



**Steel City**  
Schools Partnership

Recruitment  
information for the  
position of

**Senior Learning Mentor**

**Positions available at:  
Bankwood Primary  
Woodseats Primary**



## Senior Learning Mentor

The Trustees of Steel City Schools Partnership are looking to recruit up to 3 permanent Grade 6, Learning Mentors to start as soon as possible to complement the pastoral and inclusion team currently in place. The working pattern will be 37hrs / 41 weeks. There are 2 positions available at Bankwood Primary and 1 at Woodseats Primary. Salary information: £28,900 - £32,909 pro rata, actual starting salary £26,133.

The focus of the role is to:

- Provide a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion
- Develop and maintain effective and supportive mentoring relationships with children and young people and those engaged with them
- Work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people
- Undertake the role of Deputy Designated Safeguarding Lead

The successful applicant must have the ability to work as an effective team member, be well organised, and have the ability to communicate with children and adults in a constructive and effective way. Flexibility in working with all age groups, and the ability to form excellent working relationships with pupils and staff is essential.

Steel City Schools Partnership has been established to ensure a local, primary led partnership of schools with an ambition to work closely with other Academies and schools.

The “**To provide an excellent education for all**” philosophy drives policy, practice and governance in order to achieve the Trust aims, which are to provide a high quality learning and cultural environment that inspires and motivates children, staff and the wider community to engage in education and learning.

### Bankwood

Bankwood Primary (Ofsted Inadequate – March 2022) joined SCSP on 1st April 2023 after a period of working with SCSP since May 2022. This partnership came as a result of brokerage by Sheffield LA to support the school at a time of no leadership, governance and awaiting publication of the Ofsted report. The school is in Special Measures therefore there is much to do. However, there is a real willingness from all staff who are deeply committed to the school and community. The school has approximately 70% of the pupils deemed to be disadvantaged and serves an area of diverse and complex need.

***Head of School – Sarah Reynolds (Headteacher from September 2023)***

### Woodseats

Woodseats Primary (Ofsted Good – November 2016) joined SCSP in September 2019 after a period of collaboration with Greenhill Primary. The Headteacher is new to role in September 2022 with the previous headteacher appointed to one of the Executive Directors School Improvement for SCSP.

The school is housed within a Victorian building, and is based in the south of the city on the Chesterfield Road (A61). The school has approximately 33% of the pupils deemed to be disadvantaged yet recorded results in 2022 that were broadly line with national in all key stages.

**Headteacher – Jack Fellowes**

### **Expectations:**

We are looking for individuals who have the capacity to take a lead role, along with the Deputy Headteacher, in the management and delivery of pastoral support to pupils within our Academy. As part of this you will be responsible for leading a team of other pastoral staff within the Academy. You will be expected to network with other Learning Mentors from the Trust and beyond. An in-depth understanding of all children's needs is essential to ensure our children are receiving the best pastoral care along with the ability to be able to determine and support all pupils with particular needs.

### **Relevant Qualifications:**

- Excellent literacy/numeracy skills – equivalent to NVQ Level 2 in English & Maths
- Minimum NVQ Level 3 or equivalent qualification in relevant field.

The successful applicant must have the ability to work as an effective team member, be well organised, and have the ability to communicate with children and adults in a constructive and effective way.

We are looking for individuals who are lively and enthusiastic and who have the following philosophy:

- Committed to excellence within their work in school and across the partnership
- Committed to child centred education

**We expect the successful candidate to work within our collaborative spirit and ethos, by building on the successes of the individual schools by working in conjunction with others to raise standards and enhance the outcomes for the pupils, families and communities we serve.**

**We are committed to safeguarding and promoting the welfare and safety of children and vulnerable adults and expect all staff to share this commitment. All successful candidates will be required to complete an Enhanced Disclosure and Barring Service Check.**

**We value our diverse workforce and aim to work together to make the most of our differences.  
We welcome applications from everyone.**

