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Information for Applicants for Support Staff

|  |
| --- |
| Position: Learning MentorSalary: Band E, Scp 6Contract: Full Time (27.5hpw) Permanent Start Date: As soon as possible 2023 |

# **Saxton Church of England Primary School**

# Dam Lane

# Saxton

# Tadcaster

# LS24 9QF

Telephone: 01937 557396

Headteacher: Mr R M Weights B.Ed, FHA





7th December 2023

Dear Colleague

Thank you very much for taking an interest in the post of GTA at Saxton Church of England Primary School.

We are looking for an outstanding Learning Mentor who will enhance our team. This is a full time contract, for 27.5 hours per week. Working times will be within the school day, and these will be reviewed annually. You need to be a positive person who is self-motivated, resilient and enthusiastic. You need to be able to work closely with other teachers and non-teaching staff and be a good communicator. The school has a good track record of mentoring new staff and facilitating career progression.

The job description and selection criteria (enclosed) indicate some of the qualities that are essential or desirable for this post. If you have these qualities and can also offer something more, please ensure that you tell us.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I would like to thank you again for your interest in the post. If you are excited by this opportunity, I look forward to receiving your application.

Yours faithfully



Mr Rick Weights

Executive Headteacher



**The Application Process**

If you wish to apply for the post of Learning Mentor, then you should:

* pay particular attention to the following whilst assembling your application:
* Job description and person specification for the role of Learning Mentor
* School Outcomes
* The school website <https://sp.starmat.uk/>
* THE STAR MAT website <https://web.starmat.uk/>
* Fully complete the online application form <https://bit.ly/STARSupportApp>, ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with an email address for each). Do not enclose additional CVs.
* Your supporting statement should be no more than the equivalent to two sides of A4 Size 11 font), addressing the following:

How your experience to date best fits you to the requirements of the following sections of the person specification:

* Experience
* Skills and knowledge – generic
* Skills and knowledge – special to the role

Remember when addressing the above, ***less is sometimes more****.*

**Timeline for the selection process**

|  |  |
| --- | --- |
| Post advertised  | 8th December 2022 |
| Closing time/date for applications  | 9th January 2023, 12pm |
| Shortlisting | 16th January 2023 |
| Interviews | 19th January 2023 |



**Appendices**

|  |  |
| --- | --- |
| 1 | The Schools, the Location |
| 2 | The School Vision |
| 3 | Job Description |
| 4 | Person Specification |
| 5 | The STAR Multi Academy Trust |



**Appendix 1**

**The Schools**

Monk Fryston and Saxton Church of England Primary Schools are a very successful federation that was established in 2019. The schools work very closely together, with a single governing body and leadership team, and a cohesive team of staff.

We are Church of England Schools and our links with the Church are strong. In May 2018 we converted to become academies and were the first members of the STAR Multi-Academy Trust.

The schools have a happy, family atmosphere. The children are well motivated and we have high expectations of them. Teaching is of a very high standard and our results over several years have been exemplary. The teachers work across both schools as a strong team, together with non-teaching staff, parents and governors.

The schools are different sizes. Monk Fryston is one-form entry, with 210 pupils in total taught in single-aged classes. Saxton is smaller, with just 57 pupils taught in 3 mixed-aged classes. In order to plan effectively, both schools follow the same curriculum rolling programme.

There has not been a recent Ofsted inspection at either school, but Monk Fryston is currently designated as an Outstanding school. It also has an outstanding SIAMS report.

Both schools have achieved the Eco Schools Green Flag award for work in environmental education, and also the Primary Science Quality Mark.

**The Location**

Monk Fryston and Saxton are rural villages in an area off theA162 between Tadcaster and Sherburn, and the A63 between Selby and Leeds. The A1 is very close and there is easy access to Leeds, York, Selby, Tadcaster and the M62.



