



**BURTON
BOROUGH
SCHOOL**

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Candidate Information Pack

Learning Mentor

Post Available from: immediate

Closing Date: 20th May 2022



Welcome to Burton Borough School

Dear Candidate,

Thank you for your interest in this post at The Burton Borough School. We are an inclusive school that focusses on 'belonging' and 'thinking' and it is our firm belief that all students, no matter what their backgrounds, needs or abilities are able to succeed and reach their full potential given the right care support and guidance. We believe that all students have different gifts and we nurture these to bring out the best in each of them. Staff at Burton Borough have high expectations and the drive, commitment and passion to help young people succeed, preparing them well for the next stage of their education.



We want our students to be well-rounded and not only rely on rote so that they are able to compete with their peers not only nationally but internationally. However, in order to do this, we must model this behaviour ourselves by being lifelong learners, engaging in research, keeping abreast of new initiatives and staying at the forefront of education. We must work together in sharing best practice, reach out and help each other to develop our pedagogy to make us even stronger practitioners to help our students achieve what they are capable of. We have a fantastic CPD programme and run both the NPQML and NPQSL at Burton Borough in collaboration with Star Institute.

Mental health and wellbeing is at the top of our agenda for both students and staff and we were the first school in March 2019 to be recognised for the work that we do by Public Health England and signed the Prevention Concordat for Better Mental Health to show our commitment towards this. We were also the first school in the West Midlands to be awarded the Gold Award from the Carnegie Centre of Excellent Mental Health and an Ethical Leadership Pathfinder school.

There is a strong community feel at Burton Borough and the established smaller communities within the school ensure that our students reach their full potential. It is important to us that staff know each student and their families personally so that any potential issues are picked up quickly. In addition, we have vertical tutor groups with members from all years, which again contributes to a smaller community feel. Everybody supports one another and understands that when we work together, we instil a belief that we will achieve the best outcomes.

On top of all of this, a new modern £8 million building opened in June 2015 with the latest facilities to aid us with our teaching and learning. Due to our success, we have been asked to expand and a further £1.2 million has been invested in a new hall and extra classrooms which was completed in July 2019. Even with the increased student numbers from September 2019, we are heavily over-subscribed once again.

From the moment you walk through the doors at Burton Borough you will feel the vibrant, caring and supportive atmosphere. I look forward to meeting you if you decide that you want to join us on our exciting journey.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'K. Carter', written over a large, faint, stylized graphic of a smiling face.

Krissi Carter
Principal

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About the School

Burton Borough is a vibrant and exciting school to work in and our successes were recognised by our recent Ofsted inspection in March 2018:

- “Behaviour is good. Pupils are respectful, polite and well mannered. Relationships between pupils and staff are highly positive”
- “Pupils look smart in their new uniform, are punctual and well prepared for lessons. As a result, learning time is hardly ever wasted”
- “The prevailing culture of mutual respect prepared pupils well for life in modern Britain. Pupils work well and socialise well together, valuing and respecting others’ views”
- “The new principal is highly ambitious for the pupils. Leaders have a clear and accurate understanding of how to make the necessary improvements to pupils’ progress”
- “Safeguarding is effective”

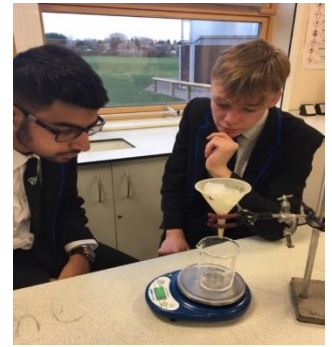
As an inclusive school, our aim is to provide an excellent education for all students, no matter what their background, needs or abilities. To achieve this, we ensure that we continually adapt our practice and engage with research. This is an exciting time to join the school if you are someone who embraces change and enjoys trying out new things. You will also be someone who views working in education as the most important job in the world, and will therefore be prepared to “go the extra mile”.

Your Professional Learning

We are very proud of our professional development opportunities in the school. All teachers, whether you are an NQT or Senior Leader, are expected to improve their craft in the classroom and to share their expertise with their colleagues. This will include the successful applicant to this post.

Our CPD provides personalised learning opportunities to support staff to meet their appraisal objectives and to help them move on to the next stage in their teaching career, whether that is securing the foundations during their NQT year or working with staff who aspire to leadership.

All staff are engaged in their own research projects that they will be sharing with the rest of their colleagues and publishing their findings in a journal. We believe the best CPD is CPD that is bespoke and tailored to your interests and needs. Research projects this year vary from subject specific research, wellbeing and mental health and leadership and management to name a few.