### **Application Information:**

For further information please contact;  
Bankwood: Sarah Reynolds, Headteacher on 0114 239 6711  
Woodseats: Jack Fellowes, Headteacher on 0114 255 4619

Visits to school are encouraged and can be arranged by emailing:  
Bankwood: [enquiries@bankwood.sheffield.sch.uk](mailto:enquiries@bankwood.sheffield.sch.uk)  
Woodseats: [enquiries@woodseats.sheffield.sch.uk](mailto:enquiries@woodseats.sheffield.sch.uk)

An application form can be downloaded from [www.steel-city-schools-partnership.org](http://www.steel-city-schools-partnership.org)

**Completed forms should be returned by email to  
[jobs@steel-city-schools-partnership.org](mailto:jobs@steel-city-schools-partnership.org)**

**Closing date: 12noon on Monday 19<sup>th</sup> June 2023  
Interview Date: to be confirmed**

## **JOB DESCRIPTION FOR POST OF LEARNING MENTOR**

The postholder must, at all times, carry out his/her duties and responsibilities within the spirit of Steel City Schools Partnership and School policies and within the legislative framework applicable to academies.

|                         |   |
|-------------------------|---|
| RESPONSIBLE TO          | Deputy Headteacher / Headteacher  |
| RESPONSIBLE FOR         | Pupil Support Assistants<br>Playworkers<br>Lunchtime Supervisors  |
| PURPOSE OF JOB          | To provide and manage, support and guidance to children and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential. |
| SALARY RANGE            | Grade 6   |
| RELEVANT QUALIFICATIONS | <ul style="list-style-type: none"><li>• Minimum of NVQ Level 4 or equivalent qualification in relevant field</li><li>• Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths</li></ul>                          |

### **MAIN DUTIES AND RESPONSIBILITIES**

#### **1 Provide a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion**

1. Assist children and young people to make a successful transfer between schools and transition at key stages in their learning.
  1. Take a lead in the identification of the support needs of individual children and young people at the point of transfer between schools and transition between the different phases of their education and learning.
  2. Be responsible for the speedy and effective transfer of information within and across schools or services and settings.
  3. Take a lead role in the continuity of support to children and young people throughout the process of transfer and transition including participation in summer schools.
2. Contribute to the comprehensive assessment of children and young people entering schools and the review of their progress and achievements.
  1. Contribute to the overall assessment of children and young people entering or returning to school in order to identify learning mentor needs.
  2. Work closely with others to achieve a full and shared understanding of the needs of individual children and young people and contribute to target setting.
  3. Contribute to the identification of existing and potential barriers to learning and progress and facilitate access to appropriate forms of mentoring support to overcome them.
3. Contribute to the identification of barriers to learning for individual children and young people and provide them with a range of strategies for overcoming the barriers.
  1. Work with the SENCO and/or senior leadership team to ensure the needs of looked after children, gifted and talented children and those with special educational needs are met.

2. Identify the barriers to learning in relation to behaviour, motivation, aspirations and academic achievement
3. Respond to identified barriers to learning by providing access to learning mentor support for all children and young people
4. Take a lead role in the development of individual and group programmes to support children and young people to learn more effectively including the responsibility for delivery of out of school study support and activities.
5. Take a leading role within the school, under the direction of the Headteacher, in the development and delivery of extended services for the school and the community.

## **2 Develop and maintain effective and supportive mentoring relationships with children and young people and those engaged with them**

