



Pastoral Learning Mentor Information for Applicants

Compass Learning Centre
307A Chickerell Road, Weymouth, DT4 0QS
Tel: 01305 – 206530

Email: office@compass.dorset.sch.uk

www.compass.dorset.sch.uk

Dear Applicant,

Thank you for your interest in the position of Pastoral Learning Mentor at Compass Learning Centre. This is a key role at Compass and you will need to have a good work ethic, be a team player, have the ability to motivate in a supportive way, making a difference to young people's lives, inspiring them to achieve and realise their true potential.

You will be required to support students, and their families, from the initial request for a place at Compass, through their time with us and, where appropriate, to reintegration into mainstream school. You will often be the first point of contact for students and families, signposting them to the relevant internal support and / or external agencies, as well as providing pastoral support to remove barriers to learning. You will be required to support learners through transitions, attend meetings with external agencies and other stakeholders and other key roles set out in the job description.

This position would suit someone who has experience of working with, or supporting, young people in an education, social or youth work background, who ideally has some understanding of the education system, and is looking for a position in which they can further develop their existing skills and experience.

The young people we educate have struggled in mainstream school and come to us with a variety of needs and difficulties. Our challenge is to help them build the confidence, knowledge and skills to unlock their potential. This role will suit someone who is caring, understanding and can demonstrate energy and enthusiasm with a strong positive behaviour management ethos.

We are seeking to appoint someone who:

- has strong empathy
- has a positive approach and personal nature
- is committed to high standards of achievement and progress
- has a flexible approach and able to meet the changing needs of our young people
- is able to contribute fully to the life of the school

If you are a good team player, who is motivated, patient, resilient, understanding and have the ability to establish a rapport with young people in a busy and lively setting, this may be the job for you. You will be joining an outstanding, hardworking and friendly team of staff.

If you would like an informal telephone conversation or to visit the school please contact Michelle Nokes, Heads PA on 01305 206530 email: m.nokes@compass.dorset.sch.uk

Alison Glazier, Headteacher, Compass Learning Centre

Information About Compass Learning Centre:

Compass Learning Centre is a 'good school' (Ofsted May 2019) and a successful Pupil Referral Unit (PRU), part of the Alternative Provision (AP) in education. It is fully supported by a committed Management Committee who work closely with the Headteacher and Senior Leadership Team. The Pupil Admission Number (PAN) is currently 64. The number of students on roll varies throughout the year dependent on the number of referrals from schools within the Weymouth and Portland area and from Dorset Council.

Students who attend Compass Learning Centre predominantly experience difficulties engaging in a mainstream school and come to us with a variety of needs and difficulties. The centre caters for students who have been permanently excluded from a mainstream school, individuals with medical conditions that prevent attendance at mainstream schools and a few students without access to regular education. A number of students are admitted with an Education Health Care Plan, a few are in the care of the local authority and others attend for a fixed period of time on a Dual Registration basis. We serve the wider West Dorset community, however the majority of students who attend Compass come from the Weymouth and Portland area.

Some students follow short-term, work-related social development or resilience building courses at Rylands Farm, Greenwood Carpentry, Max Events, A-Z and Weymouth Sailing Academy. All students are offered full-time programmes. However, the time spent in school is tailored to meet individual students' needs.

Safeguarding:

Compass Learning Centre is committed to safeguarding and promoting the welfare of children and young people; this is a commitment which we expect all staff and volunteers to share. The successful candidate will be required to have a Disclosure & Barring Service check in line with the Government's safer recruitment guidelines. We value the diversity of our workforce and welcome applications from all sectors of the community.

Please ensure that your application is completed in full, listing and detailing all qualifications from secondary school up to the most recent qualifications gained, and a full employment history is stated from school until present day.

Compass Learning Centre will conduct online searches of shortlisted candidates. This check will be part of a safeguarding check, 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 search and will only share information if and when findings are relevant and of concern.

About the Local Area:

Compass Learning Centre is situated in the coastal town of Weymouth in the heart of the Jurassic Coast. The town has long been a popular holiday destination – holidaymakers have been flocking to this corner of Dorset since King George III was a regular visitor more than 200 years ago. Weymouth's central position also makes it a great base from which to visit the Jurassic Coast, with much of the coastline in both directions easily accessible.

