



# STUDENT SUPPORT MENTOR

**Support Staff Role**

Grade 5

Candidate Information Pack  
01 September 2026



## Welcome from the Chief Executive

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Welcome and thank you for your interest in joining our team. It is with great pleasure and enthusiasm that I introduce you to the **Providence Learning Partnership** and our lead institution, **Durham Sixth Form Centre**.

Providence Learning Partnership is a forward-thinking Trust established with a clear mission: transforming lives through education. Our Trust prioritises excellence in teaching and learning, recognising the uniqueness of each student in celebration of diversity and inclusion. Working collaboratively, we embrace expertise and innovation, contributing to the North East of England through the cultivation of lifelong learners. While our roots are firmly planted in the success of Durham Sixth Form Centre, we are currently in an exciting period of growth. We are working closely with the Department for Education and Durham University to establish the Durham Mathematics School - a specialist city-centre provider for A Level mathematicians, scientists, and computer scientists - with further announcements expected in the coming months [durham-mathematics-school.org.uk](https://durham-mathematics-school.org.uk).

### Our Lead School: Durham Sixth Form Centre

As Principal of Durham Sixth Form Centre, I am immensely proud of our standing as a large, "outstanding" post-16 provider. With approximately 1,800 students drawn from over 60 secondary schools across the region, we operate as a "mini-university" in the heart of Durham City. Our campus blends history with innovation, from our original 1913 building to our science wing, 200-seat theatre, state-of-the-art Digital Media Centre, and on-site Art Gallery.

Our results consistently place us among the top providers nationally. In 2025:

- **A Levels:** A\* and A\*-B grades continue to be higher than the national average which correlates in an above average value added score.
- **Applied General:** Attainment is ranked in the top 2% nationally, with 93% of students achieving Distinction\* or Distinction grades.

### Our Values

At the heart of our Trust is a commitment to the whole person. Whether through our Trust Development Plan or our daily interactions, we are guided by four core values:

- **High-quality, inspirational teaching and learning.**
- **Excellent support, care, and guidance.**
- **Personal and professional integrity.**
- **Ambition and progress** for our students, our communities, and ourselves.

We recognise that an exceptional educational experience is only possible through the dedication of our staff. This is why we prioritise professional growth, achieving Investors in People Platinum [and Employer of Year 2025] and CPD Mark accreditation. As noted in our most recent full Ofsted inspection, we have established a culture where students and staff alike flourish in an environment of high expectations and personal excellence.

### Join Our Journey

We are looking for individuals who are energetic, passionate about post-16 education, and eager to contribute to a collaborative mission. If you have the skills and aptitude to help us shape the future of post-16 education, based in Durham City, we would welcome your application.

I am excited about the possibilities that lie ahead and look forward to the potential of working together.

Ellen Beveridge  
Principal, Durham Sixth Form Centre  
Chief Executive, Providence Learning Partnership

# Welcome to the Student Support Team

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Thank you for your interest in joining the Student Support Team at Durham Sixth Form Centre. This is an exciting opportunity to become part of a dedicated, forward-thinking team that sits at the very heart of our school community.

At Durham Sixth Form Centre, we are defined by our commitment to excellence, but we recognise that for many students, achieving that excellence requires more than just high-quality teaching - it requires a supportive, inclusive and empowering environment. As a **Student Support Mentor**, you will be a catalyst in creating that environment. You are not just providing academic assistance; you are removing the barriers to learning that might otherwise prevent a young person from reaching their full potential.

Our team is a collaborative hub of professionals who believe that every student, regardless of their additional needs or background, deserves an educational experience that is both ambitious and accessible. Currently, the team is strategically led by Lee Bone, Vice Principal, and is composed of the following colleagues:

- Ms Amanda Eggett, Leader of Learning: Student Support & SENCo
- Mr Stephen Joel, Deputy SENCo
- Miss Emma Colvin, Student Support Coordinator
- Miss Emily Barr, Student Support Mentor

In this role, you will find yourself in a unique and influential position. Whether you are providing 1:1 intervention, supporting students within the classroom or managing the Student Support Hub, your work will have a direct and lasting impact on the lives of our students.

We pride ourselves on a holistic approach. You will play a key role in developing our students' independence, resilience and confidence - equipping them with the tools they need not just to succeed in their exams, but to thrive in their next steps beyond the Sixth Form life.

We are looking for a mentor who is proactive, empathetic and highly organised; someone who can liaise effectively with teachers and parents/carers while remaining a steadfast advocate for the student. In return, we offer a supportive professional environment where your development is prioritised, and your contribution to our school's ethos is truly valued.