1. Establish and develop effective one to one mentoring and other supportive relationships with children and young people.
  - Develop mentoring relationships which motivate, challenge and empower children and young people to further learning
2. Develop, agree and implement a time bound action plan with groups and individual children and young people and those involved with them based on a comprehensive assessment of their strengths and needs.
  - Collect information, contribute to its assessment and review the outcomes of information gathering with others
  - Review assessment outcomes with the individual child or young person and consider alternative support options
  - Set targets, agree and record a plan of action with outcomes, review points and an exit strategy
  - Work with the young person on specific aspects of need through a range of strategies and structured interventions
  - Monitor progress of individual children and young people against mutually agreed objectives at regular intervals and set new targets if appropriate including agreement on exit strategies.
3. Facilitate access to specialist support services for children and young people with barriers to learning.
  - Identify appropriate support services within and outside the school and negotiate their possible role with the child or young person
  - Facilitate contact with the relevant agency and support the child or young person through the process
  - Monitor and record the effectiveness of the referral with both the agency and the child or young person on a regular basis and agree any further involvement.
4. Assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.
  - Contribute to the monitoring of attendance and support action to tackle low attendance including development of initiatives to reduce absence.
  - Contribute to data analysis and tracking which helps to identify early signs of disengagement
  - Assist in the identification of those children and young people at risk of early exclusion from mainstream provision, establish the individual reasons for potential exclusion and assist in the development of programmes which promote social inclusion

- Help identify personal, community, family and school based issues which are having an adverse effect on individual children and young people
  - Contribute to the development and delivery of programmes which assist children and young people to develop positive attitudes towards themselves and others, encourage enhanced motivation, self esteem and educational achievement.
5. Operate within legal, ethical and professional boundaries when working with children and young people and those involved with them.
- To undertake the role of Deputy Child Protection Liaison Officer
  - Maintain appropriate professional boundaries in all contacts and support of children, young people, their families and carers
  - Follow agreed reporting and case review procedures involving colleagues and line managers as required
  - Maintain the health, safety, protection and well being of children and young people throughout the mentoring process
  - Promote the child's or young person's equality, diversity, rights and responsibilities

### **3 Work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people**

1. Develop and maintain appropriate contact with families and carers of children and young people who have identified needs including Looked After Children.
- Establish and develop appropriate contact and rapport with families and carers and involve them in the support process
  - Identify the information needs and support needs of families and carers and facilitate access to appropriate provision to support the child's/young persons learning
  - Involve families and carers in setting targets and planning courses of action to support achievement and agree with them how progress will be monitored and recorded
  - Keep families and carers informed of the individual action plans to support and encourage their active participation in the process
  - Provide regular opportunities to monitor the progress of individual children and young people and help empower families and carers to resolve issues they may have.
  - Review and agree the continuing role of families and carers in the support of children and young people and how progress will be monitored and recorded
  - Establish and deliver parental support groups and ensure parenting strategies are implemented in school.
2. Negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children and young people.
- Support the effective gathering, collation and exchange of information between individuals and agencies.
  - Work closely with others in the school to set targets, agree action and evaluate outcomes.
  - Develop and maintain a comprehensive network of support agencies, individuals and opportunities which can assist children and young people.

3. Contribute to the identification and sharing of good practice between individuals and partner agencies to enhance mentoring provision.
  - Network with other Learning Mentors and share best practice.
  - Attend meetings within the Trust as required to contribute to the development of policies, procedures and activities.

#### **4 Promote learning mentor provision and raise standards of service**

1. Contribute to the development of policies and practices which will promote social inclusion, engagement and educational achievement.
  - Ensure policies in relation to health and safety, child protection and ethical practice are implemented and any issues raised with the appropriate person.
2. Contribute to the promotion, monitoring and evaluation of learning mentor provision across schools and the Trust.
  - Contribute to Trust development plans ensuring school views are represented
  - Contribute to the development and implementation of quality standards for the delivery of learning mentor provision across schools.

#### **5 Continuous Professional Development**

- Participate in and attend training as required
- Develop and maintain a sound working knowledge of the key legislation, entitlements, obligations and powers of all individuals engaged with children and young people to contribute to the delivery of services within the school.
- Attend meetings as required

#### **6 Line Management**

- Manage staff identified within the school staffing structure
- Liaise between managers/teaching staff and managed staff
- Hold regular team meetings with managed staff
- Represent managed staff at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for appropriate staff in school