There is plenty to keep everyone in family busy. Nearby Portland Harbour is home to the Weymouth and Portland National Sailing Academy, which was host to the sailing events of the 2012 Olympic and Paralympic Games, with water borne activities plentiful. The town has a football, rugby and cricket club, together with sports and leisure centres and a choice of golf clubs in the surrounding areas. There are plenty of opportunities to explore the great outdoors whether it's walking, hiking, cycling or just a gentle stroll along the Georgian Esplanade which forms the backdrop to Weymouth Beach.

There are plenty of restaurants, bars and entertainment venues within the town including the Weymouth Pavillions theatre. The town hosts many events throughout the year including the popular 'Seafest - Dorset Sea Food Festival'. If you want to travel a little further afield, the rolling hills of Exmoor and the market towns of Bridport, Axminster and Honiton are to the west, with Swanage, Bournemouth and Poole to the East.



What We Can Offer You:

Compass Learning Centre is a very special place to work and our staff have very special qualities. They are kind, caring and genuinely want our students to achieve their very best.

As a small school, our staff work very closely together and we set great store on positive professional relationships. Our staffing levels vary between 28 and 35 full and part-time members of both teaching and support staff dependent on our student numbers. Class numbers are small with each class having a dedicated Teaching Assistant.

We are committed to your professional development and there are opportunities to work in partnership with colleagues locally across the Weymouth and Portland area and with other Learning Centres in Dorset. To assist with the understanding of our students we offer specialist behaviour and classroom management CPD within a supportive environment with experienced professionals to guide practice.

In addition, Compass Learning Centre is serious about the wellbeing of its staff and operates in a culture of mutual respect, trust and compassion that recognises the importance of a work-life balance.

By joining Compass Learning Centre, you become part of a school which recognises the uniqueness of each and every learner and ensures they have access to opportunities that will offer a high quality, flexible alternative provision route, which leads to achievement and accreditation that enables them to successfully take their next steps in life.



Equality and Diversity:

Compass Learning Centre recognises that by valuing and promoting equal opportunities in employment for all employees and job applicants and avoiding unlawful discrimination in employment and delivery of services, we will be able to deliver first class education.

We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We also value diversity and recognise the varied contributions that a diverse workforce brings to an organisation; we are committed to drawing on different perspectives and experiences of individuals, which will add value to what we do.

PASTORAL LEARNING MENTOR

JOB DESCRIPTION

Contracted Hours: 37 Hours Per Week,

Job Reference: XS10 A-C

Term Time inc INSET days plus 2 weeks

Job description

Job title: Learning Mentor – Levels 1, 2, 3
Job ref: XS 10
School:
Grade: XS 10a Dorset Grade 5 / XS 10b Dorset Grade 7 / XS 10c Dorset Grade 9
Reports to: Senior nominated member of staff

Main job purpose

Working under guidance: provide short term support in addressing the needs of a case load of pupils who are demotivated or disengaged to overcome a range of barriers to learning. This support is likely to include working individually with pupils, working with pupils in small groups, working with other parties/agencies including parents.

Main responsibilities and duties

Support for pupils:

- Work with selected pupils out of the classroom situation. This could include pupils excluded from or otherwise not working to a normal timetable
- Develop 1:1 mentoring arrangements with pupils which enable the pupil to agree plans and targets to move forwards
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Provide support to pupils to enhance their emotional health and well-being (EHWB)
- Help pupils to follow individual Education Plans where appropriate
- Assist in organising and running small group interventions e.g. circle time
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
- Challenge and motivate pupils
- Promote and reinforce self-esteem
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
- Act as a positive role model
- Liaise with parents/carers as appropriate
- Network with other learning mentors, teachers and professionals, eg educational psychologist

Support for the teacher:

- Support pupils' access to learning using appropriate strategies, resources etc
- Provide feedback on pupil's progress as required
- Maintain records as agreed with other staff, contributing to reviews as requested
- Assist in the implementation of strategies to promote positive behaviour and attitudes