Job Description

Job Purpose

Co-ordinate additional support across the curriculum to give targeted students, notably those with SEND, the best opportunity in school to gain the best outcomes, including GCSEs and Post-16

Major Tasks

- Working within the pastoral team to provide a holistic approach in support students individual needs.
- Cement strong adult relationships with key targeted students to ensure they have a sense of belonging within both the small school and whole school.
- Evaluate multiple forms of data relating to the student in order to make informed decisions on support and intervention.
- Co-ordinate and evaluate intervention, attendance support and access arrangements ensuring positive progress and the best outcomes for targeted students.
- Co-ordinate and evaluate co-curricular opportunities for students to ensure that they have the opportunities to thrive whilst at Burton Borough School
- Liaising with external support and careers advice to ensure that students have the correct pastoral support in place whilst in school, and positive post-16 outcomes.
- Under the guidance of the Senior Vice Principal lead CAF/TAC process in order to provide support for the student and wider family whilst working with outside agencies.
- Meet regularly with parents and key adults to ensure a consistent approach towards improving progress and outcomes.
- Work in conjunction with the SENDCO, HLTA's, and TA team to ensure that those students with SEND have their additional needs met both within and outside the classroom.
- Working within the small school office under the direction of the school manager to promote expectations and standards of students within the small school.
- Provide the link between small school and Engage to ensure that all students have the opportunity to gain a broad and balanced curriculum offer.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupil's learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Establish constructive relationships with pupils and interact with them, according to individual needs.
- Promote the inclusion and acceptance of all pupils within the classroom and when on Work or College placements
- Support students consistently whilst recognising and responding to their individual needs.

Contacts & Relationships

- With students – daily
- With student's parents/carers – at least weekly
- With professionals linked to students – as required dependant on need/care plans etc.
- With visitors, or other external bodies – as required.
- With staff within school - daily
- Establish constructive relationships and communicate with other agencies / professionals

Creativity

- Prepare necessary data for visits, Governor's meetings, and weekly Senior Leadership meetings.

- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend were carried out in class, including additional Saturday school sessions.
- Co-ordinate the delivery of learning activities to pupils within agreed system of supervision, adjusting students lesson options and adjusting activities according to the pupils needs.
- Production of additional supportive resources
- To work within the remit of the CAF/TAC outcomes to support students accessing other support and interventions. This may include referral to external agencies

Decisions

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting 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

Management & Supervision

No management or supervisory responsibilities

Supervision Received

- Responsible to the Principal who will delegate their Line Managers to conduct annual supervision and performance management.
- Participate in the performance management system for the appraisal of their own performance, or that of other staff.

Complexity

- You will complete a range of routine work with some variation in line with the secondary school curriculum.

Resources

- Organise and manage appropriate learning environment and resources.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- The post holder may have access to sensitive and detailed information concerning a student and his or her family. It is essential that the confidentiality of the information is understood. Any breach of this confidentiality could result in the breakdown of essential good relationships between the school and the family.

Impact

- All students, specifically SEND students, make excellent progress and attainment.
- All students are active protagonists in learning and their unique qualities as learners are known and supported by all members of staff.
- The culture and ethos of the school is reflected in all activities and interactions that involve our staff on and off site.
- Ensuring good behaviour and welfare requirements are maintained at school that keep students safe

Physical Demands

- To maintain good general health and mobility to support students indoors and outdoors when standing, sitting or moving.
- Be able to work as part of a successful, hard-working, dedicated team

Working Environment

- The school is on one site with 4 main buildings sited alongside the sports field. The post holder will be required to work across the whole site.
- In the main this post works in an office/classroom setting with appropriate heat, ventilation and lighting.
- There may be occasional exposure to conditions such as would be found outside; for example, travelling for meetings and site visits.

- Occasionally may deal with students and/or families regarding difficult or distressing matters which may result in receiving verbal abuse This would be referred through the Safeguarding channels in line with the school policy

Emotional Context

- To be able to deal with emotionally stressful situations that may arise from working with students, families and colleagues.
- To be aware of personal stress levels and alert senior staff if issues arise
- To occasionally deal with emotional / distressing information arising from unforeseen circumstances, i.e. safeguarding disclosures, illness related to children and families, this will then be forwarded to the Designated Safeguarding Lead and Safeguarding Officers

Other

The post holder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.

The post holder will be expected to participate in training and other learning activities and performance development as required.

The post holder will be expected to actively follow Telford & Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc.

The post holder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations.

Person Specification

Criteria	Standard
Qualifications	<ul style="list-style-type: none"> NVQ 3 in a relevant area e.g. teaching assistant or equivalent qualification or experience Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths Training in relevant learning strategies e.g. literacy
Experience	<ul style="list-style-type: none"> Experience working with children of relevant age in a learning environment
Knowledge	<ul style="list-style-type: none"> Good understanding of child development and learning processes
Skills	<ul style="list-style-type: none"> Can use ICT effectively to support learning Ability to organise, lead and motivate students Ability to relate well to children and adults Work constructively as part of a team, understanding classroom roles and responsibilities within these Excellent communication and interpersonal skills Able to quickly establish positive working relationships with students, staff, parents and a wide range of people from within and outside the school Able to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm personality Ability to be a good role model for young people – demonstrates and promotes positive values, attitudes and behaviour
Personal style & behaviours	<ul style="list-style-type: none"> As a council employee you will be supported and expected to demonstrate the Council's Core Behaviours. Please note that these may be updated from time to time and are available on the Council's intranet pages.
Fluency Duty	<p>This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.</p>