If you are passionate about inclusivity and driven by the desire to see young people overcome challenges and succeed, we would love to hear from you. We would encourage candidates interested in this role to visit us in advance. Should you wish to discuss this role further, or come to visit us to see what we are about, please do not hesitate to contact me directly.

Best regards,

Lee Bone

Vice Principal

[lee.bone@durhamsixthformcentre.org.uk](mailto:lee.bone@durhamsixthformcentre.org.uk)

# The Role

JOB TITLE	Student Support Mentor (SEN)
CONTRACT TYPE	Permanent, Term-time plus 5 days
HOURS	37 hrs/week
GRADE	Grade 5, SCP 7 - 12
SALARY	£23,356.22 - £25,298.01 pro rata (£26,403 - £28,598 whole time equivalent)
START DATE	01 September 2026

## ADVERT

We are looking to recruit an exceptional **Student Support Mentor (SEN)** to join our outstanding sixth form team, part of the Providence Learning Partnership, where unwavering support, care, and guidance for our post-16 learners is at the heart of everything we do.

This is an exciting opportunity to make a profound difference in the lives of our students with additional educational needs, ensuring they receive the individualised encouragement and bespoke interventions required to remove barriers to learning. You will be instrumental in championing our students from their initial transition into Year 12 through to their successful progression into Year 13, ensuring they excel during two of the most critical years of their education.

The successful candidate will be a relationship-builder who can work with autonomy and as part of a wider team to maintain the highest expectations for our students, their families, and the wider community.

### What Makes This Role Exciting?

The Student Support Mentor is a key role, focusing on ensuring every student flourishes in an environment that demands high expectations for academic, vocational, and personal excellence, whilst nurturing support and development.

- **Targeted Academic Support:** Delivers 1:1, small group, and in-class assistance.
- **Liaison & Feedback:** Acts as a vital link between subject teachers, parents/carers, and the Student Support Team to provide feedback on progress and coordinate personalised learning strategies.
- **Holistic Wellbeing & Development:** Champions the social and emotional development of students, fostering independence and resilience, while supporting transitions into and beyond the Sixth Form.
- **Administrative & Resource Management:** Maintains accurate records in SIMS, assists in writing Student Profiles, collates evidence for access arrangements, and develops specialised SEN training resources.
- **School Environment & Safeguarding:** Ensures the Student Support Hub remains a purposeful learning space, supervises students during non-contact time, and upholds safeguarding and first-aid protocols.

### We are looking for someone who:

- Demonstrates exceptional planning and time management skills.
- Is able to inspire and challenge both students and colleagues.
- Has the highest expectations of themselves and others.
- Exhibits outstanding interpersonal skills.
- Models the values, ethos, and vision of the school in pursuit of excellence and equity.

### Why choose us?

- Be a part of an Investors in People: Platinum [Employer of the Year 2025] organisation.
- We are a flourishing high-performing sixth form where students achieve and exceed their potential.
- Be part of a team that's ambitious, supportive, and driven by purpose.
- Benefit from personalised CPD, leadership coaching, and genuine career progression.

**Join Durham Sixth Form Centre as a Student Support Mentor. Support and challenge our most able post-16 learners, ensuring they have the guidance and drive to reach their full potential during these pivotal years. We are located in the heart of Durham, just 20 minutes from Sunderland and 30 minutes from Newcastle city centre.**

**Please remember: This position is subject to being closed early so don't hesitate to get in touch.**

## Job Description

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Schools rely on the professional input and expertise of a range of staff. 'Support staff' is a generic title for all staff who do not teach. Some support staff work alongside teachers and some work behind the scenes to ensure that there is an efficient infrastructure within our school which supports effective teaching and learning to take place. Support staff contribute in many ways, directly and indirectly, to student outcomes and the school's Ofsted judgement and are integral to both. Approximately half of all of our employees are support staff.