**Appendix 2**

**The School Vision**

|  |  |
| --- | --- |
| **Ethos statement** | **Bible reference (Good News translation)** |
| **Our Christian vision is that:**Everyone who spends time learning and growing at Saxton, becomes a successful individual with the courage, compassion and creativity to make a difference in the future. We are respectful of God’s world, working together to create a loving and caring community. |  |
| **Our prayer:**Lord, This is our school, a place where we learn and always do our best. Help us to remember to love and care for everyone here; to help, to comfort, to be a friend. Amen. | Mark 12:31**31**The second most important commandment is this: ‘Love your neighbour as you love yourself.’ There is no other commandment more important than these two.” |
| **Our aim:**Good people, doing well | Titus 3:14Our **people** must learn to devote themselves to doing what is **good**, in order to provide for urgent needs and not live unproductive lives. |
| **Our Values:****Courage**We believe that with God’s help and the encouragement of our families, friends and teachers that we can all be courageous, facing challenges and standing up for what is right. | Isaiah 41:14For I am the Lord your God who takes hold of your right hand and says to you, ‘Do not fear; I will help you’ |
| **Compassion**At Saxton School we show compassion by helping people so they feel cared for, just as God cares for us. | 2 Corinthians 1:3-4Praise be to God who comforts us in all our troubles, so that we can comfort those in any trouble with the comfort we ourselves receive from God. |
| **Creativity**We value all of our unique talents and use them creatively for our won enjoyment, to give pleasure to others and to make a difference in the world. | 1 Peter 4:10You are like servants who are responsible for using God’s gifts, so be good servants and use your gifts to serve each other. |
| **Respect**God has created a beautiful world and we respect His creation by being kind to each other and by looking after the environment. | Matthew 7:12So in everything, do to others what you would have them do to you. |
| **Community**We enjoy being members of a community, building friendships, supporting each other and working together to make the world a better place. | 1 John 4:11-12Dear friends, since God so loved us, we also ought to love one another. |

 

## Appendix 3

## JOB DESCRIPTION:

## Position:

##### Monk Fryston & Saxton Federation of CE Primary Schools

**Learning Mentor**

**Job description**

|  |  |
| --- | --- |
| POST: Learning Mentor  |  |
| **GRADE: Grade E** |  |
| **RESPONSIBLE TO:**  | **Executive Headteacher** |
| **STAFF MANAGED: None** |  |
| **POST REF:** |  | **JOB FAMILY:7** |  |
| JOB PURPOSE: | The core focus of this job is to assess, support, guide and mentor individual or small group of pupils who require additional support to overcome barriers to learning, to achieve their full potential. Works under the guidance of teaching staff.  |
| JOB CONTEXT: | Works on a one to one or small group basis with the more challenging students who are having performance, attendance or behavioural issues that are affecting their learning, to help them overcome the barriers to learning and improve their education. Works in the classroom adapting the activities to meet the individuals needs as assessedThis federation is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the Schools. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.An ability to fulfil all spoken aspects of the role with confidence through the medium of English |
| **ACCOUNTABILITIES / MAIN RESPONSIBILITIES** |
| **Operational Issues** | * Liaise with teaching staff to provide particular support to targeted pupils to raise achievement and attendance and help them to overcome barriers to learning
* Provide input to the identification of needs, assessing those pupils needing extra support and the development of individual action plans for targeted pupils
* Work on a one to one basis with targeted pupils who are underperforming in their subjects to implement and manage an action plan
* Provide extra support to pupils through knowledge of a range of activities and opportunities available to them
* Implement, monitor and evaluate agreed learning/teaching programmes, adjusting activities according to pupils needs
* Support pupil access to out of school facilities and study support
* Provide objective and accurate feedback and reports on the pupils achievements, progress and other matters
* Assist pupils to make successful transfers between educational establishments and transitions at key stages of their lives
* Manage referrals to external agencies as appropriate
* Supervise pupils on visits, trips and out of school activities
* Invigilate exams/tests when required
* Supervise study/homework clubs
* Undertake administrative duties as required
 |
| **Communications**  | * Establish effective communication and relationships with the pupils they work with
* Assist in maintaining contact with pupils families/carers to inform them of progress and issues
* Attend and participate in meetings as required
* Listen to and help pupils identify and resolve a range of issues that are creating barriers to learning
* Challenge and motivate pupils, promoting and reinforcing self-esteem and confidence building
 |
| Partnership Working | * Share information, as appropriate, with colleagues, the STAR multi-academy trust, other schools and external agencies
 |
| **Skills Development**  | * Participate in the schools performance management processes
* Attend and participate in training and other learning activities as required
 |
| **Safeguarding**  | * To be committed to safeguarding and promote the welfare of

children, young people and adults, raising concerns as appropriate* Assist in the development and implementation of appropriate behaviour management strategies
* Comply with policies and procedures relating to child protection, security and confidentiality
 |
| Systems and Information  | * Collates information and maintains records of pupil achievements and attendance
* Maintain confidentiality in respect of pupils personal circumstances
 |
| **Data Protection** | * To comply with the STAR MAT’s policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
 |
| **Health and Safety** | * Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.
* To work with colleagues and others to maintain health, safety and welfare within the working environment.
 |
| **Equalities** | * We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.
* Within own area of responsibility work in accordance with the aims of the Equality Policy Statement
 |
| **Flexibility** | STAR MAT provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with STAR MAT Policies and Procedures.  |
| **Customer Service** | The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.* The STAR MAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.
 |
| Date of Issue: | December 2022 |

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both.  The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students’ education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

