



SENIOR LEARNING SUPPORT

MENTOR- MATHS

START DATE: AS SOON AS POSSIBLE



SCHOOLS ACHIEVING SUCCESS TOGETHER



SHERBORNE AREA SCHOOLS' TRUST

January 2023

Dear Applicant,

Thank you for expressing an interest in the post of Senior Learning Mentor for Maths at The Gryphon School.

This is a permanent post, for 32.5 hours per week, term time plus training days (39 weeks per year), commencing as soon as possible.

We are seeking to appoint an outstanding, empathetic individual, with experience of working with children in an educational setting.

The successful candidate will:

- Have knowledge of the maths curriculum
- Have good maths qualifications
- 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
- Be able to lead and work effectively with small intervention groups of the most disadvantaged and highest needs students on the SEN register
- 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

Education is more than just exam results – we place great value on the personal development of each student. We aim for them to leave school as well-rounded young people with a strong sense of what is socially, morally and culturally acceptable, and to feel that they have a contribution to make to the greater community.

We are looking for someone with high expectations, able to inspire, laugh and enjoy the challenges of this role. You need to be a team player and you will go the extra mile to support students.

SAST is a strong and ambitious Trust of both primary and secondary schools seeking to ensure an excellent and sustainable 0-19 education for children within our community across West and North Dorset as well as South Somerset and is looking to grow further.

You are very welcome to visit us in advance of an application or to contact us to find out more.

We look forward to reading your application and we will contact all applicants following shortlisting

Very best wishes,



Colin Sinclair,
CEO

THE APPLICATION PROCESS

We look forward to receiving your application by **9am, Monday 06th February 2023**
If chosen for interviews these will take place **as soon as possible after the closing date**

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 returned either by post, marked 'Confidential' to HR Recruitment Team, Shaftesbury School, Salisbury Road, Shaftesbury, SP7 8ER or preferably by email to recruitment@sast.org.uk

Should you wish to arrange a visit to view the school, please do not hesitate to contact Caroline Rabbetts, Office Manager who will also be happy to arrange this on 01935 810101.

Sherborne Area Schools' Trust has an absolute commitment to safeguarding and promoting the welfare of children. The Trust follows the national and relevant local authority policies and procedures for child protection and security. Current and/or previous employers will be contacted through references as part of the verification process pre- appointment checks if the applicant is short listed. The successful applicant will be required to undertake an enhanced disclosure check with the Disclosure and Barring Service and the post is subject to a Barred Lists check.

Sherborne Area Schools' Trust (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.



JOB DESCRIPTION

Job title: Senior Learning Support Mentor- Maths

Grade: Grade 7

Main Job Purpose:

- To support students in maths
- To assist the SENCO 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 Head of Maths/Teacher or SENCO.
- There may be a Special Needs input to support pupils in activities. Support is both on a one to one basis and in groups, to pupils with disability, learning difficulties or behavioural problems.
- The postholder will play an important role in supervising the activities of pupils during the teaching period and midday sessional break within the school, including both indoor and outdoors areas, ensuring a safe environment is maintained at all times.

Main responsibilities and duties

- To support the teaching and learning processes in Maths.
- To assist the SENCO/Principal LM/LLMs/SLMs in developing, implementing and managing individual/group pupil learning strategies aimed at the
 - Improvement of maths skills
 - 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 teacher/SENCO/PLM:

- 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 are able to 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 with regard to 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.
- Knowledge of maths curriculum and skills.
- At least a good GCSE in maths
- 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 supervision available from the classroom teacher on a daily basis and regularly within the day.

Additional support may be provided by the SENCO/PLM or SLM/LLM within the team. The postholder may be required to support the induction and further training of LMs/HNTAs.

Problem solving and creativity

- On a daily basis, 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 particular needs.
- There will be regular contact with the SENCO/LLM/PLM/Head of Maths, relating to on-site supervision of LMs, 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 teacher/LLM/PLM/SENCO
- There will be often a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.

Resources

Books, stationery, writing equipment
ICT equipment

Working Environment

- Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.
- Occasionally, substantial physical effort may be required in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.
- There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.
- A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.
- Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment and in the case of special schools additionally plus hoists, wheelchairs and minibuses.
- 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, 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.