Support for the curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs



Job description

- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning

Support for the school:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equal opportunities and data protection, reporting all concerns to an appropriate person
- Contribute to the overall ethos/work/aims of the school
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Supervise pupils on visits, trips and out of school activities as required
- Clerical/admin support e.g. dealing with correspondence, making phone calls etc
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Knowledge & skills

Experience:

- Experience of working with children of relevant age
- Experience of working with pupils with additional needs

Qualifications:

- Numeracy and literacy skills equivalent to Adult Basic Skills level 2
- Completion of the National Learning Mentor training is desirable

Knowledge/Skills:

- Working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding of principles of child development and learning processes and in particular, barriers to learning
- 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

Progression in Post (if applicable)

Progression to Grade 7 will be subject to the achievement of Level 3 NVQ 3 in Learning and Development and Support Services for Children, Young People and Those who Care for Them or Level 3 NVQ in Supporting Teaching and Learning in Schools or an appropriate specialist qualification at or above Level 3 NVQ.



Job description

Progression to Grade 9 will require the achievement of a Level 3 NVQ as above or an appropriate specialist qualification at or above Level 3 NVQ plus the achievement of or working towards Those who Care for Them or appropriate specialist qualification at or above Level 4 NVQ. Achievement of or working towards "National Programme for Specialist Leader of Behaviour and Attendance" is desirable.

Further duties and skills expected for staff working at Senior Level (Grade 7):

- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Plan effective actions for pupils at risk of underachieving
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils
- Work with other staff planning, evaluating and adjusting learning activities as appropriate
- Deliver, with support, small group interventions eg circle time
- Be pro-active in gaining comprehensive personal knowledge of Local Authority/local/national sources and contact in order to facilitate access to services, activities, courses, organisations and individuals to provide support for pupils and broaden and enrich their learning
- Monitor and evaluate pupils' responses and progress against action plans to learning activities through observation and planned recording
- 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
- Further admin support at a higher level e.g. compilation/analysis/reporting on attendance, exclusions etc.
- Take part in multidisciplinary meetings, Common Assessment Framework (CAF) assessments etc
- Undertake relevant and appropriate further training

Further duties and skills expected for staff working at Principal Level (Grade 9):

- Take the lead addressing the needs of pupils who are severely disengaged from the learning process
- Plan, deliver and monitor small group interventions to meet pupils' behavioural, personal or academic needs eg to develop self-esteem, address behaviour issues or develop organisational skills
- Provide objective and accurate feedback and reports to other staff on learning mentor intervention as required
- Liaise with feeder schools and other relevant bodies to gather pupil information
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc
- Take the lead in the development, implementation and review of individual Education/Behaviour/Support Mentoring Plans
- Chair multi-disciplinary meetings or reviews effectively
- Understand the principles and processes of the Common Assessment Framework (CAF)
- Be involved in completing CAF assessments, taking the lead in this as appropriate
- May act as the CAF 'Lead professional' where services are delivered by several agencies



Job description

- Will need to be the 'expert' on the availability of a range of opportunities, interventions and contacts to benefit the child and family and develop strong personal links in order to easily implement such opportunities
- Deliver appropriate training in intervention strategies to learning mentors and other staff
- Provide guidance to and supervision of other Learning Mentors
- Undertake relevant and appropriate advanced training

Approval			
Prepared by		Date	June 2008
Designation			



PERSON SPECIFICATION

Method of Evidence for each criteria:

1) Application
4) Interview

2) Presentation of original Documents
5) References

3) Testing through assessment process

Job Title: **Pastoral Learning Mentor (for Children and Young People not in Mainstream Education) working in the Engagement Team**

