



Learning Support Mentor

Recruitment Pack



Nurturing inclusive learning communities

CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Learning Support Mentor at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy and we have high aspirations for future growth.

Thank you for your interest in Ethos Academy Trust and we will look forward to receiving your application.



Jayne Foster
CEO, Ethos Academy Trust



HEADTEACHER WELCOME

Dear Applicant,

Elements Academy is a special school which opened in September 2022 in Rotherham, South Yorkshire. It offers 135 for Key Stage 2 – 4 pupils (aged 7-16) who have an Education, Health and Care Plan (EHCP) where Social, Emotional and Mental Health (SEMH) is identified as the primary need.

Ethos Academy Trust has a long-standing reputation for achieving outstanding outcomes with vulnerable pupils. Our nurture-based philosophy underpins our practice. At Elements Academy, we provide a caring, stimulating, safe and welcoming environment where learning is enjoyable, and teaching is personalised to the needs and interests of individuals. Pupils are supported to fulfil their academic potential whilst developing the long-term confidence and skills required to succeed in post-16 education, employment or training.

Our outstanding staff teams are skilled at working with young people with needs across the SEMH range. In partnership with parents, carers and other professionals, we take a holistic approach to ensuring a young person's needs are identified and met throughout their journey at Elements Academy, preparing them for the next stage of their lives.

At Elements Academy, you will find strong, hardworking and dedicated members of staff. We believe in investing in our staff team and all staff have the opportunity to access high quality internal and external professional development. Working within Ethos Academy Trust is extremely rewarding; making a difference to vulnerable children and young people, knowing that the work you do has a genuine, long-term impact on a young person's education and life chances.

We are seeking to appoint a Learning Support Mentor to join our team. The successful applicant must be dedicated to supporting our young people to reach their full potential. We would like to thank you for your interest in Elements Academy and we look forward to receiving your application.



Vicky Woodrow, Headteacher



Nurturing inclusive learning communities

Ethos College provides long-term full-time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs. Additional 1:1 teaching is also available for a small number of pupils across Key Stages 1 to 4 who are referred with medical needs or for those whose needs are more complex.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted, and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



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Evolve Academy is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



Nurturing inclusive learning communities

Elements Academy opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.



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Reach Academy is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. Some have been permanently excluded from Kirklees secondary schools. A high proportion of children make a successful return to their local or another mainstream school following their time at Reach Academy, while some progress to special school provision in order that their long-term needs can be met.

We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



Nurturing inclusive learning communities

Engage Academy is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) who are at risk of permanent exclusion and / or are permanently excluded from a mainstream school. A high percentage of our children have Social, Emotional Mental Health (SEMH) needs along with undiagnosed complex needs. All pupils are assessed whilst with us and the majority receive an Educational Health and Care Plan (EHCP) prior to going to their next school ensuring their needs are met in the future.

We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have a broad, creative curriculum that enables all pupils, regardless of need, to achieve their potential and thrive in their new schools.

Enrich Academy is a well-established education provision for Key Stage 4 students (aged 14-16), specialising in supporting students with Social, Emotional and Mental Health (SEMH) needs as well as supporting young people aged 14-16 who are unable to attend a mainstream setting. Our nurture-based philosophy underpins our practice and ensures that we meet the individual needs of every student.



Nurturing inclusive learning communities

At Enrich Academy, our aim is to provide a caring, stimulating, safe and welcoming environment where learning is enjoyable. We also ensure our teaching is personalised to the needs of students by customising the curriculum to challenge ability and raise aspirations.

We aim to improve student wellbeing and the life chances of our young people, and all our students are supported to fulfil their individual potential whilst developing the confidence and skill required to succeed in post-16 education, employment or training.

TRUST MISSION

Ethos Academy Trust is uniquely positioned with a clear strategic focus on Social Emotional and Mental Health and wider Special Educational Need provision. Our Academies are nurturing and inclusive communities, underpinned by a genuine value led culture where pupils and staff thrive and grow to their full potential.

OUR CORE VALUES

 <h3>Leading</h3> <p>with integrity</p> <ul style="list-style-type: none">• Championing honesty and transparency• Building trusting relationships	 <h3>Encouraging</h3> <p>freedom and responsibility</p> <ul style="list-style-type: none">• Working collaboratively• Investing in effective partnerships
 <h3>Thinking</h3> <p>innovatively</p> <ul style="list-style-type: none">• Finding creative solutions• Meeting individual needs	 <h3>Improving</h3> <p>continuously</p> <ul style="list-style-type: none">• Raising standards• Developing strong and effective leaders
 <h3>Celebrating</h3> <p>achievement</p> <ul style="list-style-type: none">• Improving academic progress• Enriching personal development	 <p>ETHOS ACADEMY TRUST</p> <hr/> <p>Nurturing inclusive learning communities</p>



WHY WORK FOR THE TRUST?