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### KEY AREAS OF RESPONSIBILITY

1. **To provide support for students with additional needs in order to overcome barriers to learning by:**
    - Providing 1:1 or small group support to students who require additional support with their learning in line with strategies in their Student Profiles and EHCPs.
    - Liaising with subject teachers and support staff to ensure a personalised approach to support.
    - Liaising with subject teachers on individual student progress/achievement.
    - Attending and contributing to meetings to provide constructive feedback on student progress/achievement.
    - Supervising the Student Support Hub to maintain a purposeful and conducive environment.
    - Liaising with parents/carers to keep them informed of any issues that may arise, as appropriate.
    - Meeting regularly with the Head of Student Support and Student Support Team in order to discuss student success and concerns, and identify strategies for development.
    - Providing in-class support to identified students, as and when required.
    - Supporting SEN students using new technology to access their learning.
    - Supporting students with 1:1 invigilation support for internal and external examinations, as and when needed.
    - Supporting students with the implementation of reasonable adjustments, such as coloured paper/overlays, enlarged resources etc.
  2. **To support the holistic development of SEN students by:**
    - Supporting the transition of SEN students into Durham Sixth Form Centre, and onto their next steps.
    - Providing information and guidance to SEN students in relation to their progression and next steps.
    - Planning and delivering tailored sessions to small groups of SEN students to support their holistic development.
    - Providing ongoing guidance and support of students in their social development and their emotional well-being.
    - Supporting and championing SEN students to access extra curricular activities and enrichment opportunities.
    - Accompanying teaching staff on visits, trips and out of school activities, as required.
    - Assisting with the supervision of students out of lesson times, including non-contact lessons, before and after school and at lunchtimes.
    - Supporting students to develop their skills of independence, resilience and confidence.
    - Referring any safeguarding concerns to the Designated Safeguarding Lead.
    - Providing basic first aid, if appropriate, ensuring timely referral to health services in emergency situations.
    - Undertaking any reasonable task as directed by the Director of Student Support or Senior Leadership Team.
  3. **To provide administrative support to the Student Support Team by:**
    - Supporting the Student Support Coordinator to write and review individual Student Profiles for SEN students.
    - Logging student issues and interventions in SIMs.
    - Recording and monitoring attendance at Student Support Intervention Sessions.
    - Developing SEN training resources, and to keep the Student Support Dashboard up-to-date, as directed.
    - Maintaining thorough, clear and accurate records.
    - Supporting the Student Support Coordinator and Director of Student Support with the collation of evidence needed for access arrangements, as required.
    - Be responsible for the preparation, maintenance and monitoring of materials and resources.
    - Contributing to the development of policies and procedures.
    - Participating in the staff appraisal process and being committed to ongoing professional development.
    - Being familiar with and operating within school and team handbooks and systems.
    - Contributing to team meetings and developments.
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### UPHOLD THE PROFESSIONAL STANDARDS OF THE SCHOOL BY:

- Being a role model to students through personal presentation and professional conduct.
- Attending staff meetings and briefing, as required.

- Arriving at sessions, on or before the start, and to begin and end on time.
- Being familiar with Trust and school policies, protocols and handbooks.
- Striving for personal and professional development through active involvement in appraisals.
- Maintaining a working knowledge and understanding of the National Occupational Standards for Support Staff.
- Undertaking any reasonable task as directed by any senior member of staff.
- Being involved in extracurricular activities where appropriate and in line with the Local Collective Agreement 2012.
- Establishing a climate for learning in line with the Trust's policies and procedures, to contribute to a purposeful learning environment and encourage students to interact and work cooperatively with others.

## MODELLING

- Model the values, ethos and vision of the school in pursuit of excellence and equity, valuing individual achievement.
- Help build, communicate and implement a shared vision.
- Be a role model and actively promote high expectations for all members of the school community through your role within the structure.
- Contribute to the efficient management of school routines.
- Being an appraisal team member in line with school policy.
- Being aware of the responsibility for personal health, safety and welfare and that of others who may be affected by individual action/inaction.

## TRAINING/QUALIFICATIONS

- The employee will be expected to undertake on-going research to develop their knowledge base and will undertake any CPD, inset and qualifications as deemed necessary by the Principal.
- Where formal qualifications are identified the employee will be required to sign an agreement to reimburse the school of any training costs incurred if the employee leaves before qualification and/or if they leave before a period to be specified after qualification.

## ADDITIONAL HOURS

This role includes an additional 5 days which will be negotiated annually. Any additional hours agreed above and beyond this will be by negotiation and recompensed through time off in lieu (TOIL).

