



**Learning Mentor**  
**City of Derby Academy**  
**Reading testing & interventions – phonics, fluency and comprehension**  
**Permanent**  
**37 hours per week, 39 weeks per year**  
**Scale 5- £24,215 - £26,244 Pro rata (£28,034- £30,383FTE)**

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 40 home languages and over 50% of our students are eligible for the Pupil Premium. One of our priorities is to ensure that our weaker readers have the support they need to meet or exceed age-related expectations. We are therefore seeking to appoint an enthusiastic Learning Mentor to specialise in reading interventions (phonics, fluency and comprehension) to join our hardworking and high achieving team at City of Derby Academy.

The successful applicant will be a kind, resilient, nurturing individual who understands the importance of relationships, patience and respect whilst using evidence informed approaches develop students' reading ability.

Our most recent 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 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 nationally agreed terms and conditions of service.
- Access to the Local Government Pension Scheme (LGPS) with employer contributions of 23.4% for support staff.
- Family-friendly policies.
- Access to Flu Vaccines.
- Opportunity to work flexibly.
- Access to 750+ discounts on everyday essentials via our benefit 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 a lowercase sans-serif font. To the right of the logo is the text 'HEALTH WELLBEING HAPPINESS' in a smaller, uppercase sans-serif font. In the center, the text 'Save wherever you shop' is written in a bold, dark blue font. Below this is a white rounded rectangle containing the text 'Visit Lifestyle Savings at vivup.co.uk'. At the bottom of this rectangle is a small line of fine print: 'Savings on offers are subject to terms or spending limit and are subject to availability. Terms apply for all participating retailers 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 ASDA, with a prominent white box overlaid on them that says '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. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. 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 1074 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://qegsmat.face-ed.co.uk/vacancies>

**Closing date for applications: Sunday 5<sup>th</sup> January 2025**

**Interview date: TBC**

**Salary: Scale 5- £24,215 - £26,244 Pro rata (£28,034- £30,383FTE)**

**Potential Start date: TBC**



### **JOB DESCRIPTION - Learning Mentor**

<b>Post Title:</b>	<b>Learning Mentor (reading testing &amp; interventions – phonics, fluency and comprehension)</b>
<b>Reporting to:</b>	<b>Whole School Literacy Lead / SENCO / Deputy SENCO</b>
<b>Responsible for:</b>	<b>Supporting students with literacy barriers to develop reading skills.</b>
<b>Scale:</b>	<b>Scale 5- £24,215 - £26,244 Pro rata (£28,034- £30,383FTE)</b>
<b>Disclosure Level:</b>	<b>Child Workforce - Enhanced, Childs Barred list</b>

#### **PURPOSE OF THE POST:**

**Purpose:** To assist the whole-school Literacy Lead in providing weaker readers with the support they need to build their knowledge and confidence, and to meet or exceed age-related expectations.

#### **Main Duties**

##### **Responsibilities and Duties:**

- Administer diagnostic testing (e.g. NGRT) to identify students in need of further support with their reading.
- Input and analyse diagnostic testing data, share this data with the Literacy Leads/SENCO, and use it to prioritise and schedule additional assessments and interventions.
- Run individual and small group reading interventions that are specifically targeted to student need (phonics, fluency and/or comprehension).
- Maintain accurate records of all interventions including baseline assessments and progress checks, inputting data as requested by the Literacy Lead / SENCO / Deputy SENCO in order to track and evaluate interventions.
- Maintain regular contact, where appropriate, with families of Students you are working with to keep them informed of the student's progress. To secure positive family support and involvement in the pupil's education.
- Contribute to the production, monitoring and review of effective resources to support teaching literacy for use during interventions, home use and lesson use.
- Work collaboratively with colleagues to advise on students' reading needs and appropriate strategies.
- Engage with training on new initiatives for reading interventions in addition to all appropriate INSET as directed by the academy/Trust.
- Work collaboratively with librarian to support the development of the school reading culture.
- Deputise for the librarian and their core duties when they are unavailable.
- Support the school librarian during busy periods of student use (e.g. break times and during clubs)
- Support the efficient, effective, economic and safe use of resources, having due regard to the policies of the Trust.

- 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 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.

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 responsibility of the post;



## Person Specification

Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> <li>• Good basic education to GCSE level in literacy and numeracy, or the equivalent</li> <li>• GCSE English and Maths A* - C or equivalent</li> </ul>	A relevant qualification in Childcare and/or Education	Application form  Certificates
Experience	<ul style="list-style-type: none"> <li>• Experience of working with children as a teacher or learning mentor (or similar)</li> <li>• Experience of working in a school environment</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with early readers (e.g. phonics teaching)</li> <li>• Experience of working as part of a team supporting students with SEN</li> <li>• Experience of targeting, delivering, tracking and evaluating learning interventions</li> </ul>	Application form  Selection process  References
Skills	Able to: <ul style="list-style-type: none"> <li>• Demonstrate good organisational skills</li> <li>• Assist children on an individual basis, in small group and whole class work</li> <li>• Explain tasks simply and clearly and foster independence</li> <li>• Supervise children, and adhere to defined behaviour management policies</li> <li>• Accept and respond to authority and supervision</li> <li>• Work with guidance, but under limited supervision</li> <li>• Liaise and communicate effectively with others</li> <li>• Help professional staff to achieve their objectives</li> <li>• Demonstrate good organisational skills</li> <li>• Reflect on and develop professional practice</li> </ul>	Able to: <ul style="list-style-type: none"> <li>• Suggest alternative ways of helping children if they are unable to understand</li> <li>• Describe, in simple terms, the process of behaviour management with children</li> <li>• Identify gaps in their own experience that they need help in filling</li> <li>• Demonstrate the ability to learn and adapt from experience</li> </ul>	Application form  Selection process  References

	<ul style="list-style-type: none"> <li>• Display work effectively, and make and maintain basic teaching resources</li> <li>• Continue to learn, growing own knowledge of how children learn to read and strategies that support this.</li> <li>• Monitor, record and make basic assessments about individual progress</li> <li>• Read aloud to students with enthusiasm and clarity</li> </ul>		
Knowledge	<p>Have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The needs of young people</li> <li>• Child development and the ways in which young people learn</li> <li>• The roles played by various adults in young people’s education</li> <li>• Behaviour management strategies</li> <li>• Equal opportunities</li> <li>• Safeguarding</li> </ul>	<p>Have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• How young people learn to read</li> <li>• Phonics</li> <li>• Fluency support</li> <li>• Comprehension strategies</li> </ul>	<p>Application form</p> <p>Selection process</p> <p>References</p>
Personal attributes	<ul style="list-style-type: none"> <li>• Ability to work flexibly to meet the demands of the job.</li> <li>• Enthusiastic, hardworking and assertive with excellent attendance and timekeeping record</li> <li>• Meet deadlines and respond to unplanned situations</li> <li>• Ability to work as part of a team and on own initiative</li> <li>• Self-motivating with the ability to multi-task</li> <li>• Commitment to the highest standards of child protection</li> <li>• Recognition of the importance of personal responsibility for Health &amp; Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Desire to enhance and develop skills and knowledge</li> </ul>	<p>Application form</p> <p>Selection process</p> <p>References</p>