Ethos Academy Trust spans West and South Yorkshire, with all our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.

At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all the children and young people within our community at the heart of what we do. Our staff are pivotal in this and in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for pupils

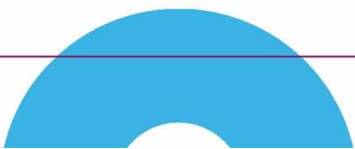
Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- A chance to work at a unique Trust with a clear direction and commitment to working with Social Emotional and Mental Health need and wider SEND pupils.
- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- Opportunities to collaborate with colleagues across academies and within the Central Trust teams and other Multi Academy Trusts on a local and/or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to Teacher and Local Government Pension Schemes.
- Access to 24/7 Employee Assistance Programme which includes counselling and physiotherapy services.
- Annual flu jab
- All staff have 1:1 sessions with their managers every half term and complete a Wellness Action Plan at least annually.
- All staff are required to have an annual appraisal.
- We recognise and reward staff who have gone over and above with our half termly values driven staff awards.
- Opportunity to have your say and to contribute to Academy related developments via annual staff survey, regular “pulse” surveys and Academy Liaison Groups.



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- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted shopping.
 - Additional day off after 5 years' service with the Trust
 - Local agreements for corporate access to gyms and other leisure facilities.



I started working for Ethos College around 11 years ago as a Grade 7 inclusion worker. It was an immensely enjoyable and rewarding position. I loved the fact that I could support the social and emotional development of young people and have the ability to make a huge impact on their lives. I was inspired by our talented team and decided to combine my passion for science and education to train to become a qualified teacher. Ethos College supported me all the way and when a position became available, I applied and was proud to take up the post of science teacher. Since then, I have not looked back! I then moved into a leadership role at Ethos College. From September 2023, I will be moving to the position of Head of School at Enrich Academy. Working at Ethos Academy Trust and being part of the transformation of the lives of our young people is an absolute privilege.

EMMA GANNON, HEAD OF SCHOOL - ENRICH ACADEMY





I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust thirteen years ago as an Inclusion Worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification. More recently I was able to complete training to become a SENDCo and I am currently SENDCo for Reach Academy. The Trust and management teach within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

SARAH SIMMONDS, SENDCO - REACH ACADEMY

During my 6 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role two years ago, I am now a member of the Senior Leadership Team at Ethos College and have been supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

JACK GHEE, ACTING ASSISTANT HEADTEACHER - ETHOS COLLEGE



ADVERT FOR LEARNING SUPPORT MENTOR

Learning Support Mentor
Band F
37 hours per week
Term time plus 5 INSET days
Permanent
Full time salary - £24,496 - £26,845
Actual salary - £21,575 - £23,644
Closing date 4 October 2023 at 9am

Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint a Learning Support Mentor who will provide positive, aspirational outcomes for pupils with complex social, emotional and mental health (SEMH) needs through high quality support and engagement.

If you are looking for a new and rewarding challenge in education and you are committed and passionate to making a difference, then we look forward to hearing from you.

Closing date: 4 October 2023 at 9am

Interview date: W/c 9 October 2023

If you require further information or would like to arrange a visit, please contact dgamwell@eat.uk.com

You can apply for the vacancy at <https://www.eat.uk.com/recruitment-portal/current-opportunities/>




LEARNING SUPPORT MENTOR JOB DESCRIPTION

Job title	Learning Support Mentor
Location	Elements Academy, Dinnington
Hours	37 hours per week, working term time plus 5 INSET days
Reports to	Primary Lead
Staff responsible for	No staff responsibility
Closing Date	4 October 2023 at 9am
Salary/Grade	Band F – Actual salary - £21,575-£23,644
Job Purpose	<p>The role will focus on providing aspirational and positive outcomes for pupils with complex social, emotional and mental health (SEMH) needs through high quality support and engagement, supporting academic learning and securing pupils' physical and emotional wellbeing, whilst raising their self-esteem and encouraging independence.</p> <p>The role will complement the work of teachers by taking responsibility for agreed learning activities under the agreed system of supervision.</p>

