



LEARNING TODAY LEADING TOMORROW



SOCIAL, EMOTIONAL AND MENTAL HEALTH INTERVENTION MENTOR

WELCOME TO RUGBY FREE SECONDARY SCHOOL

CONTRACT TYPE

TERM TIME ONLY

CONTRACT TERM

37.5 HOURS - FULL TIME

EXPIRY DATE

04.06.2023



Why Work at Learning Today Leading Tomorrow

Relationships are at the heart of LT2. We underpin our core values and are always looking for dedicated staff who share our ethos and demonstrate our values.

The wellbeing of staff is a priority here across the Trust and this has been developed as part of the Trust's wellbeing commitment for all staff.



There are many benefits for staff working at LT2

- Competitive salaries which are reviewed annually
- A first-class Pension Scheme
- Employee Assistance Programme
- Enhanced Maternity, Adoption and Paternity Leave
- Membership to the Confederations Schools Trust
- Commitment to staff professional development
- Extensive resource library
- Career opportunities for staff to progress



Vision, Mission and Values

Vision



The vision of Learning Today Leading Tomorrow is to build a group of outstanding schools across phases, including specialist provision. As a Trust we provide vibrant and inclusive learning environments in which every member of the Trust community is passionate about learning.

The Trust is led by a CEO who works closely with Headteachers and our schools are supported by a central team to support finance, HR, estates, procurement, IT and governance.

Mission



LT2 Trust and schools have a relentless focus on high achievement, supported by robust organisational structures and governance. We aim to give children and young people in our care the knowledge, skills and experiences to expand their minds and world view to enable them to develop a naturally inquisitive approach to learning and life, fit for an ever-changing world.

Ultimately, we educate and support all children attending LT2 Schools to grow into capable and contributing citizens who have developed the personal attributes and characteristics that will enable them to become considerate, self-reliant and confident young people who are ready for the next stage of their lives.

Values



The Trust Values underpin the mission and provide the basis on which LT2 Trust, School Leaders, all staff and students can articulate the key behavioural characteristics that promote a positive philosophy. Our six values are unseen drivers of our behaviour as experienced by others and are designed to create a shared organisational culture:

- **Kindness** – The quality of friendliness, generosity, and consideration
- **Collaboration** – The belief that working and learning with others will lead to greater success
- **Curiosity** – A strong desire to know and to learn
- **Resilience** – The ability to recover quickly and learn from the difficulties we face
- **Respect** – To appreciate the importance of understanding and admiration for others and self
- **Endeavour** – The belief hard work is needed to achieve something of which we can be proud of



Rugby Free Secondary School

Learning Today Leading Tomorrow (LT2) is a not-for-profit Multi-Academy Trust (MAT) based in Rugby. Its founding schools are two start-up free schools, Rugby Free Primary School and Rugby Free Secondary School.

Learning Today Leading Tomorrow aims to provide local, inclusive education to support children and young people to gain the knowledge, skills and experiences that will enable them to move onto the next stage of their education and life, prepared for an ever-changing world.



Iain Green, Acting Headteacher



We set high expectations for our staff, who in turn encourage our students to be ambitious and have high aspirations.



It is an exciting time to be working as part of the RFSS family and as part of our Trust, Learning Today Leading Tomorrow.

RFSS opened in 2016 and we relocated to our brand-new purpose-built facility in February 2020.

Our school is committed to providing success for all of its students, and providing a workplace that supports its staff, to ensure they are able to work to the best of their ability for our students every day.

You won't find teachers and staff anywhere else who are as committed to a school's purpose and supporting its success. Relationships are at the heart of RFSS and underpin our new core values.... and we are always looking for dedicated staff who share our ethos and demonstrate our values.

The wellbeing of staff is a priority here at RFSS and we have developed a wellbeing commitment for all staff. This is monitored by our Wellbeing group and regularly reviewed with all staff.





Staff Wellbeing Commitment at RFSS

Trust Wellbeing Survey
2022



Kindness:

- 'Shout outs' for staff who have gone above and beyond.
- Support flexible working requests.
- Opportunity to attend personal events or celebrations.



Collaboration:

- Staff Wellbeing committee.
- A 'buddy' to provide support and advice.
- Staff social events across the year.
- We provide staff with a free lunch on the day of their duty.
- Regular staff breakfasts, food on all CPD days and occasional treats



Curiosity:

- Promote and support Staff CPD
- Staff to network and visit other schools to improve their practice and share great ideas.



Respect:

- Staff Room - meet, work and even socialise
- Each faculty has its own staff work room
- Regular appraisal conversations to discuss career progression



Resilience:

- We promote resilience through our reflective CPD pathways.
- We have an area in the staff room dedicated to wellbeing which is used to promote health and wellbeing.
- We share weekly health and wellbeing information.



