



**Learning Mentor
St Augustine's School**

Recruitment Information Pack



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Welcome from the Head of School

Welcome,

St Augustine's is a fantastic school, our children are exceptional and our staff work extremely hard to ensure students reach their potential.

We strive for excellence in all things, and our Catholic Ethos is central to our way of life in the school.

Each child is seen and respected as an individual. We believe in equity of opportunity. We aim to provide the very best learning opportunities where students are challenged, inspired and encouraged to flourish.

I believe that we, as staff of St. Augustine's, are here to serve our children. In turn we expect our students to try their very best at all times and respect others at all times.

Together we are building the future communities we will all enjoy.

We look forward to welcoming you to our school if you feel that St Augustine's is the right place for you.

Aishling Robinson
Head of School

Application Process

The closing date for all applications is **Monday 17th April at 9am**

Interviews will be held between Wednesday 19th April and Friday 28th April

Completed applications must be returned to NYES.Resourcing@northyorks.gov.uk

If you think you're the person for the job, please complete the application form and supporting documents from the below link and send to the email address above by the closing date.

<https://www.scr.cat.org/vacancies/job-application-packs>

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within a week of the closing date please assume your application has been unsuccessful.

Queries

Please contact for information arobinson@staug.sccat.org.uk

Job Description

PRINCIPAL ACCOUNTABILITIES:	
1.	To promote and safeguard the welfare of children and young people.
2.	To monitor daily attendance for the year group, communicating with families when students are absent and ensuring that all students are accounted for throughout the school day. To conduct and accompany staff on home visits for students who are currently not in school who require a welfare check.
3.	To support students in overcoming barriers to learning through individualised support; meeting students one to one and monitoring their progress both academically and pastorally.
4.	To carry out a variety of administrative tasks to help the running and monitoring of the year group. This includes but is not exhaustive of: daily notifications to students and parents, updating spreadsheets, recording keeping and filing paperwork.
5.	To develop and maintain effective and supportive relationships with children and families; this involves regular communication with parents and carers.
6.	To aid students in the curriculum by monitoring behaviour hot spots and identifying lessons where individuals require additional pastoral support.
7.	To undertake regular training and CPD to be well equipped to facilitate support for individuals experiencing a variety of issues including social, emotional and mental health.
8.	To communicate with the tutor team and the wider staff body about individual students when additional support is required.
9.	To act as a role model at all times; upholding and living out our core values of forgiveness, reconciliation and respect.

10.	To work with specific cohorts of students regarding their behaviour, attendance and punctuality as directed by the Assistant Headteacher
11.	Supporting the school's behaviour unit and monitoring the behaviour of all pupils.
<p>The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on St Augustine's School, as your employer and you as an employee of the school. In addition to the School's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the School's H&S policy</p>	
<p>GENERAL: The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post holder must be flexible to ensure the operational needs of the School are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the School.</p>	

1. Responsibility for Staff:

N/A

2. Responsibility for Customers/Clients:

Responsible for supporting the learning and welfare of students on their caseload.
Responsible for ensuring good order in groups of students under their supervision.
Responsible for keeping parents informed about progress.

3. Responsibility for Budgets:

N/A

4. Responsibility for Physical Resources:

N/A

WORKING RELATIONSHIPS:**1. Within Service Area/Section:**

Supports and advises students.

Provides complimentary service to teachers/pastoral staff in meeting the student's needs. Works collaboratively with other school staff to address student issues.

2. With Any Other Areas

To liaise with social care and other professionals under the direction of the Head of

Year. 3. With External Bodies to the School

To liaise with social care and other professionals under the direction of the Head of Year.

	Tick relevant level for each category						Supporting Information (if applicable)
	1	2	3	4	5	6	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		√				N/A	
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√				N/A	

EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			√				
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Person Specification

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</i>				
1.	Qualifications:			
	GCSE Maths and English at Grade 4/5 or above, or equivalent literacy and numeracy qualification.	√		CQ
	Safeguarding Level 1 (to be obtained upon appointment)	√		CQ
	Counselling qualification		√	CQ
	ECDL or equivalent		√	CQ
2.	Relevant Experience:			
	Experience working with families and young people		√	AF
	Experience working in an educational environment		√	AF / I
	Experience working with multi-agencies		√	AF / I
	Experience of motivating young people	√		I
	Experience of working with young people who have multiple disadvantages		√	AF / I
	Experience of CPOMS or other data management systems	√		AF/I

3.	Skills (including thinking challenge/mental demands):		
	Motivation to work with children and young people	√	I / R
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	√	I / R
	Ability to work as part of a team	√	I / R
	Ability to negotiate/encourage/reason and effectively influence young people to make the right choices	√	I / R
	Ability to work under own initiative	√	I / R
	Ability to work well under pressure and deal with difficult / challenging situations	√	I / R
	Ability to relate to young people	√	I / R
	Must be able to use IT (Microsoft suite)	√	AF/I
4.	Knowledge:		
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√	I
	An understanding of legislation relating to behaviour management	√	I
	An understanding of legislation relating to attendance	√	I
	A knowledge of homework / coursework requirements and school curriculum	√	I
5.	Interpersonal/Communication Skills:		
	Verbal Skills		
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	√	I / R
	Listening skills	√	AF/I
	Must be non-judgemental, appreciative of difference and show empathy to others	√	AF/I

	Ability to remain calm and instil calmness in others (young people in particular)	√		AF/R/I
	A proven record of influencing / advocacy / negotiating		√	I / R
	Diplomacy and the ability to communicate with team members, line managers and young people	√		I / R
	6. Written Skills			
	Exchange complicated or sensitive information to a range of staff to accurately and appropriately complete CPOMS (internal safeguarding system) entries to ensure all relevant parties are informed about key safeguarding incidents and concerns.	√		AF / I / R
7	Verbal			
	Must be able to speak clearly to ensure effective communication with ability to convey information verbally and in a way that the listener can understand.	√		I
8.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced Disclosure from the Criminal Records Bureau (if ticked as an essential requirement).	√	N/A	CRB Disclosure
	If the postholder requires a CRB disclosure the candidate is required to declare full details of everything on their criminal record.	√	N/A	AF (after short listing)
	If the postholder does not require a CRB disclosure the candidate is required to declare unspent convictions only.		N/A	AF (after short listing)