



Littleover  
Community  
School

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APPLICATION PACK

# Littleover Community School Pastoral Support Mentor

# A warm welcome from our Headteacher, Mrs L. Johnson

Many thanks for your interest in the Pastoral Support Mentor position. We are looking for a dedicated and compassionate Pastoral Support Mentor to make a real difference in the lives of our students. Working closely with our Pastoral Support Manager and Senior Leadership team, you will play a vital role in supporting students who face barriers to learning. This is a rewarding opportunity to provide targeted pastoral, emotional, and mentoring support, helping to boost students' behaviour, well being and engagement. You'll work one-to-one and in small groups, build strong relationships with carers, and play an active role in coordinating and reviewing the use of the school's 'Reflection' base to ensure every child receives the support they need to succeed.

Littleover Community School is a warm and welcoming environment, where the motto of 'Learn, Care and Succeed' underpin the vision for our school. Staff joining Littleover Community School should understand from the outset that we work together in partnership with students and families to provide a safe and stimulating environment, where all members feel valued and safe.

Our expectations are high, and this is evident through the reputation of Littleover Community School; in the last school inspection, Ofsted found the school to be 'Good' and the Sixth Form 'Outstanding;' the student outcomes at Littleover Community School, both at GCSE and A-Level, as well as the enrichment programmes on offer, are excellent. We are proud of the achievements of our students and know they happen because we value and celebrate staff expertise.

Littleover Community School offers a robust and engaging CPD programme and staff wellbeing is taken seriously here; again, this can be stated with confidence as staff retention at LCS is high.

I hope you will consider the information above when making your application to Littleover Community School; we want committed practitioners that will support Littleover Community School students to become life-long learners, and well-rounded citizens.



Best of Luck,

A handwritten signature in black ink, appearing to read 'L. Johnson', written in a cursive style.

Mrs L. Johnson  
**Headteacher**

# Learning, Caring, Succeeding

Littleover Community School is a Local Authority maintained school with an outstanding Sixth Form, catering for ages 11 - 18 with approximately 1850 students.

## Welcome to Littleover

As a school, we are committed to continuous improvement so that we can continue to evolve to match the changing needs of our students, parents and carers, staff and wider school community. We are keen to utilise the latest thinking and technologies to ensure all our students are best equipped to achieve success in the future.

Our governors and staff are fully committed to serving the needs of our school community in these challenging social times, including continuing to develop the very strong academic performance of our school. If you feel you could contribute to this vision, we would be very pleased to receive your application.

Littleover Community School is an 11-18 comprehensive, community school. We are a Local Authority maintained school and have a positive working relationship with Derby City Council.

Our school is situated four miles to the south west of the centre of Derby, in pleasant, spacious grounds. We have a proud academic and pastoral record and the school is always popular with parents and carers looking for school places, within our own catchment area and beyond.

We currently welcome 295 students into Year 7 each year, giving us a current roll of approximately 1850, including a Sixth form of over 350 students.

## Student outcomes

We are proud of our students' attainment and progress: Littleover Community School students consistently perform above local and national averages.

### Summer 2025 headlines:

- GCSE grades 9-4 in Maths and English 74%
- \* Grade 4 and above in English Baccalaureate 49%
- Key Stage 4 students who receive the Pupil Premium achieved in line with their Attainment 8 target on average.
- A\*-A grades at A Level 33%
- A\*-C grades at A Level 86%



# Learning, Caring, Succeeding

## Our Vision & Aims

We are an inclusive school which means we are determined to ensure all students achieve the best outcomes possible. Our aims of “Learning, Caring and Succeeding” are the basis for all that we do and students are at the heart of our everyday practice. Looking to improve further is always key. Our school priorities are shared with staff and Governors and our community of parents/carers and students have a say in what we are and what we want to be.

## Ofsted

The school was inspected in October 2022 and was judged as ‘Good’ in all areas with ‘Outstanding’ Sixth Form provision.

The full report can be accessed here: [HTTPS://FILES.OFSTED.GOV.UK/V1/FILE/50201266](https://files.ofsted.gov.uk/v1/file/50201266)

*“Leaders have high expectations. They have created an inclusive and academic culture. Leaders ensure that all pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well. Leaders help pupils prepare for next steps in their education. Pupils and sixth-form students leave school with the skills and knowledge they need to thrive.*

*Pupils’ behaviour in lessons is calm and focused. They are eager to share their ideas and knowledge. The vast majority of pupils do not worry about bullying. If they had any concerns, they would report them to staff. Leaders are quick to respond to concerns. The ‘LCS Way’ helps to create a caring and purposeful culture.*

*Students in the sixth form experience a welcoming and respectful environment. One student said that attending the sixth form has helped them to develop their identity. Students value the support their*

*teachers provide and the sense of community they share with their peers.*

*Leaders provide pupils with personal development opportunities. These include the Duke of Edinburgh’s Award scheme as well as sports, arts and music clubs. Some pupils access games club and craft club.*

*Students in the sixth form join in with enrichment activities. These include pottery classes, learning British Sign Language and a debating society.*

*Leaders are ambitious about what they want pupils to learn. Sequences of lessons cover a broad range of knowledge. Leaders have ensured that teachers know which knowledge to teach and in what order. This helps pupils to develop their understanding of the subjects they study. Sixth-form students are very knowledgeable and make connections between current and prior learning.”*



# Why Should You Join Littleover Community School?

## Wellbeing - What We Offer

Access to a team of specialist counsellors who are directly contracted to the school to offer support for our staff.