Location: **The Compass Learning Centre**

Grade: **DCC Grade 5 to 9 SCP 4 to 19**

Job Reference: XS10.A Grade 5
XS10.B Grade 7
XS10.C Grade 9

Criteria	Essential	Desirable	Assessment/Evidenced From: Application, References, Documents (originals) Selection task, Interview
Qualifications	<p>Minimum L3 / L4 NQF qualification relevant to this role or working towards this qualification</p> <p>Evidence of commitment to own relevant and substantial CPD</p> <p>Permitted to work in the UK</p> <p>At least 5 GCSE's at A-C / 9-4 Grades includes English & Maths to at least C/4</p> <p>Safeguarding qualification or willingness to train for Deputy Safeguarding Lead role</p>	<p>Degree in relevant discipline</p> <p>Higher qualification in Education/Childhood Studies/Child Psychology/Social Policy</p> <p>Any relevant qualification</p>	<p>Application Form</p> <p>Documents</p>
Experience	<ol style="list-style-type: none"> 1. Minimum of 3 years' experience working in a similar setting or role 2. Working knowledge of Safeguarding and Child Protection procedures 3. Proven experience of addressing the needs of students who are demotivated or disengaged so that they overcome barriers to learning. 4. SEN/SEMH knowledge alongside experience of working with pupils with behavioural and learning difficulties 5. Experience of providing effective support to students to support their emotional health and wellbeing. 	<p>Ability to share practices from previous settings which may positively impact on the role in this centre</p> <p>Experience of systems around data analysis tools, as a contributor and end user</p> <p>Has implemented strategies that have impacted positively on performance of CYP therefore has improved their outcomes.</p> <p>Clear understanding of progress and assessment tracking systems commonly used in schools</p>	<p>Application form</p> <p>Interview / Selection process</p> <p>References</p>

	<p>6. Demonstrate that they have good/outstanding relationships with CYP, their families and communities and set high expectations and aspirations for our students achievement and behaviour</p> <p>7. A proven effective contributor to school systems with a clear understanding of process and deadlines</p> <p>8. Demonstrate experience of conducting inductions, reviews and exit plans and assessments when required</p> <p>9. Provide information and advice to students to make positive choices for change in behaviours which keep them safe, making progress in education and developing excellent school attendance habits.</p> <p>10. Proven leadership skills and ability to motivate and inspire others and to lead multi agency and statutory work around their caseload</p> <p>11. To support teaching and learning support colleagues in all areas of student interaction.</p> <p>12. Clear commitment to continuous school improvement</p> <p>13. Experience of self-evaluation of practice to shape improvement</p> <p>14. High level of data literacy to analyse trends and initiate effective responses</p> <p>15. An excellent communicator with strong interpersonal skills</p>	<p>Has experience of working with the 'hard to reach' CYP and families</p> <p>Demonstrates how they have raised standards and had positive impact in previous roles</p> <p>Articulate and demonstrate ability to inspire young people to excel in their learning, to improve their attendance and overcome barriers to learning</p>	
Role responsibilities and development	<p>16. To lead a caseload of about 32 pupils</p> <p>17. Ability to 'mentor' CYP</p> <p>18. To influence their pupils by being a positive role model, implementing strategies to promote positive behaviour and attitudes, especially around safety, welfare, attendance, progress and enrichment.</p> <p>19. To foster and maintain excellent working relationships with CYP, their families and their communities.</p>	<p>Evidence of being accountable for their work where the impact has had a positive effect on the performance of a school</p> <p>Using data to inform their work practice to improve outcomes for young people, especially around attendance and progress.</p> <p>Experience of interpreting data and other intelligence, using it to diagnose areas for development & issues that need addressing</p>	<p>Application Form</p> <p>Interview / Selection process</p> <p>References</p>

