



Inspire Learning Trust

L3 Pupil Engagement and Intervention Coach (Learning Mentor / L3 Teaching Assistant)

Closing Date: Monday, 23rd June 2025 at 9.00am

Interviews: Week Commencing 23rd June 2025

Start Date: September 2025

Responsible to:	Reporting to the Provision Manager and Assistant Headteacher
Responsible for:	Primarily based at Oakwood House implementing agreed programmes with individual pupils and groups
Salary:	Band E+ 7-11, Actual Salary £24,922 to £25,720 (FTE Salary £26,824 to £29,540) depending on experience
Working hours:	37 hours per week, Monday – Friday (Monday to Friday, Monday to Thursday; 8am – 4pm; Fridays, 8am – 3.30pm) term time at 192 days, Permanent.

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

Oakwood High School is an oversubscribed 11-16 High School with a strong emphasis on respect for all; we are a 'well led', 'good' school where 'pupils enjoy attending' and 'the vast majority of parents would recommend'

We are looking to appoint a L3 Practitioner/Learning Intervention Mentor/Level 3 Teaching Assistant with good experience of delivering small interventions including for pupils with additional needs and or barriers to learning to join an enthusiastic, supportive and successful school as a Level 3 Pupil Engagement and Intervention Coach.

- Working primarily in Oakwood House, you will be working under the direction of relevant leaders to implement agreed work with individuals and groups.
- In particular, the successful candidate will be required to work with pupils who need support and nurture to empower them to access the school day and curriculum.

Successful candidate will be truly committed to supporting pupils to progress and achieve, have high aspirations for the pupils' success. To enhance pupils' learning and create independence, all pupils and staff are provided with an electronic device.

We Offer:

- A supportive and successful school where staff work in a way that encourages a positive work environment that is solution focused and proactive for all.
- A school with a way of working that encourages a positive work environment that is solution focused and proactive for all.
- And a positive working environment, we care about our pupils, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.



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Oakwood High School is a Leadership School for ITT Provision and recognised by Sheffield Hallam University as “a school of excellent practice” for NQTs. In addition, the school offers CPD routes through a Core Leadership Development Curriculum with the Learners First Schools Partnership.

Applicants are required to apply via our online application form which is available on our website:
<https://www.inspirelearningtrust.uk/vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share

this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website:
<https://www.inspiretrust.uk/page-template/statutory-documents/>



Inspire Learning Trust

Why work for us?

Gym and Exercise Classes



Gym membership and exercise classes at only £20 per academic year.

Free Parking



Free car parking at all sites.

Accredited Living Wage



We are committed to ensuring staff rates of pay exceed the national minimum wage.

Sports Facility Hire



Reduced rates on our sports facilities and pitch hire.

Evening Language Classes



Access to modern foreign languages classes at a 25% discounted rate.

Specsavers Eye Care Voucher Scheme



Obtain a free eye test and discounts on glasses.

Blue Light Card Eligibility



Purchase a card giving access to a wide range of discounts online & on the high street.

Pension Contributions



Access Teachers and Local Government pension schemes, with employer contributions between 19.9% and 28.68%.

Cycle to Work Scheme



Salary sacrifice scheme on a brandnew bike with Cyclescheme.co.uk

Support Staff Holiday Entitlement



Generous annual entitlement for all our professional support staff.

Urban Yoga



Access free yoga classes at Oakwood High School.

Employee Referral Scheme



You could earn £500 for recommending an appointed friend or family member.

Student Admissions to Secondary School



Priority placing for children of staff, subject to length of service.

Westfield Health Scheme



A salary sacrifice scheme that gives quality health cover.

Onboarding for New Starters



Bespoke onboarding process for all new starters, including an additional day's pay.

Flu Jabs



Flu jab vouchers available on an annual basis.

Employee Assistance Programme



24/7 confidential help covering counselling and practical and emotional help.



We envision Inspire Learning Trust thriving by boosting our resourcefulness, promoting a culture of sharing within the Trust, showing respect to the planet and the communities we serve, and nurturing resilience in our stakeholders for sustained economic, environmental, and social wellbeing.



