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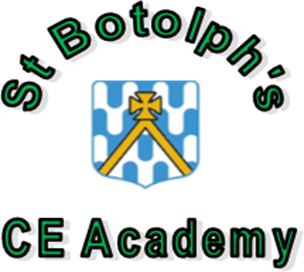
**Learning Mentor**

**RECRUITMENT INFORMATION PACK**

**Learning Mentor Recruitment Information Pack**

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**Letter from the Chair of Governors**

Dear Applicant,

Thank you for your interest in the position of Learning Mentor at our Academy and within Enhance Academy Trust. I hope this information pack will be helpful to you and we warmly welcome your application.

The Governing Body is seeking to appoint an enthusiastic and committed Learning Mentor, with an understanding of the distinctive ethos of a Church of England school. We are a rapidly improving Academy and staff, pupils and parents say they are happy to be part of our St Botolph’s family.

St Botolph’s CE Academy lies at the heart of our local community within Knottingley and offers an active and highly encouraging Governing body, supportive staff and parents.

I enclose a job description and personal specification, which provide more details about the role. Please ensure that you are able to demonstrate evidence to meet the criteria specified and ensure that you reference the impact that any actions you have taken in previous roles, have made. May I also draw your attention to our website [www.stbotolphsacademy.co.uk](http://www.stbotolphsacademy.co.uk) where you will find further information.

Tours of the school will be possible, please just contact the school office to arrange. The closing date for applications will be Friday 14th June at 12pm and interviews will be held on Monday 24th June. I would like to thank you for your interest in the post and I very much look forward to receiving your application which should be returned via email to the School Business Manager, Mrs. E Harris at [eharris@stbotolphsacademy.co.uk](mailto:eharris@stbotolphsacademy.co.uk).

Mrs Joy Bell

Chair of the Governing Body

**INTRODUCTION**

St. Botolph’s CE Academy occupies a relatively small site less than half a mile from the centre of Knottingley. Almost all children come through our own Nursery/Lower Foundation Unit, but there is a small number who have either moved to the area at a later stage or have come from outside the catchment area. Most live within walking distance of the Academy. Few pupils are from ethnic minority backgrounds and almost all pupils come from homes in which English is the first language.

On entry, the children’s language skills are below average for their age particularly in speech and communication. Approximately 22% of the children have special educational needs and 5% have an EHCP.

As a Church Academy, we have strong links with the local community, St Botolph’s Church, Elim Church and the Methodist Church and with St. Botolph’s Church in particular. Local clergy contribute regularly to collective worship and the local churches are used as a resource in our RE syllabus. The whole school attend services in St Botolph’s Church for Christmas, Easter and a Leavers Service.

**VISION AND VALUES**

**Our Mission Statement**

At St Botolph’s CE Academy, we welcome the opportunity to place the Christian faith at the heart of everything we do.

Children will learn through an inclusive, balanced, creative curriculum, where British Values, Spiritual, Moral, Social and Cultural understanding will underpin all learning. Learning will be meaningful, English and Mathematics are the backbone to children’s success and first-class education and quality first teaching is paramount. All children will be treated equally, fairly and with mutual respect. Learners will be treated as individuals, so the teaching and learning will be differentiated to take account of their wide and varied needs. Through our curriculum we particularly aim to:

* Develop the qualities of mind, body, spirit and to recognise and accept this in others.
* Embed our core values through everything we do.
* Promote Christian values, morals and spirituality through links to the Parish, local and wider community.
* Inspire and develop a responsibility for a love of learning and love of life.
* Set high expectations for children and encourage them to persevere and achieve their goals.
* Encourage positive friendships, outstanding behaviour and self-confidence in all areas of school life.
* Nurture the spiritual, moral, social and cultural aspects of children’s development and inspire a sense of awe and wonder in the world around them.