Endeavour

- Promote work life balance
- Celebrate our staff and their achievements on a regular basis, for example; a black tie celebration evening.

“96% of staff are proud to be a member of the school”

“84% of staff feel well supported at work”

“88% of staff feel happy in their role”

“82% of staff believe Leaders and Managers are considerate of their wellbeing”

“99% of staff feel optimistic about the future”

Social, Emotional and Mental Health Intervention Mentor Job Description

Salary and Grade:	Starting Salary: £22,000 - £23,400 (FTE), £19,239 - £22,212 (Actual) Experienced Candidate: £23,400 - £25,000 (FTE) £20,463 - £23,611 (Actual) 37.5 hours a week, Term Time Only (39 weeks per year)
Reporting to:	SENDCo
Liaising with:	Directors of Learning, Heads of Year, Teaching and Associate Staff, Students and Parent/Carers
Purpose:	<ul style="list-style-type: none"> • To improve the process of transition into, within and beyond school settings. • Make a significant contribution to the achievement and well being of students. • To improve the learning and well being of individual students. • To support students who are experiencing learning difficulties. • To support learning at school and encourage links between home and school. • To support the school in improving the attendance & punctuality of identified students.

About Rugby Free Secondary School

We are at the start of a very exciting journey and have worked extremely hard over the last year to create a culture of high expectations across the school, supported every step of the way by our Trust. This has been achieved through the development of strong and positive relationships with staff, students, parents and carers. Our reflective approach means we are always striving to improve in all we do and believe that mistakes are only an opportunity to learn.

You won't find teachers and staff anywhere else who are as committed to a school's purpose and supporting its success. Relationships are at the heart of RFSS and underpin our new core values and we are always looking for dedicated staff who share our ethos and demonstrate our values. Please find below link to our website with the latest Ofsted report when we were graded as 'Good'.

<https://www.rugbyfreesecondary.co.uk/ofsted>

Our Values are:

- **Kindness** – The quality of friendliness, generosity, consideration, honesty
- **Collaboration** – The belief that working and learning with others will lead to greater success
- **Curiosity** – A strong desire to know and to learn
- **Resilience** – The ability to recover quickly and learn from the difficulties we face
- **Respect** – To appreciate the importance of understanding and admiration for others and self
- **Endeavour** – The belief that hard work is needed to achieve something we can be proud of

Areas of Responsibility and Key Tasks

Key Duties and Responsibilities

- Keeping up-to-date records on the progress of students including observations and agreed targets.
- Providing appropriate programmes of 1:1 or group support that enable students to take a full and confident part in all aspects of their learning & school life.
- Working alongside teachers, support staff and families to promote the effective use of behaviour management strategies.
- Working with teachers to provide support for students and their families who join the school during the course of the academic year.
- Liaising regularly with staff to provide and receive up-to-date feedback on the monitoring and progress of all identified students

- Contributing to the development and implementation of appropriate support which will assist students in modifying inappropriate behaviour, developing positive self-images and enhanced educational achievement
- Creating an atmosphere of trust & support by providing opportunities in which students feel able to discuss their progress, insights, opinions, targets and are confident to self-refer.
- Promoting students' equality, diversity, rights and encouraging responsibilities.
- Maintaining appropriate professional boundaries in all contacts and support of students and their families.
- Maintaining the health, safety, protection and wellbeing of students throughout the mentoring process.
- Contributing to policies and practice which promote inclusion and engagement by students.
- Working with teachers to identify students who require support in moving between key stages.
- Developing a range of strategies that support students in making successful transitions from one key stage to another including providing support on preliminary visits, contact with families and conducting follow up visits where necessary to students in their next key stage
- Helping to promote speedy and effective transfer of information from primary to secondary schools.
- Being fully aware of school policies and following school procedures in maintaining regular contact with families/carers of children in need of support, keeping them informed of needs and progress, with the purpose of securing family support and involvement. This will include developing knowledge of Child Protection procedures.
- Developing knowledge and making the best use of the range of activities, courses, external agencies and individuals that might be used and drawn on to provide additional support for students.
- Providing regular opportunities to liaise with families or carers to keep them informed about and involved in their child/children's progress.
- Establishing and maintaining effective links with appropriate outside agencies, community and business voluntary mentors in school to provide added support for individuals and groups of students.
- Monitoring the attendance of individual students where this has been raised as a concern.
- Following school procedures to contact families and provide support where appropriate to improve attendance and punctuality.
- Liaising with parents/carers to support their understanding of the school systems on attendance & punctuality.
- Providing appropriate support for parents/carers to ensure their child/children's regular and prompt attendance at school.
- Meeting regularly with the designated line manager to report on progress of referred students and other aspects relating to work.

