



LEARNING MENTOR

City of Derby Academy

Temporary linked to Pupil Funding

37 hours per week, 39 weeks per year

Scale 5 - £23,936 - £25,965 Pro-rata (£27,711 -£30,060 FTE)

QEGSMAT are seeking to appoint an enthusiastic Learning Mentor to join our hardworking and high achieving team at City of Derby Academy.

The role of the Learning Mentor has never been more important as we continue to build our SEND provision in order to meet the needs of all our learners. The successful applicant will be a kind, resilient, nurturing, well qualified individual who understands the importance of relationships, patience, understanding and respect, whilst managing to respond to the complex needs and requirements of our students.

We serve a very diverse community with over 30 home languages. The school's vision is "**improving the life chances of all students**". Moreover, we continually strive to develop our students' character through our core values of Respectful, Responsible and Ready to Achieve, which underpin everything we do, every day.

The Ofsted inspection report (March 2024) is overwhelmingly positive and recognises the strengths of the school and the continued progress being made. Some highlights are:

- CODA is a school that welcomes and celebrates the diversity of the local community.
- There is a caring ethos. Pupils feel safe. The vast majority are happy.
- The school has high expectations of all pupils.
- Pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language are well supported to learn the curriculum.
- Leaders have secured many improvements since the school's last inspection.
- The curriculum has been strengthened.
- Behaviour is now good.
- Pupils are polite and respectful to each other adults.
- There are strong relationships between staff and pupils.
- Pupils receive high-quality pastoral support. They know that staff are always available to talk to them if they have concerns.
- Leaders consider staff's well-being and workload.
- Staff overwhelmingly enjoy working at the school.

The inspection report aligns with the academy's own self-evaluation, and the inspection team recognised that leaders already have the right plans in place to secure the improvements required to achieve "good" overall at the next inspection.

City of Derby Academy is also a proud member of QEGSMAT. The Trust's values are for students to 'Question, Explore; Give; and Succeed'. Our exceptional staff, strong leadership, motivated children, as well as excellent facilities, provide the successful formula for this.

At QEGSMAT we believe and promote that exceptional workforce creates exceptional results; they transform lives and transform futures. We support every pupil to achieve their full potential and become a confident, resilient, and compassionate individual who can make a positive contribution to society.

Why work for us?

- At QEGSMAT, we value the hard work and dedication of our team members, and as such we believe that progression should be a simple process. That's why we are proud to offer an Automatic Pay Review program, rather than the traditional annual pay and performance review, as part of our comprehensive benefits package.
- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- All staff have access to our Employee Assistance Programme which provides confidential, independent and unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed
- All roles are subject to national agreed terms and conditions of service.
- Opportunity to work flexibly.
- Access to the Local Government Pension Scheme (LGPS) with employer contributions of 23.68% for support staff.
- Family-friendly policies
- Access to Flu Vaccines.
- Access to 750+ discounts on everyday essentials via our benefits package with Vivup.

A banner advertisement for Vivup. On the left is the Vivup logo, which consists of a stylized 'v' made of three overlapping shapes in blue, green, and orange, followed by the word 'vivup' in lowercase. To the right of the logo is the text 'HEALTH WELLBEING HAPPINESS' in all caps. In the center, the text 'Save wherever you shop' is written in a bold, dark blue font. Below this is a white button with the text 'Visit Lifestyle Savings at vivup.co.uk'. At the bottom of the button, in small print, it says 'Savings and offers are accurate at time of sending email and are subject to availability. Terms apply for all third parties. Savings and offers are subject to change.' On the right side of the banner is a collage of various retail discount cards, including Airbnb, Costa, Tesco, and Argos, with a prominent white box over them stating '750+ discounts on everyday essentials'.

QEGSMAT is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK. Further information about our commitment to Safeguarding can be found - <https://www.qegsmat.com/documents/safeguarding>

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are

not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call 01332 270450, further details about our school can be found on our website: <https://www.cityofderbyacademy.org/>

To apply for this position, please visit: <https://gegsmat.face-ed.co.uk/vacancies>

Closing date for applications: Sunday 1st December 2024

Interview date: w/c 9th December 2024

Salary: Scale 5 - £23,936 - £25,965 Pro-rata (£27,711 -£30,060 FTE)

Potential Start date: TBC



JOB DESCRIPTION - Learning Mentor

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|--------------------------|--|
| Post Title: | Learning Mentor |
| Reporting to: | Assistant Headteacher - SENCO |
| Responsible for: | Supporting SEND students in lessons and the wider school. |
| Scale: | Scale 5 - £23,936 - £25,965 Pro-rata (£27,711 -£30,060 FTE) |
| Disclosure Level: | Child Workforce - Enhanced, Childs Barred list |

PURPOSE OF THE POST:

Purpose: To offer academic, personal and emotional support and guidance to our young people not only within the classroom but throughout the wider school, therefore improving life chances.