A strong centralised behaviour system that supports teachers, delivers disruption free classrooms and is supported by a highly effective internal Alternative Provision.

A Leadership Team who fully consider staff workload and wellbeing when considering any changes to practice or systems.

A highly supportive approach to CPD and quality assurances that focuses on every member of staff improving, not proving.

Access to the latest technology, including new high spec laptops for staff.

An approach to pedagogy that ensures we deliver high-quality teaching in each and every lesson, whilst giving staff professional autonomy .

All staff also have access to Education Support's Employee Assistance Programme which includes:

A range of counselling options including telephone, on line or face-to-face sessions, and a mindfulness module

A dedicated coaching service for line managers, aimed at developing soft skills and building confidence for handling challenging situations.

Financial, legal and practical support from qualified professionals on a range of personal issues.

## Employment Benefits

There are an extensive range of benefits that are available to you as an employee of Littleover Community School.

For your health and wellbeing there is access to a free on site gym and an employee assistance programme.

You will have access to the Derby City Council Rewards platform, which hosts a wide range of benefits such as the Cycle2Work scheme, benefits and offers at an extensive network of retailers, Tusker Car Lease Scheme and more!

These benefits run alongside other benefits such as access to the Teachers' Pension Scheme or Local Government Pension Scheme (depending on your role), free on-site car parking, free annual flu jab and a friendly, supportive working environment!



# Pastoral Support Mentor

## Vacancy Details

JIQ No:	S-5293
FTE Salary:	Grade F SCP 15 - 20 £30,024 - £32,597
Actual Salary:	Grade F SCP 15 - 20 £25,796 - £28,160
Hours:	37 hours per week Monday to Thursday 8.00am - 4.00pm   Friday 8.00am - 3.30pm ( <i>half an hour unpaid lunch each day</i> )
Contract Type:	Permanent - Term Time Only (39 weeks, including Inset days)
Responsible to:	Pastoral Support Manager/ School Operations Manager
Start date:	To be confirmed once pre-employment checks have been completed
Closing date:	Thursday 16th April 2026

## Job Purpose

The Pastoral Support Mentor will provide targeted pastoral, emotional, and mentoring support to students who face barriers to learning, with a particular focus on coordinating and assisting with the daily functioning of the Reflection space. Working under the direction of the Pastoral Support Manager, the postholder will support individual and small groups of students to improve engagement, wellbeing, behaviour, and attendance. A key aspect of the role will be supporting students in avoiding suspension, through the coordination of the 'Reflection' base and supporting the running of the 'Reset' base where students' needs are triaged and appropriate provision is arranged, or decisions regarding next steps are made. This will include investigating incidents, liaising with staff and following up with students after they have left the inclusions spaces.

## Duties & Responsibilities

### 1. Pastoral and Mentoring Support

- Provide day-to-day pastoral and emotional support to identified students, helping them to overcome social, emotional, or behavioural barriers to learning.
- To support in the running of the Reflection room, maintaining the order of function including student organisation, creating reports and student supervision.
- Communicate with all staff daily regarding work for the Reflection Room

- Communicate with parents/ carers on occasion, informing them of the school's decision to place their child in Reflection
- Produce half termly reports to evaluate the school's usage of the 'Reflection' space, monitoring closely for patterns linked to vulnerable groups or students.
- Investigate student behavioural incidents in a fair and impartial manner, collating information to support Senior Leaders in making decisions about proportionate responses.
- Act as a trusted adult and positive role model, promoting high expectations and positive behaviour.
- Maintain accurate and confidential records of mentoring and pastoral interventions.
- To support the detention system.
- To support lunch-time supervision.

### 3. Behaviour and Engagement Support

- Support students in managing behaviour and emotional regulation, using restorative and trauma-informed approaches where appropriate.
- Assist on-call staff with behaviour incident follow-up, reflection work, and reintegration after sanctions, under the guidance of the Pastoral Support Manager.
- Support attendance and punctuality initiatives by working with students and families to address barriers.
- Support the effective operation of the school's Reset and Reflection rooms as part of the pastoral team, working on a rota basis to supervise students, promote reflection, and support positive reintegration back into lessons.

### 4. Liaison and Communication

- Build positive and professional relationships with parents and carers, acting as a point of contact where appropriate and agreed.
- Work collaboratively with teaching staff, Heads of Year, and the wider pastoral team to ensure consistent and effective support for students.
- Contribute to multi-agency working by sharing relevant information with external agencies, in line with safeguarding and data protection procedures.