	<i>The role will need to understand with ease virtually everything heard or read, can summarise information from different spoken and written sources and can express themselves spontaneously and very fluently and precisely, differentiating finer shades of meaning even in the most complex situations" .</i>
Political Restrictions	This role is not politically restricted

Type of criminal records checks required for this post	Ticked as required
None	
Basic Disclosure	
Standard Disclosure	
Enhanced Disclosure	x
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>



Safeguarding



Burton Borough School fully recognises its responsibility to safeguard and promote the welfare of student and young people. We are committed to ensuring that its students have opportunity to thrive within a safe learning and working environment. Our school expects all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, Governors and volunteers working in the school, has five main elements:

1. Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with our students
2. Raising awareness of child protection issues and equipping students with the skills they need to keep them safe
3. Implementing procedures for identifying and reporting cases, suspected cases, of abuse
4. Supporting students who have been abused in accordance with their agreed protection plan
5. Establishing a safe environment in which students can learn and develop.

The staff at Burton Borough School are aware of how they share in the school's responsibility to safeguard and promote the welfare of students and young people. Our 'Professional Code of Conduct' establishes expectations in relation to conduct towards students and all staff are issued with the strict guidelines on what are considered to be safer working practices which must be observed at all times. If any member of staff has a concern that the school's code of conduct or expected safer working practices were not being followed, and a student or students were as a result at risk, then they would be expected and supported to raise the concern under the school's adopted 'whistleblowing policy and procedure'.

Our school also operates within other policies relating to safeguarding, child protection and the welfare of students.

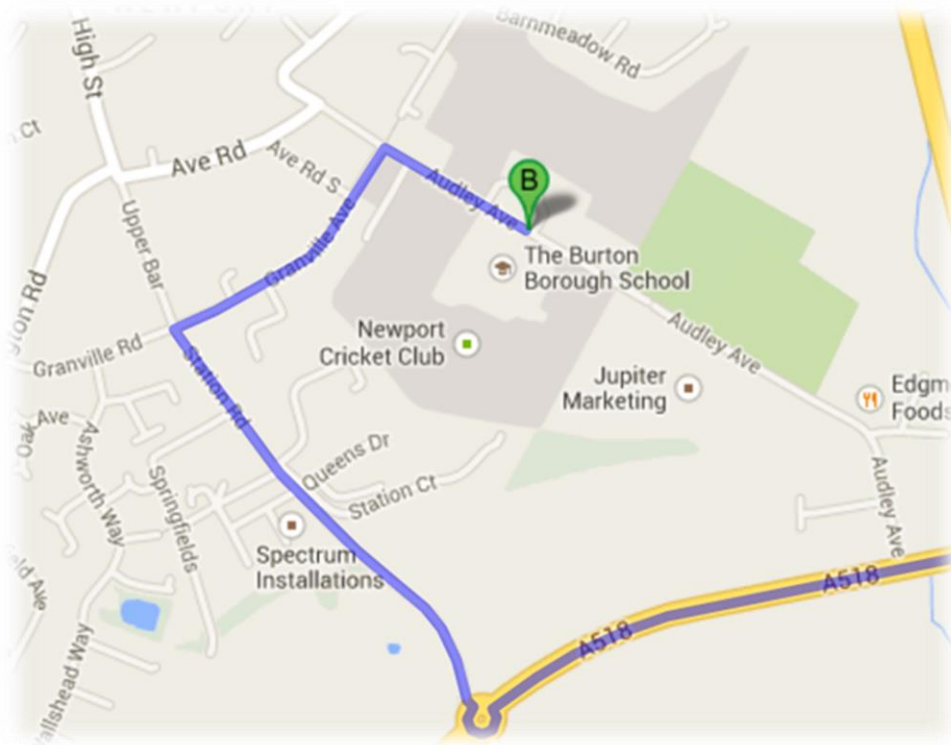
To ensure that safer practice in recruitment is reflected at every stage of the recruitment process, our school operates within a Safer Recruitment Policy. Members of the school staff and Governing Body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.



Local Information

Newport, Shropshire, is a beautiful market town in the borough of Telford and Wrekin. It is located on the Shropshire/Staffordshire border, equidistant from Shrewsbury, Stafford and Wolverhampton. We are the only comprehensive school in Newport with two single sex, selective grammar schools nearby. Despite this, our students are of high ability when compared to school nationally.

How to find us



From the North: At Junction 14 (M6), take the B5026 to Eccleshall, then take the A519 following the signs for Newport

From the South: At Junction 12 (M6), take the A5 exit to Telford/M54, exit at Junction 3 (A41) following the signs for Newport

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FRAMEWORK FOR
ETHICAL LEADERSHIP
IN EDUCATION
PATHFINDER