



# **Lidget Green Primary School**

**Part of Pennine Academies Yorkshire**

## **Recruitment Pack**

# **Learning Mentor**

**Required to start in November 2024  
or as soon as possible**

Dear Prospective Applicant,

Thank you for your interest in joining the team at Lidget Green Primary. This is an exciting opportunity for you to join a school which has embarked on a very exciting new journey. I joined the school as the new Headteacher in September 2023 and the school also became part of Pennine Academies Yorkshire Multi- Academy Trust. The school and the Trust are aligned in our values and their shared vision to ensure every single child receives the very best education. We will achieve this, together with our family of schools, through continuous school improvement, high expectations in all areas and a positive growth mind-set.

Lidget Green Primary School is a thriving, large primary school which serves a diverse and supportive local community. We pride ourselves on being a fully inclusive and nurturing school that has high expectations and aspirations for all our pupils and staff. We are based across one site in the heart of BD7 and have fantastic indoor and outdoor facilities. The Lidget Green Culture Everyone in our school community strives to ensure that:

- Our children are happy, healthy and safe.
- Our curriculum is meaningful, exciting and memorable.
- We develop positive relationships based on mutual respect and value diversity.
- We nurture and support our pupils and staff and have a whole school commitment to positive mental health and wellbeing.
- We are fully inclusive and remove barriers to learning so that all pupils can achieve their best and become lifelong learners.
- We work in close partnership with parents and carers to improve outcomes.

We have recently updated our school vision through collaboration with staff, pupils and parents which is 'Learning Together in our inclusive family' and our three new school values are; Inclusion, Nurture and Respect.

The school is committed to ensuring that our children experience a rich curriculum and enjoy an exciting wide range of opportunities, including outdoor learning, trips, sport, music and much more. We know these experiences are essential in motivating and engaging the children in their learning but also in increasing their knowledge, expanding their vocabulary and developing their character. We want our pupils to have lifelong, happy memories of their primary school years that they will treasure. Staff at the school work together as a dedicated and committed team and also work in partnership with other schools as part of Pennine Academies Yorkshire Trust. The inclusive family of schools share best practices and training to provide the best outcomes for all pupils within the family of schools, ensuring that every child makes exceptional progress academically, socially and emotionally.

We are extremely proud of our school. Visitors often comment on the warm and welcoming atmosphere and how delightful and polite our children are. I encourage you to come and visit to see for yourself what a special place the school is. Please also see our school website and twitter account for more information on the school. I am very much looking forward to meeting you and receiving your application.

Yours sincerely,

Louise Woffendin

Headteacher @ Lidget Green Primary School

**Headteacher: Mrs L Woffendin**  
**Lidget Green Primary School - 01274 579576**

## **Learning Mentor**

**Band 8 SCP 17 - 22 (£24,109 - £26,283)**

**37 hours per week, Monday to Friday (Monday -Thursday 8.00am - 4.00pm, Friday 8:00am - 3:30pm), Term Time Only, Permanent**

Are you keen to work in a large, vibrant and energetic primary school?

Are you passionate about inclusion and equality of opportunity for all pupils in the community we serve?

We are looking for a Learning Mentor to join our driven and dedicated team.

If you are ready for the challenge of a three-form entry, forward thinking primary school then come and join us. You will need to be passionate, resilient and with the highest of expectations of staff and pupils, as well as the ability to work as part of a flexible, happy team.

### **What Ofsted say (February 2019):**

"This is a good school"

"Pupil's behaviour is outstanding and they are very well mannered and very respectful"

"The school's work to keep children safe is outstanding"

"All staff are very welcoming"

"There is strong senior leadership and the leadership of teaching continues to be strong"

### **As our Learning Support Assistant we can offer you:**

- ✓ A good school (OFSTED 2019).
- ✓ Enthusiastic and well behaved children who love learning.
- ✓ A friendly and dedicated staff team who place children at the heart of everything they do.
- ✓ A school with a strong commitment to inclusion, nurture and positive relationships.
- ✓ Commitment to safeguarding with high regard for promoting positive mental health and wellbeing.
- ✓ A strong commitment to professional development and support at all levels.
- ✓ A well-resourced school with excellent facilities.

Visits to school are encouraged. To arrange a visit to school, please contact Catherine Dodds (Interim Operations Manager) by emailing [c.dodds@lgps.paymat.org](mailto:c.dodds@lgps.paymat.org)

Pennine Academies Yorkshire is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We welcome applications regardless of age, gender, ethnicity or religion.

**The successful candidate will have met the requirements of the person specification and will be subject to an enhanced DBS check.**

Shortlisted applicants will need to provide evidence of their eligibility to work in the UK. This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

**Closing date: Tuesday 8th October 2024**

**Shortlisting: Thursday 10th October 2024**

**Interviews: Tuesday 15th October 2024**



# JOB DESCRIPTION – LEARNING MENTOR

**Salary:** Band 8 SCP 17 - 22

**Date:** September 2024

**Responsible to:** Headteacher

## **GENERIC INTRODUCTION:**

The following information is furnished to assist staff joining Pennine Academies Yorkshire 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. 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. Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. Pennine Academies Yorkshire 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.

## **PRIME OBJECTIVES OF THE POST:**

To develop and maintain effective and supportive mentoring relationships with pupils and those engaged with them by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential.

