



Shaftesbury School

# LEARNING SUPPORT MENTOR

**START DATE: AS SOON AS POSSIBLE**



**SAST**

SCHOOLS ACHIEVING SUCCESS TOGETHER

November 2024



Dear Applicant,

Welcome to Shaftesbury School and thank you for expressing an interest in the post of Learning Support Mentor.

We are looking for a Learning Support Mentor to join our team. This is a permanent, part time role commencing as soon as possible and will be for 30 hours.

In our most recent inspection in March 2023, we were delighted that we were judged by Ofsted as being “Good”. The report reflects the wonderful quality of education we provide, the nurturing environment we have cultivated, and the positive impact we make on the lives of our students. The inspectors commended our commitment to excellence, the strength of our teaching and learning, and the exceptional progress our students have made under the guidance of our team. Our SIAMS inspection also highlighted that we have areas of excellence across the school community, and we are a place where young people thrive.

At Shaftesbury School we hold an educational vision close to the hearts of everyone “*being the best you can be*”. Just as Jesus used the parable of The Good Samaritan to explain, “love thy neighbour as thyself”, we too have this at the root of our Christian ethos. Our vision and Christian ethos is brought to life through our core values; Belonging, Empathy, Service and Thrive. Staff have the highest expectations of every student and guide them to ensure they become confident learners, who will leave Shaftesbury School with an excellent level of knowledge, skills and experiences to flourish in an ever-changing world.

We are pleased to be part of SAST. There is real strength in coming together with a collective responsibility for all of the children’s development and progress between 0-19 years. We believe in preserving schools in the local community. This means that there will be considerable local expertise in Primary and Secondary schools to support staff, along with the chance to make a contribution to any wider developments.

Shaftesbury School is a great place to work and is a beautiful town itself; most students come from Shaftesbury and the surrounding area. The school is set on the edge of the town, close to the A303 and within easy commuting distance from the south coast of England, Bath, Salisbury, Yeovil and Wimborne.

We are looking for someone who is organised, committed and able to motivate our young people. We are looking for someone who will go the extra mile and can make substantial and sustained contribution to the school team and beyond. In return, you will join a school and a Trust that is full of activity, opportunity and optimism. You will join a school that has a centralised behaviour management system, supporting staff workload. The school has an Alternative Provision on site for students who struggle with the mainstream lesson setting. Shaftesbury is a school which has a thriving 6<sup>th</sup> Form and fantastic facilities, including a free staff gym, five ICT suites, a 6<sup>th</sup> Form and Staff Café, a fully resourced Library, staff refreshments every day, a multi-faceted Steps to Support programme for our young people, a staff well-being charter and staff counselling.

We look forward to reading your application and we will contact successful applicants once shortlisting has taken place. There is further information about the school on our website [www.shaftesburyschool.co.uk](http://www.shaftesburyschool.co.uk) and the Trust at [www.sast.org.uk](http://www.sast.org.uk). You are very welcome to visit us in advance of an application. Please contact the school office for any further information. On behalf of the staff, children, and Academy Committee, we look forward to meeting you.

With our very best wishes,

**Donna London-Hill**  
**Executive Headteacher**

**Stephanie Bowen**  
**Head of School**

# THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **Wednesday 27<sup>th</sup> November 2024**

The interviews will be held on **Monday 2<sup>nd</sup> December 2024**

**Salary:** Grade 5, Scale Point 5: £17,289 per annum

**Contract:** Permanent, 30 hours per week, 39 weeks per year (term time plus inset days)

We are seeking to appoint an outstanding, empathetic individual, with experience of working with children in an educational setting. As a Learning Support Mentor, you will be required to act as a positive role model to our students. You will be supporting students in a variety of ways access to learning using appropriate strategies and resources and providing feedback on their progress as required. You will be working in the school's Inclusion base and will be involved in supporting young people who have neuro-diversities. If you are confident, relate well to young people and are a committed person, we welcome your application.

The successful candidate will:

- Have effective problem-solving and creative thinking skills
- Have a background knowledge of the Foundation and National Curriculum
- Have the ability to empathise with students
- Have excellent interpersonal skills with the ability to work effectively and collaboratively with colleagues and external stakeholders
- Have the ability to be a team player who will go the extra mile to support students and who will enjoy the challenges of this role

You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be emailed to: [recruitment@sast.org.uk](mailto:recruitment@sast.org.uk).

Should you wish to arrange a visit to view the School, please do not hesitate to contact Channon Bruton, Office Manager on [channon.bruton@shafesburyschool.co.uk](mailto:channon.bruton@shafesburyschool.co.uk) who will be happy to arrange this.

*SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.*

*Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.*

*SAST recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.*

*This role is UK- based and your right to work will need to be established as part of the appointment process.*

*(Internal ID Number: RAF547)*



# JOB DESCRIPTION



**Job title:** Learning Support Mentor

**Grade:** Grade 5

## **Main Job Purpose:**

- Responsible for working across a varied range of responsibilities
- To assist the Inclusion Team to promote pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support (individual and group) and in the provision of a stable, caring and supportive learning environment; to enable pupils to achieve their full learning potential and facilitate their personal, academic, social and moral development.
- To deliver, and be accountable for, intervention programmes for students (on an individual or small group basis), under the supervision of the Inclusion Team.
- We will require your input to support pupils in a range of activities. Support is both on a one-to-one basis and in groups and will be to pupils with neuro-diversities and students who may struggle with accessing the main school lessons.
- The postholder will play an important role in supervising the learning of pupils during the teaching period and breaktimes within the school, ensuring a safe environment is maintained at all times.

## **Main responsibilities and duties**

- To support the teaching and learning processes.
- To assist the school and Inclusion Team in particular, in developing, implementing and managing individual/group pupil learning strategies aimed at the
  - management of pupil behaviour
  - establishing and maintaining of relationships with individual pupils and groups in support of pupils in learning activities
  - continuous review and development of the postholder's professional practice
  - Inclusivity of pupils with identified SEN needs

## **Under the guidance of direction of the Team Leaders:**

- Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs. To ensure that support is given to them at an appropriate level.
- Teaching support is delivered individually and in groups through a range of tasks.
- Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions
- Focus support in areas needing improvement both academic and social.
- To support the use of ICT in the classroom and work with and support pupils to ensure they can use ICT and other specialist equipment to enhance their learning.
- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
- Seek to ensure the promotion and reinforcement of pupils' self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
- Contribute to the assessment of pupils' learning, in particular regarding Literacy, Numeracy, Science and ICT skills.
- Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.
- To promote pupils academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning

resources and in the preparation and maintenance of a safe, secure and suitable learning environment.

- Assist in the development, monitoring and evaluation of programmes of work
- Contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
- Where appropriate accompany/supervise students undertaking off-site activities and educational visits.
- Attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
- Contribute to the process of school self- evaluation.
- To liaise with parents and other professional agencies in support of pupil's needs.
- To provide care and supervision of pupils within the classroom, within the school and outside of the school.
- Supervise pupils using cloakrooms and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
- Escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil.
- Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
- On occasion, to assume sole supervision of groups of pupils. This may include whole classes for short periods in the absence of the teacher.
- Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils:
  - Where a current First Aid qualification is held, in the absence of other medical facilities:
  - Maintain First Aid equipment and materials and dispense medicines in accordance with school policy and Health and Safety guidelines.
  - Undertake First Aid
  - Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
  - Under the direction of teaching staff and, where appropriate, to assist in the development of Learning Passports for pupils with special educational need.
  - To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
  - To contribute to the assessment by the teacher of pupil performance in maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.
  - To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
  - To undertake continuous professional development
  - Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

### **Knowledge & skills**

- Experience of working with children in an educational setting is essential.
- Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.
- Knowledge of pupils' individual targets and, where appropriate may require more

specialised knowledge in specific curriculum areas.

- Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.
- A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.
- Knowledge of legislation and regulations applicable to the support and care of pupils.
- They must have achieved a qualification in English/literacy and mathematics/numeracy and NVQ Level 2 of the National Framework and ideally be working towards Level 3.

### **Supervision and management**

- Typically, there will be supervision available from the classroom teacher on a daily basis and regularly within the day.
- Additional support may be provided within the team. The postholder may be required to support the induction and further training within the team and / or across the school.

### **Problem solving and creativity**

- Daily, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual pupil.
- Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.
- There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.
- Additionally, creativity and innovation are needed to meet the special education and care needs of individual pupils, such as those with significant physical disability and emotional difficulties, including regular exhibitions of challenging behaviour and aggression.

### **Key contacts and relationships**

- Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.
- Contact with Health Service professionals to provide daily support for the pupils with known medical conditions.
- Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupils progress. Such communications can be of a delicate nature depending on a pupils needs.
- There will be regular contact with a senior team member, relating to on-site supervision of children, deployment and cover arrangements.

### **Decision making**

- Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
- Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a senior member of the team.
- There will often be a need to make immediate decisions, without initial referral to others, in relation to immediate care, control and safety of pupils with additional needs.