THE ADVERT

SENIOR LEARNING SUPPORT MENTOR- MATHS



Closing Date: 9am, Monday 06th February 2023
Start Date: As soon as possible
Contract Type: Permanent, 32.5 hours per week, Term Time plus Inset days (39 weeks per year)
Salary: Grade 7, Point 8-14 (**ACTUAL:** £17,132 - £19,112) Subject to experience

As a Learning Support Mentor you will be required to act as a positive role model to the students. Develop 1:1 mentoring arrangements with a named student to enable the pupil to agree plans and targets to move forwards. You will be supporting a student's access to learning using appropriate strategies and resources and providing feedback on their progress as required.

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, and Science or equivalent
- An education standard equating to a good pass in GCSE maths or above
- 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 the National Curriculum, in particular Maths, 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.

Should you wish to arrange a visit to view the school, please do not hesitate to contact the school office on office@gryphon.dorset.sch.uk

SAST will conduct online searches of shortlisted candidates. This will be part of safer recruitment check, and the search will purely be based on whether an individual is suitable to work with children. All aspects of social media and internet searches will be conducted. 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.

Sherborne Area Schools' Trust (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.



THE GRYPHON SCHOOL

WHAT WE PROVIDE



High Quality Professional Development

- INSET Programme with national speakers e.g. Sir John Jones, Simon Mayo
- Time is provided for learning and development in everyone's staffing allocation
- Middle leader training programme
- New staff induction programme
- 2nd year teacher programme
- Opportunities for sharing of best practice and expertise
- Encouragement of individual action research through appraisal
- Opportunities to mentor student teachers on ITT, Schools Direct, volunteers and other routes

Support for Teaching

- Investment in resources, facilities and the environment
- Outstanding ICT infrastructure including Wi-Fi, resources
- Strong departmental support structure
- Free iPad for all teachers
- Timetabling ensures specialist teach in their subject areas and there are rarely any split classes
- Designated support for reprographics, trip management, student behavioural support, SEND needs etc
- Dedicated team of school cover supervisors

Links with other schools

The Gryphon is outward looking and a lead member of various school development groups. This facilitates visits, exchanges, subject sharing, leadership support and enhanced student opportunities.

- Jubilee Group – eight schools across the SW from Devon to Wiltshire and Gloucestershire
- South West Academies Group – nine academy schools across Devon, Somerset and BANES
- North Dorset – five secondary schools, a Special school and a PRU
- Sherborne Schools Partnership of nine feeder primary schools with whom we have excellent cross-phase academic collaboration Y6-8 curriculum and transition.
- Since 2014-15 we have been part of the national PiXL group

Supporting families

- Forget me Not Nursery on site
- Supportive to colleagues for time off during periods of family illness/crisis
- Supportive of requests where possible to attend graduations, family weddings, special family events, house moves

Practicalities – little extra touches

- Generous allocation and pattern of INSET Days to support staff learning and development and wellbeing
- Quality free seated lunch provided on INSET Days
- Free on-site parking

Strong Staff Community

- Very active, vibrant, Staff Social Committee who arrange an array of social events and activities across the year
- Large main staff room – and we hold weekly whole staff briefings
- Successful and very competitive staff sports teams playing other schools
- Amazing involvement in charity events, national days, productions, teams, public speaking, Duke of Edinburgh etc

SHERBORNE AREA SCHOOLS' TRUST (SAST)

INFORMATION



SAST is a multi-academy trust, formed in June 2017, of seven schools serving the West and North Dorset area as well as students from South Somerset. Currently, there are 17 schools with more than 5,000 students and over 850 members of staff. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 4 secondary schools including a state boarding school and Sixth Form and a large 11-18 secondary school with a Sixth Form of over 400 students. 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-academy 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. The Gryphon School was designated as a National Teaching School and National Support School in the summer of 2017 and leads the North Dorset Teaching School Alliance.

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 the children's development and progress between 0-19 years.

What we value – our ethos:

Partnership and Collaboration

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

Pursuit of Excellence

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

Holistic Lifelong Learning

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

Equality 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.

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 the school's role at the heart of its 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 a core feature 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 and across Dorset and Somerset.

SAST Benefits:

As part of the Sherborne Area Schools Trust, we can offer you a range of benefits including:

- High quality CPD opportunities
- Employee Assistance Programme and subsidised access to the Gryphon Sports Centre
- On-site nursery provision at some of our academies
- Cycle to work scheme