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Job Description and Person Specification

Main Purpose of Job

The role is primarily dedicated to ensuring that all pupils, including those with additional needs or barriers to learning, make measurable academic and / or personal progress. The post holder will be required to work with students who need support and nurture to empower them to access the school day and curriculum. A key aspect is identifying individual needs and adapting to that particular student, as well as being responsible for creating a safe, stimulating, and supportive learning environment.

All post holders at Oakwood High School and the Trust are required to work at their designated level to support the implementation of all policies and procedures to achieve key targets. These targets are reviewed annually and adapted to meet the needs of our pupils.

The post holder will be a key member of the team in the Academy and will work positively and proactively.

The post holder will work in collaboration with a range of staff across the Academy in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

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Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1	Role Specific Duties and Responsibilities	A	L	O
	Working Primarily at Oakwood House to:			
1.1	Provide targeted support based on the individual needs of the students, which could include Maths, English, SEMH, or life skills.			✓
1.2	Work with the provision manager to baseline students using a range of methods including core subjects; BOXALL; attendance data; Behaviour data.	✓		✓
1.3	Identify individual barriers to learning and set learning goals and implement strategies to overcome these barriers.	✓		✓
1.4	Assist with the development of tailored student support plans (PSP's) and interventions to ensure students make progress.	✓		✓
1.5	Use data to monitor, assess, and report on student progress, adjusting support strategies where necessary.	✓		✓
1.6	Support students in developing essential lifelong learning skills.			✓
1.7	Provide one-on-one or small group interventions for students with identified special educational needs (SEN) or those who require additional support.			✓
1.8	Ensure that students with SEN or those facing other barriers to learning are fully included in the interventions offered.			✓
1.9	Use specialist (Curricular / Learning) skills / training / experience to support students.	✓		✓
1.10	Establish productive working relationships with students, acting as a role model and setting high expectations.	✓		✓
1.11	Promote the inclusion and acceptance of all students.			✓
1.12	Support students consistently whilst recognising and responding to their individual needs.	✓		✓
1.13	Encourage students to interact and work cooperatively with others and engage all students in activities.	✓		✓



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1.14	Promote independence and employ strategies to recognise and reward achievement of self-reliance.	✓		✓
1.15	Provide feedback to students in relation to progress and achievement.	✓		✓
1.16	Plan and deliver intervention strategies to support student progress with regards to their emotional health and wellbeing at Oakwood House.	✓		✓
1.17	Work as a learning coach to provide pastoral support around emotional health and wellbeing and academic issues.			✓
1.18	Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs.			✓
1.19	Support the use of ICT in learning activities and develop students' competence and independence in its use.			✓
1.20	Help students to access learning activities through targeted support.			✓
1.21	Determine the need for, prepare and maintain general and specialist equipment and resources.			✓
2	Support for the Provision Manager	A	L	O
Work with the Provision Manager				
1.1	To establish an appropriate learning environment	✓		✓
1.1	Intervention/work planning, evaluating and adjusting plans as appropriate.			✓
1.2	Monitor and evaluate students' responses to learning activities through observation and planned recording of achievements.	✓		✓
1.3	Provide objective and accurate feedback and reports on student achievement, progress and other matters.	✓		✓
1.4	Be responsible for keeping and updating records			✓
1.5	Undertake marking of students' work and accurately record achievement / progress	✓		✓
1.6	Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with school policy.			✓
1.7	Liaise sensitively and effectively with Parents / Carers			✓



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1.8	Administer and assess routine assessments and invigilate any exams / tests.			✓
1.9	Provide general clerical / administrative support.	✓		✓
3	Generic Duties and Responsibilities			
3.1	All employees have a responsibility for implementing all School Policies and procedures and working in accordance with the Code of Conduct for Staff.			
3.2	Break-time, dinner and after school duties (on a rota basis) where required			
3.3	All employees will be asked to work at their level on student interventions to meet student needs and school targets.			
3.4	Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.			
3.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.			
3.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.			
3.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.			
3.8	Establish constructive relationships and communicate with others (inside and external to the Trust).			
3.9	Delivering out of school learning activities within the guidelines established by the school, you may be required to adjust your working day to support this.			
3.10	Supervise pupils on visits, trips and out of school activities as required.			
3.11	Support for school wide events.			
3.12	Support the role of other professionals			