	<p>20. To support CYP & their families to access/learning opportunities using appropriate strategies and resources and to maintain records relating to all aspects of their work</p> <p>21. To manage the multi-agency work around that caseload</p> <p>22. To co-ordinate case work around students from induction to 'next stage' transition.</p> <p>23. To initiate and conduct inductions, reviews and exit plans and assessment where required.</p> <p>24. To contribute to raising standards and supporting student achievement by following their individual plans (IEP, ILP, EHCP,BSP etc)</p> <p>25. To help CYP to plan and work towards their next steps in life and learning</p> <p>26. To comply with all school policies and procedures and have particular regard to those on safeguarding and welfare, child protection, health, safety and security, confidentiality, attendance, equal opportunities and data protection – reporting all concerns to the appropriate person</p> <p>27. Have high expectations of CYP achievements and standards</p> <p>28. Supervision of CYP on duties, school trips and activities</p> <p>29. To participate/lead training and professional development and other learning activities as required</p>	<p>and implementing a range of responses that help CYP to achieve</p> <p>Knowledge of legislation and DfE Statutory guidance relating to Alternative Provision</p>	
Practice to support learning	<p>30. A reflective practitioner with resilience to persistently and successfully break down their barriers to learning. To promote positive behaviours and maintain excellent levels of school attendance</p> <p>31. To advocate on behalf of and give voice to the CYP and their families</p>	<p>Implementation of a data tracking system for Computing & IT, which had a sustained and demonstrable impact on pupil progress.</p> <p>Have a working knowledge of the National Curriculum and other learning programmes</p> <p>Experience of use of SIMS or other school database</p>	<p>Application Form</p> <p>Interview / Selection process</p> <p>References</p>

	<p>32. To have a developed understanding of child development and learning processes and in particular barriers to learning.</p> <p>33. A commitment to teamwork, to collaborative working and cooperation with partners within and external to the setting</p> <p>34. To be an outward facing practitioner with a positive outlook to engage and inspire confidence in the work of the Centre from various professional and stakeholders working with our CYP including local schools.</p> <p>35. To participate in and collate information for assessment and reports</p> <p>36. To be proactive in gaining a comprehensive understanding of local, national and other contacts, in order to facilitate access to services, activities, courses and organisations to provide support for CYP and broaden and enrich their learning</p> <p>37. To plan effective actions with the outcomes in mind for CYP at risk of under achieving</p> <p>38. To work with other staff, planning, evaluating and adjusting learning activities as appropriate</p> <p>39. Deliver, with support, 1:1 interventions like Restorative Solutions, raising of Self Esteem or to support individual needs</p> <p>40. To initiate processes to determine the need for further assessment and/or plans and resources to support CYP in their learning and development</p> <p>41. Monitor and evaluate CYP's responses and progress against action plans, learning activities through observation and recording</p> <p>42. Develop and manage constructive relationships with parents/carers facilitating an information flow and actions to support for their child's/young person's attendance, progress, learning and behaviour</p>	<p>To have developed understanding of SEMH conditions and strategies to reduce their effect on learning and progress</p> <p>Using evidence based practice to design and deliver interventions that have a positive impact around behaviour, attendance and student welfare</p> <p>High degree of emotional intelligence</p>	
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Quality Assurance	<p>49. Create a positive image of the school</p> <p>50. Have a positive profile in the local and wider community</p> <p>51. Be committed to building and maintaining effective relationships and working collaboratively with schools, other educational establishments and businesses</p>	Demonstrate an ambassadorial approach in all dealings with the community and stakeholders and to market and instil confidence in the work of the centre within the wider community	<p>Application Form</p> <p>Interview / Selection process</p> <p>References</p>
Personal Qualities and Attribute	<p>52. Effective communicator with confident and effective presentational skills</p> <p>53. Committed to inclusion and to developing an honest empathy for students facing challenges in their lives and education and may present with challenging behaviour</p> <p>54. Rises to a challenge</p> <p>55. Calm under pressure and resilient</p> <p>56. Creative and inspirational</p> <p>57. Friendly, hardworking and highly motivated</p> <p>58. Willing to learn and progress own professional development</p>	Ability to remain outcome focused	<p>Application Form</p> <p>Interview / Selection process</p> <p>References</p>

	<p>59. A good team player, part of a supportive team</p> <p>60. Able to prioritise and meet deadlines</p> <p>61. Able to solve problems creatively</p> <p>62. Demonstrate high professional standards with high levels of credibility and respect</p> <p>63. Enthusiastic, dynamic , passionate & innovative</p>		
Safeguarding Children	<p>64. Commitment to safeguarding and promoting the welfare of children and young people</p> <p>65. Commitment to preventing radicalisation and to promoting British values</p>		<p>Application Form</p> <p>Interview / Selection process</p> <p>References</p>

Signed by Headteacher:

Alina Glazier

Dated: 27/09/22