Dear Candidate,

Thank you for expressing an interest in the position of Learning Mentor at our school. As stated in the advert, this is a Grade 3 post, and the position will start as soon as possible. The successful candidate will work 24-33 hours per week, term time only; final working hours can be negotiated.

We have a strong ethos and values around inclusion, relationships and being attachment and trauma aware. We work closely with our children and families to ensure the best emotional and academic outcomes. We are an exceptionally caring school, which was highlighted in our recent OFTSED inspection (May 2019); this is what OFTSED said in their report:

“Pupils behave well, feel safe and unreservedly identify an adult who can help them if they have any difficulties.”

“You have invested in providing additional school-based support for vulnerable pupils. You challenge decisions about pupil care and, consequently, pupils are well looked after.”

“Pupils spoke about the school with genuine warmth and enthusiasm.”

“Attitudes to school life are built on mutual trust and pupils told me that they feel safe.”

Please find enclosed:
- An application form
- A job description
- A person specification
- Self-disclosure form (you may provide this in a sealed envelope if you would prefer- it will only be viewed if you are short listed)

In your application, please pay particular attention to the Person Specification, and ensure you address all the points it raises. The closing date for receipt of applications is Monday 16th September 2019, 12pm. Shortlisting and the selection process will take place shortly after and we would be looking to interview shortlisted candidates on Wednesday 18th September.

We encourage all candidates to visit the school if they are able to. Please contact the office to arrange a visit, dates and times are listed below:
- Tuesday 10th September, 10am
- Wednesday 11th September, 2pm
- Thursday 12th September, 4pm

If you have any questions or wish to talk about any aspect of the role, please contact me.

Once again, my sincere thanks for your interest in this post.

I wish you every success.

Yours sincerely,

Stuart Guest
(Head Teacher)
We have a fabulous opportunity to appoint a learning mentor to join our committed team of staff.

Colebourne Primary School is a very friendly, welcoming school with a supportive staff team. We have 420 pupils on role ranging from 4-11 years old, plus a 26 full time equivalent school nursery.

OFSTED graded the Behaviour and Safety of pupils as OUTSTANDING. This is due to our caring and nurturing approach and our high expectations of our children.

We are looking for someone who:
- Has experience working with children who need additional support (e.g. Learning Mentor, Therapist, Family Support Worker, Teacher, Social Worker).
- Has a good knowledge of the emotional needs of pupils
- Is able to see beyond the behaviour that may be presented
- Is able to build positive relationships with pupils
- Is able to work independently and use their own initiative

The core role involves:
- Supporting learning in class as needed
- Supporting the pastoral needs of pupils
- Supporting pupils at break and lunchtimes
- Leading 1 to 1 and small group activities aimed at improving social interaction and emotional well-being
- Becoming a deputy designated safeguarding lead (training will be provided)
- Working alongside our Pastoral Team which includes learning mentors, a family support worker and an Assistant Headteacher (Inclusion and Safeguarding)
- Liaising with parents and outside agencies as necessary

For more details and an application form, please contact the school office. Application packs are also available on the school website. We strongly encourage all candidates to visit the school if they are able to. Please contact the office to arrange a visit; dates and times are listed below:
- Tuesday 10th September, 10am
- Wednesday 11th September, 2pm
- Thursday 12th September, 4pm

We are committed to the safeguarding of our children, and an enhanced DBS and other pre-employment checks will be required.

CLOSING DATE: Monday 16th September 2019, 12pm
KEY PURPOSE OF THE JOB

Under the guidance and supervision of the Assistant Head Teacher for Inclusion and Safeguarding:

- Provide a complementary service to that provided by teachers and pastoral staff in order to address the needs of the pupils, who need help and support to overcome barriers to learning, both inside and outside school to achieve their full potential;
- Contribute to raising standards of attainment, improving attendance, maintaining good standards of behaviour and participation;
- Offer support to children and families through the Early Help Assessment, acting as Lead Professional where appropriate.

MAIN ACTIVITIES

1. Work collaboratively with teachers, pastoral staff, SENCOs, and other agencies to identify and support pupils with barriers to learning and/or who have emotional/social needs.

2. Develop positive one to one mentoring relationships with pupils and groups identified as needing support.

3. Take a lead role in supporting the behaviour, including learning behaviour, of individuals and groups, including:
   - Gathering information and evidence following behaviour incidents
   - Liaising with Senior Leaders to ensure appropriate steps are taken
   - Proving learning breaks for children as needed
   - Supporting children at break and lunchtimes.

4. Devise, implement and evaluate individual support plans for pupils identified as needing support inside and outside the classroom.