- Meeting with the SENCo at least once a term to discuss progress of work.
- Keeping up-to-date with latest initiatives, research and practice through local and national training and networking.
- To participate in relevant staff development activities.
- To become familiar with, understand, and adhere to school and Trust policies and procedures.
- To maintain confidentiality in and outside the workplace.
- Assist in escorting and supervising students on educational visits and out of school activities.
- Understand and support independent learning and inclusion of all students as required.
- Maintain confidentiality and adhere to safeguarding procedures.
- Demonstrate and adhere to the schools health and safety policies and procedures.
- Demonstrate own duties to new or less experienced staff.
- To undertake any other duties deemed appropriate for this, or similar pay grade. The nature of the duties and responsibilities may change from time to time.

Professional Development

- To take responsibility for personal continuing professional development.
- To take part, as appropriate, in the Trust professional development programme.
- To engage actively in the Performance Management Review process.
- To evaluate own personal performance through self-evaluation and learn from the effective practice of others and from evidence.

Safeguarding

- To ensure that all students have a safe environment in which they can learn, reporting any concern about the environment to a member of the site team or if appropriate to one of the Designated Safeguarding Leaders
- To be aware of systems which support safeguarding and following the procedures as highlighted in the Safeguarding Policy
- To identify students who may benefit from early help as soon as possible and discuss this with one of the Designated Safeguarding Leaders
- To consider at all times what is in the best interests of the child
- To protect students from maltreatment; preventing impairment of student's health or development; ensuring that students grow up in circumstances consistent with the provision of safe and effective care
- To take action to enable all students to have the best outcomes

Other Specific Duties

- To continue personal development as agreed
- To engage actively in the performance review process
- Establish and maintain effective relationships and communication with staff, parents and students
- Uphold the high standards of the school in all communications.
- Adhere to the schools policies.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task to be undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Employees are expected to adhere to Rugby Free Secondary School's agreed Code of Conduct
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Generic Responsibilities of all Rugby Free Secondary School Staff

- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people they are responsible for or comes into contact with. Part of this responsibility involves the checking of visitor identification at the point of school entry and the issuing of relevant safeguarding information.
- Ensure all tasks are carried out with due regard to Health and Safety
- To remain confidential at all times
- To undertake appropriate professional development including adhering to the principle of appraisal
- To adhere to the ethos of the school
- To promote the agreed vision and aims of the school
- To set an example of personal integrity professionalism

Person Specification

Areas	Essential It is essential candidates can provide evidence of:	Desirable It is desirable candidates can provide evidence of:
Qualifications and Skills	<ul style="list-style-type: none"> • Demonstrate levels of numeracy & literacy equivalent to GCSE level (A-C) • A professional or vocational qualification in safeguarding • Training in relevant learning strategies in national curriculum (in specific subject area). • Great imagination and creativity to assist in the development of lessons and activities to motivate and engage learners • Able to research information on learning difficulties and activities to support progress in subject specific area. • Ability to deal sensitively with complex and sensitive issues • Willingness to maintain confidentiality on all school matters • Ability to work effectively and supportively as a member of the school team 	
Experience/ Attitude and Values	<ul style="list-style-type: none"> • Proven knowledge and experience in supporting students with Social, Emotional and Mental Health difficulties, and understanding of Early Help referrals. • Knowledge of Special Educational Needs / Additional Learning Needs / Child Protection / Behaviour Management • Knowledge of the requirements of the national literacy and numeracy strategies. • Knowledge of SEND programmes of learning, interventions available and how to use them to good effect 	
Relationships / Attitudes and Values	<ul style="list-style-type: none"> • Pastoral, therapeutic approach towards children with SEND / SEMH difficulties. 	
Equal Opportunities	<ul style="list-style-type: none"> • A commitment to equal opportunities • Patient, optimistic and resilient • Sense of humour • Hard working, flexible and reliable • Excellent attendance and punctuality particularly at critical times • A genuine commitment to and liking for young people, and high expectations for their progress and welfare • The confidence to manage and supervise effectively whole classes • A commitment to the promotion of equality of opportunity and inclusion in all aspects of school life, practical strategies for achieving this, and an • understanding of the implications of this post • Ability to deal calmly with different situations as they arise 	

Contact Information

If you feel that you could bring further impetus to our drive to improve the provision for our students and have the necessary energy, enthusiasm and sense of humour to take us forward at this exciting time, then please get in touch.

To arrange an informal discussion or visit to the school, please contact us



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www.rugbyfreesecondary.co.uk/vacancies

Closing date for applications: 04th June 2023

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing paragraphs.

The job description will be reviewed at least once a year and it may be subjected to modification or amendment at any time after consultation with the holder of the post.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date shown but in consultation with the post holder may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

We reserve the right to withdraw this vacancy at any time.

Learning Today, Leading Tomorrow (LT2) is committed to safeguarding children; successful candidates will be subject to an enhanced Disclosure and Barring Service check. LT2 is always happy to receive speculative applications from excellent teachers and support staff.