carers	Int, App Form, Refs,
• Effective organisational skills	Int, App Form, Refs,

Further Requirements:

- ✓ Application forms should be completed in full
- ✓ Letters should be clear, concise and address the job specifications
- ✓ Successful candidate's appointment will be subject to an enhanced DBS and other appropriate checks
- ✓ Requirements from confidential references: Two positive recommendations from written references - One from current employer/ most recent teaching experience giving confirmation of professional and personal knowledge, skills and abilities