**SIGNED** …………………………………………………………. **POST HOLDER**

**NAME & DATE** ……………………………………………………………..

**SIGNED** …………………………………………………………. **LINE MANAGER**

**NAME & DATE** ……………………………………………………………..

**Appendix 4: PERSON SPECIFICATION**

**PERSON SPECIFICATION**

**JOB TITLE: Learning Mentor**

|  |  |
| --- | --- |
| **Essential upon appointment** | **Desirable on appointment** |
| **Knowledge*** An understanding of the school curriculum and the needs of learners
* Knowledge of the potential barriers to learning
* Knowledge of interventions strategies to support pupils progress
* An understanding of the transitions in a young person’s life and the effect they can have on them
 | * An understanding of the referral systems
* Knowledge of safeguarding and health & Safety legislation
 |
| **Experience*** Experience of working with children and young people
 | * Experience of mentoring
* Experience of multi-agency working
* Experience of working with children and young people who have learning attendance or behavioural issues
 |
| **Occupational Skills*** Good listening skills
* Excellent interpersonal communication skills, including influencing skills
* Organisational and planning skills
* Numeracy and literacy skills
* ICT skills
* Confidentiality
* Ability to exercise discretion and judgement
* Ability to adapt activities to suit the needs of the pupils
* Problem solving skills
* Creative skills
* Observational skills
 |  |
| **Qualifications*** Level 3 qualification in learning, development and support services or equivalent or willingness to work towards gaining
 |  |
| **Other Requirements*** Enhanced DBS clearance
* Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Emotional resilience in working with challenging behaviours and attitudes
* Committed to the ethos of the school
* The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post
 |  |

NB – Assessment criteria for recruitment will be notified separately.



**Appendix 5**

**The STAR Multi-Academy Trust (MAT)**

**Our Schools**

∙ Appleton Roebuck Primary

∙ Brayton CE Primary

∙ Kellington Primary

∙ South Milford Primary

∙ Monk Fryston CE Primary

∙ Riverside Primary

∙ Saxton CE Primary

∙ Sherburn High School

∙ Sherburn Hungate Primary

∙ South Milford Primary

∙ Tadcaster Grammar School

**Our Mission**

To develop outstanding education in all our schools, which will enable every young person to flourish and realise their full potential.

**Our Aims**

**We will**:

∙ Ensure that our children achieve the best possible outcomes

∙ Develop the whole child; personally, culturally and spiritually

∙ Be inclusive; have a particular commitment to our most vulnerable children ∙ Teach our
 children to live well together and to make wise choices

∙ Ensure that our children are safe from harm

∙ Work to ensure that our schools are enjoyable places for children to learn.

**Our Core Principles**

**We:**

∙ Expect our schools to actively support each other and to share best practice for the benefit
 of all

∙ Are committed to providing services that will keep our schools compliant, financially robust
 and continuously improving.

∙ Want all of our schools to retain and celebrate their distinctive identity.

**We are:**

∙ Open, honest, fair and straightforward

∙ Receptive to change and challenge

∙ Pioneering and outward facing

∙ Trusting, respectful and supportive of each other

∙ Prepared to listen to advice

∙ Empowering of others.

We want our pupils and students to have a consistently excellent school experience and to achieve strong outcomes. The culture of our Trust is very much one where our schools retain their own distinctiveness. Our Headteachers remain empowered to make decisions about what happens in their schools but, in addition, benefit from high levels of collaboration and sharing of best practice.

As a Trust we aim to provide greater opportunities for recruiting new staff, to retain our existing staff, facilitate leadership development and enhance staff professional development. At a time of reduced funding in schools, our partnership strives to achieve ‘better value’ and financial stability by providing business support which allows schools greater capacity to develop the curriculum and to support pupils and students. As a Trust of over 4000 pupils and students, and 11 schools, we have access to the School Condition Allocation (SCA) which enables us to access significant capital funding for our school buildings. This amounted to £1.2m for 2019-2020.

All STAR MAT partner schools offer their pupils and students the following opportunities to develop:

|  |  |  |
| --- | --- | --- |
| Themselves to become:  | Their ability to interact with others and contribute positively to society to become:  | The knowledge and skills which will equip them for life, with an entitlement to:  |
| ● Physically and mentally healthy ● Informed risk takers,  problem solvers and  critical thinkers● Articulate communicators  ● Reflective, resilient and able to self- regulate  | ● Tolerant and respectful of  others: different people,  places and cultures ● Responsible, aware and engaged citizens: locally, nationally and globally ● Able to develop appropriate and successful relationships  | ● Develop mathematical fluency and essential literacy skills ● Be taught a broad, rich and age appropriate programme of study in every subject ● Stimulating and exciting learning experiences both within and beyond the ‘classroom’ ● Opportunities to take part in sport, performance and other creative activities ● Careers education and guidance  |