### 5. General Responsibilities

- To share the school's commitment to safeguarding and child protection and be familiar with the Safeguarding and Child Protection Policy and other relevant policies within the school.
- Carry out any other reasonable duties as directed by the Pastoral Support Manager or Headteacher that are commensurate with the grade and responsibilities of the post.
- To be prepared to undertake training appropriate to the role.

# Essential & Desirable Skills Littleover Are Looking For

## Essential Skills & Qualities

	Essential	Desirable
Ability to build strong, trusting relationships with young people, particularly those who are vulnerable or disengaged from learning.	X	
Empathetic, patient, and resilient, with a genuine commitment to supporting students' wellbeing and personal development.	X	
Strong communication and interpersonal skills, with the ability to engage effectively with students, carers, and professionals.	X	
Skills in calming heightened situations, managing conflict, and preventing incidents from escalating further.	X	
Ability to interpret challenging behaviour in the context of trauma, SEN, mental health, or unmet needs.	X	
Supporting school policies while maintaining a restorative, supportive approach.	X	
Helping students reflect on behaviour, repair relationships, and reintegrate successfully into learning.	X	
Good organisational skills, with the ability to manage time effectively and maintain accurate records.	X	
Ability to remain calm and professional in challenging situations.	X	
Proven ability to lead and motivate a team, ensuring high performance and consistency in behaviour support provision.	X	
Strong organisational and time management skills, with the ability to manage competing demands effectively.	X	
Understanding of safeguarding responsibilities and commitment to promoting student welfare.	X	
Excellent ICT skills with the ability to adapt to new systems	X	
Able to maintain issues of confidentiality in the working environment	X	

## Desirable Skills & Experience

	Essential	Desirable
Experience of working with children or young people in a pastoral role in a secondary school.		X
Experience of mentoring or providing pastoral support to vulnerable students.		X
Knowledge of statutory guidance linked to Fixed Term Exclusions and Restrictive Interventions.		X
Experience of liaising with parents, carers, or external agencies.		X
Awareness of behaviour management strategies and restorative approaches.		X
Experience in working collaboratively with external agencies to support student welfare and behaviour.		X

# Essential & Desirable Skills Littleover Are Looking For

## Qualifications & Training

	Essential	Desirable
English and Maths GCSE A*-C or equivalent	X	
Educated to a minimum of Level 3 (e.g. A Levels, NVQ Level 3, BTEC Level 3 or equivalent)		X
Relevant qualification or training in youth work, education, counselling, or a related field.		X
Ongoing commitment to professional learning (behaviour support, mentoring theory, trauma informed practice, etc.).	X	
Evidence of safeguarding training or willingness to undertake the relevant training	X	

## Personal Attributes

	Essential	Desirable
Approachable, supportive, and non-judgemental.	X	
Reflective and committed to continuous personal and professional development.	X	
Culturally aware and inclusive, able to work with students from diverse backgrounds.	X	
Resilient under pressure, with a strong sense of initiative and problem-solving ability.	X	
Genuine passion for helping young people develop resilience, self-confidence, and aspirations for the future.	X	
Flexible and adaptable to changing student needs and priorities.	X	
Reliable, professional, and able to maintain confidentiality.	X	
Motivated by a strong desire to make a positive difference to young people's lives.	X	
To share the school's commitment to safeguarding and child protection and be familiar with the Safeguarding and Child Protection Policy and other relevant school policies	X	



# Equality, Diversity & Safeguarding

Littleover Community School is proud of the cultural diversity of our school community.

## Equality & Diversity

Littleover Community School is proud of the cultural diversity of our school community. We welcome enquiries from everyone and also value the diversity of our workforce. As such, the school actively promotes equality of opportunity for all with the right mix of talent, skills and potential.

### Derby City Council's Equality Commitment

<https://www.derby.gov.uk/community-and-living/equality-diversity/our-equality-commitment/>

We welcome applications from a wide range of candidates, including those with criminal records. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), Littleover Community School complies fully with the DBS Code of Practice <https://www.gov.uk/government/publications/dbs-code-of-practice> and undertakes to treat all applicants for positions fairly. Littleover Community School undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed and can only ask an individual to provide details of convictions and cautions that they are legally entitled to know about.

Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended) and where appropriate Police Act Regulations (as amended), Littleover Community School can only ask an individual about convictions and cautions that are not protected.

DBS offers a sensitive applications route for transgender applicants, more information on this can be found at <https://www.gov.uk/guidance/transgender-applications>

Littleover Community School selects all candidates for interview based on their skills, qualifications and experience.

## Safeguarding

Littleover Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An offer of employment will be subject to the receipt of a satisfactory enhanced level DBS disclosure with a children's barred list check, two satisfactory references and successful completion of vetting procedures.

In accordance with the statutory guidance, Keeping Children Safe in Education (KCSIE), an online search will be conducted as part of due diligence on shortlisted candidates.

Copies of our Child Protection and Safeguarding Policy, along with other school policies, are available on our website at: <https://www.littleover.derby.sch.uk/information/policies-compliance>

We would advise anyone applying for a position at LCS to read the above documents, along with the following Keeping Children Safe in Education document: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