## Working Environment

- There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.
- While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils who are especially difficult to engage in activities and may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.
- Patience, relational and trauma-informed practice is required
- We have a form of Alternative Provision on our site; Gateway and SPACE. Both are to enable students to access education outside of a normal mainstream class space.

# PERSON SPECIFICATION

## Experience

- Experience of working in an educational setting (desirable)
- Experience of working with pupils with additional needs (desirable)

## Education/Qualifications

- An education standard equating to GCSE grade 3 in English, Mathematics and Science or equivalent
- NVQ level 3/ BTEC in Learning Support is desirable

## Knowledge/Skills

- Understanding of principles of child development and learning processes and in particular, barriers to learning
- Background knowledge of National Curriculum and School's procedures and policies (desirable)
- Secure IT skills
- Significant empathy with pupils who have additional or special educational needs
- Developing knowledge of Local Authority, local and national organisations which can provide services and activities to support pupils and broaden and enrich their learning
- Ability to relate well to children and in particular to motivate children to engage in the learning process
- Ability to work effectively with parents/carers and a range of professionals
- Experience of being part of a cohesive team.



# ABOUT SHAFTESBURY SCHOOL

Shaftesbury School is an 11-18 school with just over 800 pupils on roll. Shaftesbury School has been successful in gaining good results for its students at both GCSE and A-level. The Sixth Form students have an excellent record of success in gaining university entrance. We are a proud school which attracts students from around the local Dorset area.



Shaftesbury School

Shaftesbury School has been a place of learning for over 300 years. The school and town have seen many changes over the years but what has not changed is our commitment to education. Our intention is to deliver a broad and balanced school curriculum which is dynamic and challenging for all learners and to reflect our school's rich cultural diversity.

Our curriculum is built on a strongly held belief that effective learning takes place when literacy, questioning, challenge, engagement, feedback and progress are apparent and a commitment to a curriculum intent that provides for both knowledge acquisition and the development of key skills needed for their next stage in life. This is set in a Christian context that promotes inclusivity. Every student is encouraged to be autonomous learners with high aspirations. We want our students to believe in themselves and be actively engaged in their learning, seeing the connection between the knowledge that they learn in school with the lifelong personal and academic skills that they need to fulfil what they want to become tomorrow.

We promote the highest expectations of our students and encourage everyone to be the best they can be. Our core Christian values are **BEST - Belonging Empathy Service Thrive**. Our guiding principle, "*Being the Best You Can Be*," is deeply rooted in the teachings of Jesus Christ, particularly his second commandment, "*Love thy neighbour as thyself*" (Matthew 22:39). This biblical wisdom illuminates our commitment to nurturing a community of compassionate, inclusive, and empathetic individuals.

Shaftesbury School is a wonderful place to work and has a special atmosphere and feel. It became an Academy in June 2014 to sustain the quality of our outstanding provision. We joined SAST in July 2020 and are now part of a family of 18 schools in the local area.

Shaftesbury is a beautiful rural country town that has easy road and close rail links to London, Bath, Bristol, Exeter and the glorious Dorset coast. North Dorset and the south-west of England combines the space and beauty of the Dorset countryside with a variety of famous sites, events, and activities for all.



# INFORMATION ABOUT WORKING FOR SAST



SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

## **Our Schools:**

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

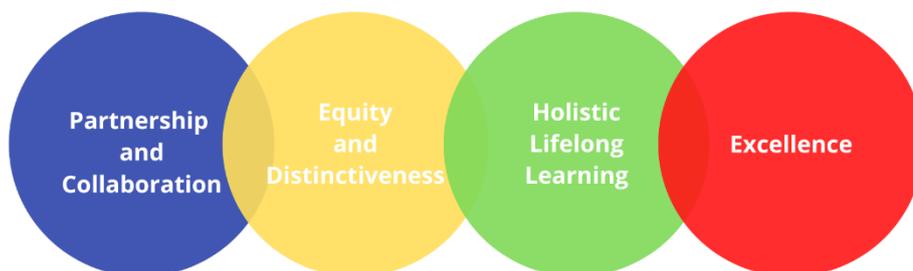
At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

## **Our Vision:**

*Delivering educational excellence through aspiration and collaboration.*

## **Our Values:**



### **Partnership and Collaboration**

Our schools support each other, by sharing expertise and resources, to ensure improvement.

### **Equity and Distinctiveness**

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

## **Holistic Lifelong Learning**

We promote the personal development of every child and a love of lifelong learning for our students and staff.

## **Excellence**

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

## **Organisation - How we work:**

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

## **Partnerships:**

Partnership and collaboration are core features of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

## **SAST Benefits:**

As part of SAST, we can offer you a range of benefits including:

- High- quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Access to the Local Government Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