Our Academy is part of the work and witness of the church in our neighbourhood. We work hard to embody the Christian foundation in all aspects of school life, particularly in Collective Worship.

We aim to demonstrate our Christian foundation through the value we place on every person, child or adult, involved in the life of the Academy. We seek to provide an environment of trust where confidence can grow. Our Academy serves the local community and we endeavour to foster the Christian values of tolerance and respect for one another and indeed respect for different faiths and cultures. Children of different faiths, backgrounds and abilities are encouraged to learn to live together and value the integrity of all people.

Without indoctrination, we aim to provide education in accordance with the teachings of the Church of England and try to ensure that each child leaves our school knowing what Christians believe and how those beliefs affect their everyday life. Our mission is to create a place where happy memories are made and never forgotten.

**Our Core Values**

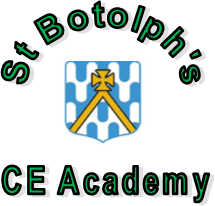
As a Church Academy, Christian values are embedded into our daily lives. We have six core values which lie at the heart of the Academy and underpin everything that we do. Our core values are:

* **Friendship**
* **Compassion**
* **Trust**
* **Respect**
* **Perseverance**
* **Courage**

**Our Vision**

**Find your Fantastic**

Just as the animals gathered in the safety of the ark, we come together, trusting in God and each other on our journey through life. We persevere, riding the waves through storm and calm, guided by hope, to find our fantastic, no matter what it takes.



*Primrose Vale*

*Knottingley*

*WF11 9BT*

*Telephone: (01977) 677 494*

**Learning Mentor**

**Salary Range: SCP 12-18**

**30 hours per week, term-time only**

**Required from September 2024**

We are seeking to appoint an additional Learning Mentor to join our dedicated and supportive staff team (starting September 2024).

At this key time in the Academy’s rapid development, we require an enthusiastic and committed individual who will support our pupils, particularly those who need additional help, to overcome any barriers to learning. Over the last few years, we have seen an increase in the number of pupils with SEND, including those who need more support with their social, emotional and mental health needs and therefore wish to expand our team in order to support all our pupils in the best way that we can.

The new Learning Mentor will work closely with our SENCO, our current Learning Mentor and the Senior Leadership Team and wider staff to ensure the best pastoral support for our pupils.

The position will involve supporting individual pupils who may be experiencing difficulties accessing classroom learning and therefore you may be based within our Hub provision or could be working alongside pupils in the classroom. Previous experience of mentoring or emotion coaching would be useful. The role involves providing individuals or groups of pupils with guidance in a constructive and supportive manner.

We are seeking to appoint someone who:

* Is committed to supporting the holistic development of all pupils
* Is a team player who has a positive attitude
* Has high expectations of children as well as themselves
* Has good communication skills with children, colleagues, parents and visitors
* Has experience of working with families and children with additional needs, demonstrating empathy and understanding
* Is committed to ongoing professional development
* Is committed to maintaining positive parent partnerships and will support the ethos of our Church school
* Is dedicated to helping our children ‘find their fantastic’ at St Botolph’s CE Academy

We can offer you:

* Leadership who have an open-door policy and are visible in school
* The support and expertise of a committed and passionate teaching team and Trust
* Pupils with good behaviour and an eagerness to learn within an environment where we are always striving to improve
* A happy and caring school community
* A commitment to support your continued professional development, both within school and through the Trust
* An atmosphere of humour, warmth and welcome every day

Visits to the school are welcomed. Please telephone if you want to make an appointment and look at our website and ‘X’ page to gain an insight to life at our Academy.

