



LEARNING MENTOR

Chellaston Academy

Maternity Cover

37 Hours, 39 Weeks

Scale 5 £24,215 - £26,244 Pro-Rata (FTE £28,034 – £30,383)

QEGSMAT are seeking to appoint an enthusiastic LEARNING MENTOR to join our passionate and high achieving team at Chellaston Academy.

At Chellaston Academy, our vision is to *'Inspire each other to realise our potential through Integrity, Care, and Excellence'*. In September 2023 Chellaston Academy was rated as 'GOOD' by Ofsted. "The school's ICE (integrity, care and excellence) values permeate the school's work, and pupils also know that the high expectations that staff have help them to achieve academically and personally." "The school has devised a curriculum that is both broad and ambitious, and there are high academic expectations of pupils." In addition, leaders have engaged staff well when making large-scale changes to improve the school. Staff feel that leaders are considerate of their workload and well-being. They are proud to work at this school.

Members of staff who work at Chellaston Academy enjoy:

- A happy and vibrant culture of integrity, Care and Excellence.
- A positive and enjoyable climate where we are trauma informed and our 'kids do us proud'!
- An inclusive, autonomous learning environment where you CAN make a difference.
- An environment where the wellbeing of staff is a priority and staff are involved in decision making.
- Purposeful and bespoke professional and personal development.
- An environment where Chellaston are leaders in our sector providing exciting wider opportunities.

Chellaston 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.

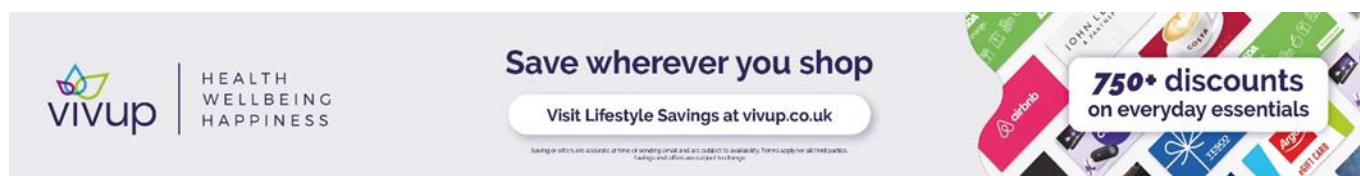
At QEGSMAT we believe and promote that exceptional workforce creates exceptional results; they transform lives and transform futures. We support every pupil to achieve their full potential and become a confident, resilient, and compassionate individual who can make a positive contribution to society.

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 Derbyshire support staff and 26.2% for Staffordshire 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



The banner features the Vivup logo on the left, which includes a stylized leaf icon and the text 'HEALTH WELLBEING HAPPINESS'. In the center, it says 'Save wherever you shop' and 'Visit Lifestyle Savings at vivup.co.uk'. On the right, there is a collage of various retail discount cards, with a prominent white box 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. 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 School/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 702502. Further details about our school can be found on our website: www.chellaston.derby.sch.uk

To apply for this position, please visit our Trust Website (<https://www.qegsmat.com/current-vacancies/>) where you can apply via TES.

Closing date for applications: 17th January 2025 @Noon

Interview date: TBC

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

Potential Start date: February 2025



JOB DESCRIPTION

- Post Title:** Learning Mentor
- Reporting to:** Assistant Headteacher/ Senco lead
- Scale:** £24,215 - £26,244 Pro-Rata (FTE £28,034 – £30,383)
- Disclosure Level:** Child Workforce - Enhanced, Childs Barred list

PURPOSE OF THE POST:

Purpose:

- 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 classroom 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.

Main Duties

- 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.

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 - LEARNING MENTOR

| | Essential | Desirable | Evidence |
|------------------------------------|--|---|---|
| Qualifications | <ul style="list-style-type: none"> • Good basic education to GCSE level in literacy and numeracy, or the equivalent • GCSE English and Maths A* - C or equivalent | <ul style="list-style-type: none"> • A relevant qualification in Childcare and/or Education | Application form Certificates |
| Experience | <ul style="list-style-type: none"> • Experience of working with children | <ul style="list-style-type: none"> • Being a paid worker in play schemes, crèches, midday supervision, after-school clubs or similar • Currently working as a teacher, learning mentor, teaching assistant or healthcare assistant. | Application form Selection process References |
| Knowledge and Understanding | <p>Have knowledge and understanding of:</p> <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 • safeguarding | <ul style="list-style-type: none"> • Has worked with secondary or Primary students with SEND | Application form Selection process References |
| Skills | Able to: | Able to: | Application form Selection process |

| | | | |
|-------------------------------|---|--|---|
| | <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; • demonstrate good organisational skills; • reflect on and develop professional practice; • display work effectively, and make and maintain basic teaching resources. | <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. | References |
| Personal Effectiveness | <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 multitask • 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 | Application form Selection process References |