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Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1	Qualifications and experience	Essential	MoA
1.1	Experience supporting secondary students in a relevant capacity.	✓	AF/I
1.2	Experience working with students facing learning barriers such as dyslexia, ADHD, autism, or other needs	Desirable	AF/I
1.3	Strong understanding of best practices in overcoming learning barriers, or willingness to commit to upskilling.	✓	AF/I
1.4	Teamwork, working with young people in a relevant capacity; including supporting withdrawal groups and whole class groups.	✓	AF/I
1.5	Understanding of roles and responsibilities within an additional provision setting like Oakwood House	Desirable	AF
1.6	Ability to relate well to children and adults and an understanding of learning and development.	✓	AF
1.7	Evidence the use of specialist skills to support pupils who have additional needs with regards to SEMH difficulties.	Desirable	AF / CQ
1.7	GCSE A*-C or 9 - 5 in Mathematics, English or equivalent.	✓	AF
1.8	NVQ 3 Teaching Assistants or an appropriate L3 qualification or evidence of experience of successfully using relevant strategies to support pupils with learning difficulties.	Desirable	AF
1.9	ICT skills including Microsoft/ google packages at an appropriate level.	✓	AF / CQ
1.10	Experience of using IT to support learning.		
1.11	Working knowledge of relevant policies/ codes of practice/legislation.	Desirable	AF
2	Personal Skills and Characteristics		
2.1	Commitment to working with students with additional educational needs	✓	
2.2	Excellent communication and interpersonal skills.	✓	



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2.3	The ability to build good relationships based on trust with students and their families.	✓	
2.4	Behaviour management skills, with the ability to manage challenges in an effective and non-confrontational way.	✓	
2.5	Excellent communication and interpersonal skills.	✓	
2.6	Proactive and problem-solving skills.	✓	
2.7	Team working skills.	✓	
2.8	Organisational skills.	✓	
2.9	An observant and responsive approach.	✓	
2.10	Flexibility to respond to the needs of the students and adapt or change plans accordingly.	✓	
2.11	A commitment to equal opportunities and the ability to use a variety of strategies and practices to promote diverse cultural and equality issues.	✓	
2.12	A commitment to the safeguarding and welfare of all students.	✓	
2.13	A positive, energetic and enthusiastic outlook	✓	
2.14	Patience, understanding and empathy with students and parents.	✓	
2.15	A commitment to future training and development.	✓	
3	Personal Qualities	Essential	MoA
3.1	Conscientious, honest and reliable.	✓	I / R
3.2	Able to make carefully considered decisions and assess risk.	✓	I / R
3.3	Ability to work on own initiative.	✓	R
3.4	Ability to communicate with a range of adults and pupils.	✓	I/R



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3.5	A commitment to self-improvement	✓	AF/I
3.6	Capacity to motivate, inspire and challenge pupils, self and others	✓	I/R
3.7	Ability to establish and maintain good relationships with a range of adults and pupils.	✓	I/R
3.8	Inclusive.	✓	AF/I/R
3.9	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓	I
3.10	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓	I
4	Mandatory Requirements	Essential	MoA
4.1	A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	DBS
4.2	Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF/R
4.3	References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R
5	Physical Requirements	Essential	MoA
5.1	Health and physical capacity for the role.	✓	I / R
5.2	A good attendance record in current employment (not including absences resulting from disability).	✓	I/R



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6. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

Seeing the Bigger Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.

Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.

Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively.

Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.

Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.



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Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.

Managing a Quality Service: Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high-quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership, and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



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**Inspire Learning Trust is committed to...
Educational Social Responsibility
We are committed to a value led educational provision.**

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***