If you wish to apply for the position, please complete the application and return by email to the School Business Manager, Evette Harris, at eharris@stbotolphsacademy.co.uk

**Closing Date:** Friday 14th June at 12pm

**Interviews:** Monday 24th June

*The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment****.*** *Successful applicants will be required to obtain an Enhanced check for Regulated Activity from the Disclosure and Barring Service.*

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| **JOB DESCRIPTION** |

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| **Job Title:** Learning Mentor |

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| **SCP:** 12-18 |

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| **Reporting to:** Executive Headteacher/Head of School or Line Manager nominated by EHT/HoS |

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| **Overall Purpose of the Post:**  Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.  **Specific to school:**  To support the school’s Strategic Lead for Attendance in order to improve attendance for all pupils. |

| **KEY OUTCOMES/ACTIVITIES** |
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| **GENERAL**   * Provide pastoral support to pupils * Provide reactive support to dysregulated pupils when required * Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable * Attend to pupils’ personal needs and provide advice to assist in their social, health & hygiene development * Participate in comprehensive assessment of pupils to determine those in need of particular help * Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans * Support provision for pupils with special needs * Establish productive working relationships with pupils, acting as a role model * Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils * Assist with reintegration of those who have been absent * Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance * Challenge and motivate pupils, promote and reinforce self-esteem * Provide feedback to pupils and parents in relation to progress, achievement, behaviour, attendance etc * Attend meetings where appropriate * Complement the professional work of teaching and support staff by taking responsibility for implementing the Trust Attendance Policy * Help to improve the attendance of all pupils, including preparing reports for external professionals * Work with parents and carers to promote good attendance and punctuality across school * Support the school in raising attendance, investigating persistent absences and improving punctuality, this will include making home visits to the necessary families * Support the implementation of strategies to promote the regular and punctual attendance of all students * Work with pupils and families whose attendance is a barrier to performance * Assist the Strategic Attendance Lead with the recording, monitoring, evaluating and reporting of attendance data   **SUPPORT FOR TEACHERS**   * Liaise with feeder schools and other relevant bodies to gather pupil information * Support pupils’ access to learning using appropriate strategies, resources etc. * Work with other staff in planning, evaluating and adjusting learning activities as appropriate * Monitor and evaluate pupils’ responses and progress against action plans through observation and planned recording * Provide objective and accurate feedback and reports as required, to other staff on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence * Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested * Assist in the development and implementation of appropriate behaviour management strategies * Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home to school and community links * Assist in the development, implementation and monitoring of systems relating to attendance and integration * Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.  SUPPORT FOR THE CURRICULUM  * Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs * Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning * Determine the need for, prepare and use specialist equipment, plans and resources to support pupils  SUPPORT FOR THE SCHOOL  * Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person * Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop * Attend appropriate safeguarding training – e.g., workshops and CPD relevant to the role * Contribute to the overall ethos/work/aims of the school * Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils * Attend and participate in regular meetings * Participate in training and other learning activities as required * Recognise own strengths and areas of expertise and use these to advise and support others * Assist in the supervision, training and development of staff * Implement planned supervision of pupils out of school hours * Supervise pupils on visits, trips and out of school activities as required   Other duties commensurate with the grade of the post as directed by the Executive Headteacher/Head of School. |

**The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.**

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| **RESPONSIBILITY OF RESOURCES** |
| **Employees (Supervision):** Assist in the supervision, training and development of staff |
| **Financial:** None |
| **Physical:** Effective use of learning materials and resources. |
| **Customers and Clients:** Provide pastoral support to pupils and participate in the assessment of their needs. |

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

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| **CHARACTERISTICS OF THE POST** |
| **Characteristics of the post:**  The ability to occasionally attend meetings as required by the Executive Headteacher/Head of School/Line Manager.  Employees are encouraged to participate in training activities in order to enhance their own personal development.  All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.  **The employment checks are required:**   * Evidence of entitlement to work in the U.K. * Childcare Disqualification Declaration (where applicable) * Evidence of essential qualifications – see page 1 of this job specification * Two satisfactory references * Confirmation of medical fitness for employment * Registration with appropriate bodies (where applicable)   **The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:**  **Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS Disclosure** |

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| **PERSONAL SPECIFICATION** |

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