5. Deliver 1:1 and/or small group mentoring/therapeutic sessions to support the individual needs of children.

6. Be one of the Deputy Safeguarding Leads (full training and support will be given for this).

7. Establish and maintain home-school liaison with the families/carers of pupils receiving support in order to keep them informed about pupils’ needs and progress and to secure positive family/carer involvement and support. This may include home visits where appropriate.

8. Ensure effective record keeping for work with children and families.
9. Establish good relationships and work closely with other agencies who may also be involved in supporting a targeted child so that the needs of the child concerned are met in a focused integrated way.

10. Develop a full understanding and knowledge of the range of agencies and activities, which can be drawn upon to support vulnerable children.

11. Act as a lead professional for families working under the Early Help Assessment framework at a level suitable for school.

12. Promote efficient and effective transfer of pupil information at points of transition of their needs within the school.

13. Encourage positive attitude’s to children receiving support and a shared understanding of their needs within the school.

14. Network with Learning Mentors in other schools to ensure identification and dissemination of best practice.

15. Liaise and meet regularly with the Assistant Head Teacher for Inclusion and Safeguarding /Head Teacher to report and discuss progress of specific children and families taking appropriate action as agreed.

16. Input into meetings to ensure that the staff are aware of circumstances that make impact on children’s ability to fully access school life such as pupil progress meetings, phase meetings, ITPs, team meeting and case reviews.

17. Ensure funding for looked after children, and previously looked after children, is targeted and monitored appropriately.

18. Contribute to reports for Senior Management Team and Governing Body as required.


20. Any other duties and responsibilities within the range for the salary grade.

21. Fully engage in professional development opportunities such as staff meetings, INSET days, Performance Management cycles.

22. Keeping up to date with the most recent information regarding Pastoral care.

23. Fully support the life and work of the school.
# PERSON SPECIFICATION

This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. **You should** refer to these requirements when completing your application.

## MINIMUM ESSENTIAL REQUIREMENTS

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<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td>A relevant qualification in working with children at NVQ2 Level or above, or evidence of</td>
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<tr>
<td>equivalent experience in a professional environment</td>
<td>A/C</td>
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<tr>
<td>Evidence of training and development undertaken with regard to the role of Learning Mentor/</td>
<td>E</td>
</tr>
<tr>
<td>Teacher/ Therapist / Social Worker or similar</td>
<td>A/I</td>
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<tr>
<td>A-C grade in GCSE English and Maths</td>
<td>E</td>
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<tr>
<td>A minimum of 1 year working as a Learning Mentor or in a related area, such as education,</td>
<td>D</td>
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<tr>
<td>youth work, health and social work</td>
<td>A/I</td>
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<tr>
<td>Evidence of supporting primary aged children</td>
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## Knowledge & Understanding

<table>
<thead>
<tr>
<th>Knowledge &amp; Understanding</th>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td>An understanding of mentoring relationships with children</td>
<td>E</td>
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<tr>
<td>An understanding of the challenges facing children and families</td>
<td>E</td>
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<tr>
<td>An understanding of the needs of vulnerable children e.g. developmental trauma</td>
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<tr>
<td>An understanding of the range of agencies and activities that provide support to vulnerable</td>
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<tr>
<td>children and their families</td>
<td>A/I</td>
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<tr>
<td>An understanding of Early Help and the Right Help/Service, Right Time</td>
<td>D</td>
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<td>A working knowledge of policies and procedures specific to working in a school</td>
<td>D</td>
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<tr>
<td>An understanding of relevant legislation in relation to the post</td>
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<tr>
<td>A working knowledge of National Curriculum and other relevant learning programmes</td>
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## Skills and Abilities

| To devise and implement support plans for individual children and families | E | A/I |
| High level of verbal and written communication skills in face to face situations and group work, the production of accurate records, draft action plans and by contributing to reports for senior management team and governors | E | A/I |
| To engage constructively with, and relate to, a range of children and families who may have additional needs | E | A/I |
| Good level of basic IT skills | E | A/I |
| To evaluate own learning needs, to prioritise own workload and meet deadlines/ targets as necessary | E | A/I |

## Personal Qualities

| Approachable, caring and empathetic | E | A/I |
| Works well as part of a team | E | A/I |
| Flexible, listens and is prepared to seek advice and support | E | A/I |
| Committed to continuing professional development for self and others | E | A/I |
| Commitment to pupils' well-being | E | A/I |
| Committed to active parental involvement | E | A/I |
| Able to deal sensitively with people and resolve conflict | E | A/I |

## Other

|  |
|  |

E = Essential   D = Desirable   
A = Application   I = Interview   C = Certificate