- To work under agreed line management to deliver a specialist learning mentor service bridging learning and pastoral support for pupils and those engaged with them, in order to remove barriers to learning and raise standards.
- To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to pupils both within and outside of school.
- To effectively manage a caseload and offer timetabled support to individual pupils, and provide necessary support throughout school to those involved in providing learning for pupils.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

## **KNOWLEDGE AND SKILLS:**

*(See Personnel Specification)*

## **EFFORT DEMANDS:**

- 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.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.

## **RESPONSIBILITIES:**

- Develop and implement effective referral procedures and criteria for learning mentor support, which will deliver effective, alternative programmes to raise motivation, aspirations and develop positive behaviours, ensuring that cases that require highest and or immediate support are a priority.
- To have lead responsibility for identifying those pupils who would benefit most from learning mentor support and, working with others, draw up and implement a comprehensive assessment and action plan for each pupil who needs particular support covering their personal, social and emotional needs (except where the pupil is already subject to an individually tailored plan, eg when changing schools).
- Develop and implement individual plans that challenge inappropriate behaviour, build positive self-image, enhance educational achievement and reduce the likelihood of exclusion and early criminal behaviour
- Effectively manage and be responsible for a caseload of individual mentees, including those with complex and challenging needs, ensuring reviews of support are carried out periodically to inform of progress.
- Act as key focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives, eg family break up, loss, bereavement, friendships and illness.
- To have a lead responsibility for ensuring effective and clear communication with teachers, support staff, families and professionals in order to support individual plans and learning, and which promote the effective use of cohesive behaviour management strategies where required.
- To have a lead responsibility for ensuring the continuity of support for those identified pupils throughout the transfer process by liaising with key staff in forwarding and feeder schools, ensuring the speedy and effective transfer of information within and across educational establishments and settings.
- Provide significant contribution to the school's extended services, supporting educational opportunities, active participation, welfare and personal development and take lead responsibility for initiating and sustaining support programmes for targeted groups at risk of underachievement, eg LAC, unattached asylum seekers, young carers, and new entrants/non-standard joiners.
- To ensure effective monitoring and evaluation of the effectiveness of planned activities and the level of participation of those who take part in the programmes within school.
- Work with others within school to develop and implement strategies to improve attendance, where attendance is of concern.
- Monitor and provide comprehensive evidence and reports for Headteacher, Governors and Inspectors that demonstrates the impact learning mentoring has on pupil progress.
- To effectively manage the exclusion and reintegration of pupils within school who have been excluded from learning, reporting when necessary to the Senior Leadership Team.
- To ensure the effective development and implementation of policies and practices that benefit pupil's learning, ensuring appropriate evaluation and reviews of policies and practices that are not effective.

- Take a lead responsibility for managing systems and administration that support learning mentor work, ensuring they are compatible with whole school procedures and communication strategies within school.
- To ensure appropriate budget monitoring and reporting on learning mentor activities, demonstrating projects expenditure and value for money.
- To ensure appropriate line management and performance management of the Pastoral Support Worker through formal channels \* *(if required)*.
- To be accountable to the Headteacher/Deputy Headteacher\* *(delete as appropriate)*, through regular meetings and formal channels of performance management and annual professional reviews.

### **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, eg 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

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- 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, eg 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.

<b>PERSONNEL SPECIFICATION</b>
<b>Essential Criteria</b>
Grade C/4 GCSE English and Maths or equivalent
Capable of lifting and carrying pupils, within school policies and practices and training.
<b>Education and Training:</b>
Relevant qualifications or experience of working with children.
Experience of multi-agency working and sharing information including the use of electronic systems that support integrated working.
Willingness to undertake training in order to develop skills required for integrated working.
Social work, Youth work, Counselling, Teaching or Mentoring qualification and/or experience.
Knowledge of/experience of using the Common Assessment Framework (CAF).
Playwork Level 2 or above.
<b>Relevant Experience:</b>
Recent, relevant experience of working with children.
Recent work in a school or other organisation with children/young people to promote learning.
Prior experience of working with children in an educational or playwork setting.
Recent and appropriate experience of enabling families/carers to access support agencies.
Experience of working in a team situation.
Have experience of working with pupils in an outdoor learning environment to support play development.
Has experience of leading effective play development in a team during playtimes and lunchtimes e.g A play coordinator for OPAL schools.
<b>Skills and Aptitudes:</b>
Knowledge of the development of children and their needs.
To have the ability to identify existing and potential barriers to learning and jointly engage strategies to overcome these barriers.
To be literate and numerate and be able to produce comprehensive action plans and reports.
To have an understanding of the needs of children during lunchtime with an appreciation for their requirements in play situations.
To provide engaging playwork interventions for pupils who find positive behaviour choices challenging.
To be able to establish safe and proper behaviour, by appropriate intervention or referral.
To be able to communicate effectively with a range of adults and young children.
To be willing to commit time and energy into mentoring and associated training.
To be ICT literate.
Knowledge of school/education provision.
Knowledge of the Bradford equal opportunities policies.
Have an awareness of Health and Safety issues relevant to lunchtime in a school environment.
To work as a member of the play team to create a safe and stimulating outdoor environment providing social, active and creative play experiences for all.
The ability to support and facilitate meaningful and productive child-initiated play during the school day.