Main Duties

Responsibilities and Duties:

- Work closely with teaching staff at the Academy to address the needs of students requiring particular help to overcome barriers to learning, and to provide a range of strategies to help pupils achieve their full potential by further developing their skills.
- Support identified students both in the class room and in the Extended Learning department. This may include physiotherapy and hydrotherapy sessions.
- Support learning and behaviour for individual and for groups, as directed.
- Support the corporate life of the Trust and project a positive image of the Trust.
- Work collaboratively with the Trust colleagues and to contribute towards the quality of teaching and learning and achievement and behaviour for all students to encourage self-esteem and progress so students can be the best they can be.
- Support the efficient, effective, economic and safe use of resources, having due regard to the policies of the Trust.
- Contribute to the production, monitoring and review of effective resources and action plans in line with the Trust's defined objectives and performance targets.
- Develop skills to meet the requirements of the post and to respond flexibly in order to meet the needs of the Trust and identified students with SEND.
- Act responsibly in order to build mutual confidence and respect and foster effective working relationships with all.
- Act as a role model, challenge and motivate, promote and reinforce self-esteem and establish productive relationships with students.

- Be committed and sensitive in ensuring equality of opportunity for pupils.
- Ensure that the legal, statutory and other relevant provisions governing of affecting the Trust are strictly observed.
- Ensure that target groups of students are supported.
- Ensure that senior staff, the line manager, SENCO and relevant teaching staff and year heads are kept informed about each student's progress and that all support is in line with the Trust's expectations, policies and practice.

Key Responsibilities

- Have a clear focus with a target group of pupils of improving their attainment and behaviour.
- Provide senior staff with relevant information about students in order that students needing support can be identified effectively and appropriate interventions agreed.
- Work with other staff to draw up and implement action support and interventions for students with SEND.
- Provide a range of opportunities for the target group of pupils to support them in achieving their targets, both in a 1:1 or group setting
- Maintain regular contact, where appropriate, with families of SEND STUDENTS to keep them informed of the student's progress. To secure positive family support and involvement in the pupil's education.
- Work closely with the SENCO and Class Teacher to ensure that the needs of the students are planned for, and met.
- Monitor, evaluate and report on the success of all interventions and support the SENCO.
- Have full knowledge and appreciation of the range of activities and interventions in an academic setting.
- Take part in all appropriate INSET as identified by the Trust.
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All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. Whilst every endeavour has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.

METHODS OF WORKING

The post holder must:

- Maintain confidentiality and observe data protection and associated guidelines where appropriate;
- Maintain an awareness of Safeguarding Children and Child Protection;
- Understand and comply with the Trust's Health and Safety Policy in the performance of their duties and responsibilities;
- Carry out the duties of the post in compliance with the academy's Equal Opportunities Policy;
- Understand and comply with all other relevant academy policies;
- Take an active part in appraising their own work against agreed priorities, targets, professional development and supervision arrangements;
- Undertake any necessary training associated with the duties of the post;
- Carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.



Person Specification

| Criteria | Essential | Desirable | Evidence |
|----------------|--|--|--|
| Qualifications | <p>Good basic education to GCSE level in literacy and numeracy, or the equivalent</p> <p>GCSE English and Maths A* - C or equivalent</p> | A relevant qualification in Childcare and/or Education | <p>Application form</p> <p>Certificates</p> |
| Experience | Experience of working with children | <p>Being a paid worker in play schemes, crèches, midday supervision, after-school clubs or similar</p> <p>Currently working as a learning mentor or teaching assistant</p> | <p>Application form</p> <p>Selection process</p> <p>References</p> |
| Skills | <ul style="list-style-type: none"> • help professional staff to achieve their objectives; • assist children on an individual basis, in small group and whole class work; • explain tasks simply and clearly and foster independence; • supervise children, and adhere to defined behaviour management policies; • accept and respond to authority and supervision; • work with guidance, but under limited supervision; • liaise and communicate effectively with others; | <ul style="list-style-type: none"> • monitor, record and make basic assessments about individual progress • suggest alternative ways of helping children if they are unable to understand; • describe, in simple terms, the process of behaviour management with children; • identify gaps in their own experience that they need help in filling; • demonstrate the ability to learn and adapt from past experience. | <p>Application form</p> <p>Selection process</p> <p>References</p> |

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| | <ul style="list-style-type: none"> • demonstrate good organisational skills; • reflect on and develop professional practice; display work effectively, and make and maintain basic teaching resources | | |
| Knowledge – have knowledge and understanding of: | <ul style="list-style-type: none"> • the needs of young children; • child development and the ways in which children learn; • the roles played by various adults in a child's education; • behaviour management strategies; • equal opportunities; | Has worked with secondary or Primary students with SEND | <p>Application form</p> <p>Selection process</p> <p>References</p> |
| Personal qualities | <ul style="list-style-type: none"> • Ability to work flexibly in order to meet the demands of the job. • Enthusiastic, hardworking and assertive • Excellent attendance and timekeeping record • Meet deadlines and respond to unplanned situations • Ability to work as part of a team and on own initiative • Self-motivating with the ability to multi task • Commitment to the highest standards of child protection • Recognition of the importance of personal responsibility for Health & Safety | <ul style="list-style-type: none"> • Desire to enhance and develop skills and knowledge through Continuous Professional Development | <p>Application form</p> <p>Selection process</p> <p>References</p> |