Day	Hours	Total hours in school	Lunch break	Total hours worked
Monday	8.00am – 4.00pm	8 hours	30 mins	7 hours 30 mins
Tuesday	8.00am – 4.00pm	8 hours	30 mins	7 hours 30 mins
Wednesday	8.00am – 4.00pm	8 hours	30 mins	7 hours 30 mins
Thursday	8.00am – 4.00pm	8 hours	30 mins	7 hours 30 mins
Friday	8.00am – 3.30pm	7 hours 30 mins	30 mins	7 hours
				37 hours



## Person Specification

APPLICATION	Essential	Desirable
A well-structured letter of application.	*	
Fully supported in references.	*	
QUALIFICATIONS AND TRAINING		
Qualified with GCSE English and Maths to a grade A*- C/9-5.	*	
Educated to Level 3 standard (sixth form) with strong grades.	*	
Educated to degree level (or currently studying for a degree).		*
Qualifications in first aid, SEND, student support, pastoral, safeguarding, careers/progression.		*
EXPERIENCE AND KNOWLEDGE		
Experience in working with young people and/or in an education environment.	*	
Experience / ability to deal with delicate, difficult and confidential situations.	*	
Experience of using MIS Software (SIMS).		*
Experience of safeguarding processes.	*	
SKILLS		
Excellent organisational and record keeping skills.	*	
Ability to communicate effectively both orally and in writing to a diverse audience.	*	
Ability to see the bigger picture with attention to detail and professionalism.	*	
Aptitude to evaluate, monitor and prioritise work and to use IT competently in your role.	*	
Demonstrate outstanding interpersonal skills (in a range of contexts), even if/when working under pressure.	*	
Ability to learn from your mistakes, listen and to 'bounce back' with positivity.	*	
PERSONAL QUALITIES		
Demonstrate energy, positivity and calmness in fulfilling the role and model a 'can do' approach.	*	
Inspire, lead and challenge a team of colleagues with energy and drive to bring out the best in everyone (where applicable).	*	
Boundless optimism, energy, enthusiasm and a sense of humour when carrying out the role.	*	
Exemplary health, attendance and punctuality.	*	
COMMITMENT, EQUALITIES AND SAFER RECRUITMENT		
Commitment to upholding and promoting the trust values with honesty, loyalty and fairness.	*	
Promote and safeguard, at all times, the welfare of children and young adults.	*	
Demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the appropriate policies.	*	
Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with young people and colleagues.	*	

# Application Guidance

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The Trust seeks to ensure that we appoint the right candidate to each job and that applications for employment are treated in a fair and consistent manner. Candidates are responsible for ensuring that they complete all sections of the Application Form in sufficient detail and submit a separate Letter of Application to ensure that both can be properly assessed against the criteria shown in the job description and person specification. Any information provided on CV's will not be considered for short-listing purposes. If little or no information is provided on the application form, it will be impossible to assess your suitability and you will not be considered for an interview.

## 1. APPLICATION FORM

The Application Form should be completed in one of two ways:

1. Using either the [GoogleForm](#) and submitting the completed Application Form.
2. Using our Word Document and emailing it to [staffvacancies@durhamsixthformcentre.org.uk](mailto:staffvacancies@durhamsixthformcentre.org.uk).

Both options are available on our website at [www.durhamsixthformcentre.org.uk/vacancies/](http://www.durhamsixthformcentre.org.uk/vacancies/)

## 2. LETTER OF APPLICATION

The supporting Letter of Application is a separate document and should be no more than 1,000 words. It should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification.

Please upload the Letter of Application with the GoogleForm above or alternatively email your Letter of Application with your Word Application Form to [staffvacancies@durhamsixthformcentre.org.uk](mailto:staffvacancies@durhamsixthformcentre.org.uk).

## RECRUITMENT DATE(S)

CLOSING DATE	10am, Tuesday 3rd March 2026 NB: <i>This position is subject to being closed early.</i>
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Applications received after the closing date/time will not be considered.

## DISABILITY

Please complete this section to help us ensure a fair and inclusive recruitment process. Under Section 60 of the Equality Act 2010, we collect this information for the following specific reasons:

- **Adjustments:** To establish whether we need to make reasonable adjustments to enable you to take part in the selection process (e.g., interview access or alternative assessment formats).
- **Positive Action:** To take positive action in supporting employment for disabled people. Applicants with disabilities will be granted an interview if the essential job criteria are met.
- **Suitability for the Role:** To establish whether you will be able to carry out a function that is intrinsic to the work concerned.

## FURTHER ASSISTANCE

All information is available in alternative formats. Should you require an alternative format or need any further assistance please contact [staffvacancies@durhamsixthformcentre.org.uk](mailto:staffvacancies@durhamsixthformcentre.org.uk).

## AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.



# Shortlisted Candidates Guidance

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## REFERENCES

All appointments will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers. Staff at Durham Sixth Form Centre work directly with young people therefore the school reserves the right to seek references prior to interview and this may include references from your current, most recent or previous employers. All referees will be asked about disciplinary offences, even those which have expired prior to an offer of employment. Please note that an offer of appointment will not be made until satisfactory references have been received.

## DIGITAL CHECKS

An online search will be undertaken for shortlisted candidates as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with the most current version of Keeping Children Safe in Education. This search does not form part of the shortlisting process and candidates will have the chance to discuss any issues of concern that may arise during this search at interview.

## SAFEGUARDING

Providence Learning Partnership is committed to safer recruitment processes, safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. We conduct pre-employment checks in line with the most current version of Keeping Children Safe in Education and the Trust's Safeguarding Policy which is available on our website. It is an offence to apply if you are barred from regulated activity relevant to children.

## DBS

An application for an Enhanced DBS certificate will be submitted for all candidates once they have been offered the position. If candidates are registered with the DBS Update Service, they must give Providence Learning Partnership consent to check their status. The Trust complies with the Code of Practice issued by the Disclosure and Barring Service. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Please note this post is exempt from the Rehabilitation of Offenders Act 1974. Under the provisions of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975, you are required to disclose information concerning convictions including those which for other purposes are regarded as spent under the Act. A disclosure will be requested for the successful applicant for this post.

## RIGHT TO WORK

Candidates who have been offered the position will require a UK Right to Work Check.

## PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

## EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to continue to develop a more diverse workforce and we positively welcome applicants from all sections of the community. With regard to recruitment and selection, the Trusts ensures that no job applicant receives less favourable treatment on the grounds of sex, marital status, race, colour, ethnic origin, age, disability, sexual orientation, religion or belief, political beliefs, unrelated criminal conviction(s).

The Equal Opportunities Monitoring Form is not part of the selection process. It will be used purely to monitor diversity of applicants.

## CONDITIONAL OFFER OF APPOINTMENT

All offers of employment are conditional, subject to satisfactory pre employment checks including references, enhanced DBS check (with barred list checks), proof of identity, right to work status, qualifications (if applicable) and medical clearance by our occupational health service (if applicable).

## Staff Benefits

At our Trust, we deeply value the health and wellbeing of our staff, recognising that a happy, supported team is essential to delivering the best outcomes for our students. We are committed to fostering a positive working environment where staff feel cared for, empowered, and equipped to thrive both personally and professionally.



### Pension scheme

All contracted members of staff will be automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pension Scheme (whichever is appropriate).



### National terms and conditions

We offer national terms and conditions in line with the School Teacher's Pay and Conditions document (STPCD) and Burgundy Book for teachers or the NJC Green Book for support staff.



### Training and development

Professional development opportunities aimed at the continuous process of enhancing your skills, knowledge and competencies discussed with your appraiser on an individual basis.



### City centre parking

Durham City Centre barriered private parking for staff whilst at work which extends to free all year round parking, 24 hours a day, 7 days a week, 365 days a year.



### Staff wellbeing working group

For the staff, by the staff, our wellbeing working group meet at least 3 times a year and is open to all members of staff. To date the group has raised money for charity, built a Staff Wellbeing portal, organised socials, sporting events and family days out.



### Healthcare services

All staff benefit from a range of comprehensive health and wellbeing services including: GP service which gives staff the access to a General Practitioner around the clock, 24/7, access to nurse support services and physiotherapy provided face-to-face at times, dates and locations convenient to our staff.



### Live webinars

Online webinars for Mental Health First Aid and Stress Coaching are available to staff which run frequently throughout the year with a choice of dates and times.



### Health and Wellbeing

Free Flu vaccines, menopause counselling and access to financial wellbeing coaches through our staff absence insurance policy.



### Daily breakfast

We provide a selection of hot drinks, cereals, croissants, toast and jams complimentary each morning in the refectory for staff and students.



### Lifestyle

Our lifestyle benefits include shopping discounts with hundreds of online and high street retailers and discounted gym membership.



### Free Will Writing Service

Organised through the Financial Guys, all staff are provided with a free single basic Will which also includes a 50% discount for partners.



### Blue Light

Blue Light Card have now added Teaching and Support staff to the list of careers that are able to apply for their card. When applying please upload your staff ID badge as evidence.



### Working From Home

We are currently trialling working from home. This arrangement supports flexible working and recognises that some tasks, such as planning, marking and resource development, can be carried out more effectively in a quiet, uninterrupted environment.



**THE AWARD FOR UK EMPLOYER  
OF THE YEAR: PLATINUM (50-249)**