

Bankfoot Primary School
Bolingbroke Street, Bradford, BD5 9NR
Tel: 01274 732068
Email: office@bankfoot.bradford.sch.uk
Web: www.bankfootprimary.co.uk

Headteacher: Mr Tim Elcock
Deputy Headteacher: Mrs Munir Irfan
Assistant Headteacher: Miss Vicki Cox



Bankfoot Primary School

Recruitment Pack

Sport and Wellbeing Mentor

Salary Scale: Band 8, SCP 17-22, pro rata, Term Time Only

Closing date: Monday 10th November 2025, 9am

Interviews: From 13th November 2025



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Job Title: Sport and Wellbeing Mentor

Contract Type: Fixed term, (possibility of extension)

Working Hours: 36½ hours per week

Location: Bankfoot Primary School

Start Date: As soon as possible

Salary: Band 8, SCP 17-22, pro rata, T10

Are you passionate about inspiring children through sport and supporting their wellbeing? Bankfoot Primary School is looking for a Sport and Wellbeing Mentor to join our team.

The Role

You will:

- Teach PE to all classes, including SEN groups.
- Run after-school sports clubs and lead pupils in competitions.
- Support pupils' wellbeing through 1:1 mentoring, nurture groups, and confidence-building activities.
- Promote positive friendships, self-esteem, and resilience across the school.

We're looking for someone who:

- Has experience of working with children in a school, sports, or youth setting.
- Is passionate about PE, sport, and children's wellbeing.
- Is able to build strong, nurturing relationships and promote our Community Values.

Why Bankfoot?

Join a supportive, inclusive team where your work makes a real difference. We value our staff and offer one wellbeing day off each year to rest, recharge, and look after yourself.

Apply now and help our pupils be active, confident, and resilient!

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Outline Job Description

POST TITLE:	SPORT AND WELLBEING MENTOR
GRADE:	BAND 8 (SCP 17-22)

Our Vision for the Role

At Bankfoot Primary School, we are committed to creating a safe, inclusive, and nurturing environment where every child feels valued, respected, and empowered to achieve their full potential. Our Sport and Wellbeing Mentor will play a key role in bringing our school vision and values to life — fostering kindness, resilience, determination, and positivity through physical activity, teamwork, and emotional support.

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the school to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail and so the post holder may be required to undertake duties not listed below. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform, and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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Key Responsibilities

Teaching and Sport Provision

- Plan and deliver engaging PE lessons for all year groups, from Nursery to Year 6.
- Adapt PE activities to ensure inclusion for pupils with additional needs.
- Teach a small specialist group (SEN) focusing on physical development, teamwork, and confidence-building.
- Run a range of after-school sports clubs to promote participation, teamwork, and healthy lifestyles.
- Lead and coordinate the school's participation in local sporting competitions.

Wellbeing and Nurture Support

- Work with the SENDCo and DSLs to identify pupils who may benefit from additional nurture or wellbeing support.
- Provide 1:1 and small group mentoring to support identified pupils' emotional wellbeing, behaviour, and self-esteem.
- Support children in developing positive friendships and healthy ways to manage emotions.
- Become a Deputy DSL to work with our safeguarding team.
- Promote our Community Values in all interactions.

Teamwork and School Ethos

- Work collaboratively with teachers and support staff.
- Build strong, trusting relationships with pupils and families.
- Be a positive role model for pupils, promoting respect, resilience, and inclusion.
- Contribute to a culture of wellbeing and positivity across the whole school community.

Other responsibilities

- Assist in the management of pupils in the learning environment
- Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will supervise and support pupils consistently at all times; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.

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- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well being of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their

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individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.

- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level.

Intermediate Threshold Level

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The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

SPECIAL CONDITIONS OF SERVICE:

No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.



Personnel Specification

PLEASE NOTE: When completing your application please demonstrate evidence of impact for each of the attributes below as appropriate.

	ESSENTIAL (E)/DESIRABLE (D)
EXPERIENCE:	• Experience of working with children in a school, sports, or youth setting. (E) • Experience of planning and delivering engaging activities that promote participation and enjoyment. (E) • Experience of running after-school clubs or sports competitions. (D) • Experience of supporting pupils with SEND or SEMH needs. (D) • Experience of working in a team situation. (E) • Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. (E) • First aid qualification. (D)
QUALIFICATION S/TRAINING:	• GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. (E) • Relevant qualifications (e.g. sports coaching, PE degree, mental health first aid, nurture or pastoral training). (D) • Evidence of further training/development and/or willingness to participate in further training and development opportunities. (E)
KNOWLEDGE/ SKILLS:	• Strong knowledge of PE and sport for primary-aged pupils. (E) • Understanding of physical, social, emotional, and mental health needs in children. (E) • Willing to undertake Designated Safeguarding Lead training to support the safeguarding team. (E) • Excellent communication and interpersonal skills. (E) • Ability to build nurturing and supportive relationships with pupils. (E) • Commitment to promoting inclusion, equality, and our Community Values. (E) • Will possess knowledge of the school's relevant procedures or practices. (D) • Will have an outline understanding of relevant legislation. (D) • Problem solving skills. (E)

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| | <ul style="list-style-type: none">• Good numeracy/literacy skills. (E)• Basic ICT skills. (E)• Ability to relate well to pupils and adults. (E)• Ability to work constructively as part of a team. (E)• Ability to remain calm under pressure. (E)• Demonstrate a commitment to working with children of the relevant age. (E)• Demonstrate good co-operative, interpersonal and effective listening skills (E)• Maintain confidentiality in matters relating to the school, its pupils, parents or carers. (E)• Ability to perform all duties and tasks with reasonable adjustments where necessary. (E)• In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. (E) |
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Selection Process Guidance

Safeguarding

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS) and an online check. We will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references.

Inclusion

As a School we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

Visits to the school

Visits to the school are warmly welcomed by prior arrangement, you will not be disadvantaged if you are unable to visit. Please contact Sameena Hussain (HR Manager), via email: office@bankfoot.bradford.sch.uk to arrange a mutual appointment. The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

Applications

Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position.

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Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you via e-mail.

References

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last, employer.

Interview Process

The interviews will be held at the school and will consist of tasks and a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity with you.

Final Selection

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

Offer of Employment

We will make a verbal offer of employment by telephone on the day of the interview, and this will be confirmed in writing. Any offer is made subject to:

- References satisfactory to us
- A satisfactory DBS check
- Provision of proof of identity and qualifications

Timeline

Closing date: Monday 10th November 2025, 9:00am

Interviews from Thursday 13th November 2025

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