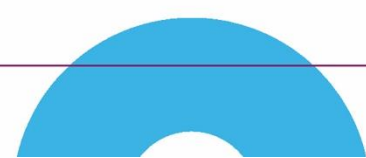
KEY OBJECTIVES AND ACCOUNTABILITIES

Main Duties

- To assess the need of pupils and use detailed knowledge and specialist skills to support pupils' learning and SEMH development.
 - To establish productive working relationships with pupils, acting as a role model and setting high expectations.
 - To work with students through Intervention sessions as required.
 - To develop and implement personalised plans for pupils based on individual need, in line with Education Health and Care Plans.
 - To work with specific students through catch up sessions and extra-curricular activities.
 - To develop trusting relationships with parents/carers, liaising regularly to share information.
 - To promote the inclusion and acceptance of all pupils within the classroom.
 - To support pupils consistently whilst recognising and responding to their individual needs.
 - To encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
 - To promote independence and employ strategies to recognise and reward achievement of self-reliance.
 - Update pupil records, using the MIS system and CPOMS, to record accurate objective accounts.
 - To provide feedback to pupils in relation to SEMH progress and achievement.
 - To organise and manage an appropriate learning environment and resources.
 - Within an agreed system of supervision, plan and deliver challenging teaching and learning and SEMH objectives to evaluate and adjust lessons/work plans as appropriate.
 - To monitor and evaluate pupils' responses to learning activities through a range of assessments and monitoring strategies against predetermined learning and SEMH objectives.
 - To provide objective and accurate feedback and reports, as required, to the teacher/SLT on pupil achievement, progress and other matters.
 - To record progress and achievement in lessons/activities systematically and provide evidence on a range and level of progress and attainment.
 - To promote positive pupil behaviour, maintaining high expectations for all pupils, using effective strategies to support pupil behaviour promoting self-control and independence.
 - To support the role of parents and pupils' learning and where appropriate, to lead meetings with parents and/or external agencies to provide constructive feedback on pupil progress/achievement etc, completing relevant associated documentation.
 - To administer and invigilate exams/tests.
 - To produce intervention lesson plans, resources etc.
 - To advise on the appropriate deployment and use of specialist aid/resources/equipment.
 - To deliver and supervise out of school learning activities within the guidelines established by the academy.
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- To contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.
 - Other duties and responsibilities of an equivalent nature are undertaken, as may be determined by the post holder's supervisor from time to time, in consultation with the post holder.

General

- Act with integrity, honesty and professional competence and understand the importance of confidentiality.
 - Have a positive attitude towards working with vulnerable young people including ability to be understanding, responsive, calm and supportive.
 - Carry out your duties with due regard to current and future Trust and academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Trust communications.
 - Take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety at Work Act
 - Demonstrate day to day commitment to the Trust's vision, mission and core values.
 - Carry out such reasonable additional duties as may from time to time as determined by or on behalf of Trust Senior Leaders or the Trust Board.
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PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
Knowledge, Education and Training	Higher level Teaching Assistant standards must be met or equivalent qualification or experience	E
	NVQ 2 or equivalent in English and Maths, or proven numeracy and literacy skills to Level 2	E
	Training in the relevant learning strategies to support pupils with Special Educational Needs	E
	Good understanding of child development and learning processes	E
	Full working knowledge of relevant policies, codes of practice and legislation	E
	Understanding of statutory frameworks relating to education	E
	Understanding of classroom roles and responsibilities	E
	Knowledge and experience of using a wide range of computer applications and ICT to include work processing, spreadsheets, databased, presentation software, internet and email	E
	Basic knowledge and understanding of Health and Safety issues and the ability to identify risks within personal sphere of work	E
	Appropriate First Aid training	D
Relevant Experience	Experience of working with children	E
	Experience of working in a school setting	D
Aptitudes, skills and competencies	Ability to related well with adults and children	E
	Ability to work with Trust policies and priorities in a joined-up way with others internally and externally and to operate democratically, transparently and with accountability	E
	Ability to motivate others to work to their full potential, demonstrating honesty and integrity	E
	Ability to develop and select effective solutions to problems and proactively manage risk and change	E

	Ability to challenge the status quo and seek out best practice to achieve the Trust's vision	E
	Ability to deliver efficient and effective customer service to internal and external stakeholders.	E
	Committed to safeguarding and promoting the welfare of young people	E
	An understanding of equality and diversity, managing their own behaviour and demonstrating fairness	E
	Ability to work with others in a flexible and constructive way, helping to generate an environment of trust and cooperation	E
	Ability to communicate with, and engage others, in an effective and persuasive manner	E
Any additional factors	Commitment to ongoing personal training and development	E
	Willingness to work outside of normal Trust hours on occasion and with due notice	E
	Willingness to undertake an Enhanced Disclosure and Barring Service check; pre-employment and annually	E
	Holds current driving licence and has own vehicle available for transport during the working day	D

Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.


Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.



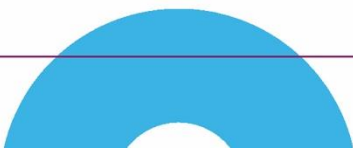
Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

Online checks for shortlisted candidates

In accordance with DfE Keeping Children Safe in Education 2022, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

GDPR

A copy of our Privacy Notice is available via our website: www.eat.co.uk





Nurturing inclusive learning communities

Ethos Academy Trust
c/o Reach Academy
Field Hill Centre
Batley Field Hill
Batley
WF17 0BQ

