



WHITMORE HIGH SCHOOL

Headteacher: James Rebbitt BA, MSC (Oxon)
Headteacher's PA: Janina Zachopoulos-Butler

Porlock Avenue, Harrow HA2 0AD
Telephone: 020 8864 7688
www.whitmore.harrow.sch.uk
Email: office@whitmore.harrow.sch.uk

Academic Year 2024/2025

Dear Colleague

LEARNING MENTOR

Thank you for your interest in applying for the above role at Whitmore High School.

Whitmore is a happy, successful school where our students make excellent progress. OFSTED graded the school outstanding in all areas and commented "students have outstanding attitudes to learning and take a pride in their work".

We are seeking to appoint someone to work alongside teaching staff and existing pastoral systems to provide an additional layer of support to the students in our school and make a positive impact on their lives. You will be flexible, supportive and able to work on your own initiative. Experience of counselling/mentoring is desirable but not essential.

Staff here are supportive, caring and as a new member of staff, you can expect a warm welcome. Our state-of-the-art building provides excellent resources for both staff and students.

I do hope the attached Job Description, alongside the information on our website, inspires you to make an application and we look forward to welcoming successful applicants for interview.

We reserve the right to interview early for this post should a suitable candidate apply

I look forward to hearing from you.

Yours sincerely

J.E. Rebbitt
Headteacher

When applying, please complete all sections of the application form and ensure that you do not leave any gaps in your qualification/work history and that you give details of any periods not accounted for by full time employment, education or training. Forms with missing sections and/or gaps may not be considered.

Whitmore High School is committed to safeguarding and promoting the welfare of young people and all staff are expected to share this commitment.

Our CP Policy is available on the school's website www.whitmore.harrow.sch.uk

All appointments are subject to an Enhanced Disclosure and Barring Service check and pre-employment checks. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Under the Rehabilitation of Offenders Act 1974, this post is listed as an exempted employment. You therefore need to reveal all spent convictions during the recruitment and vetting process.



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**WHITMORE HIGH SCHOOL
LEARNING MENTOR
30 hours 40 minutes per week, term time only
Salary – G4 £21,005 per annum**

JOB DESCRIPTION

Responsible to:

Assistant Headteacher

Hours:

8.50am – 3.20pm – Monday, Thursday & Friday

8.50am – 3.40pm – Tuesday & Wednesday

There is a half hour unpaid lunch break each day.

Job Purpose

The Learning Mentor is a school based staff member whose job is to tackle any barriers to learning which prevent students from accessing learning effectively whether the reasons arise from inside the school or from outside. The Learning Mentor works in a team alongside teaching staff and existing pastoral systems to provide an extra layer of support for the students in the school.

Main Duties and Responsibilities

- To work with the pastoral teams to identify those students who would benefit most from a Learning Mentor and draw up an action plan for each child identifying the particular support needed
- To develop a 1:1 mentoring relationship with students needing particular support, to achieve the goals and targets defined in the action plan
- Offer mentoring support in small groups on specific issues
- To keep Heads of Year informed of the children's needs and progress, and to help to secure positive family support and involvement
- To work when appropriate, with the co-ordinator for special needs (SENCO), the gifted and talented co-ordinator, form tutors, heads of year and the senior leadership team to ensure that the needs of the identified students are met
- To have knowledge and appreciation of the range of activities, courses, opportunities and organisations that could be drawn upon to provide extra support for young people
- To attend relevant in-service training in order to improve practice
- To liaise with middle schools and colleges to ensure that students who are at serious risk of dropping out of education/training have an identified programme to enhance their engagement in education and school life
- To provide supervision of students on internal exclusions (assisting in the implementation of an identified intervention programme where appropriate)
- Operate varying levels of intervention depending on the reasons for referral
- To support the student's progress towards academic and pastoral targets as agreed
- To liaise with the range of outside agencies who are available to support young people and their families and refer on where necessary
- To produce written reports as and when required
- To comply with all the requirements of health and safety legislation and council policy taking appropriate action where necessary
- To work within, support and promote the school's Equal Opportunities Policy



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- To undertake such other duties as directed by the Headteacher and/or the Learning Mentor Co-ordinator commensurate with the grading and nature of the post

Special Conditions

There will be a need for flexible working arrangements to include parents' evenings etc.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore, employees will be expected to comply with any reasonable request from a manager, including ad hoc projects, to undertake work of a similar level that is not specified in the job description.

The job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

The person appointed will need:

- To be able to relate well to a wide range of young people from different ability, ethnic and social backgrounds as well as with teachers and other professionals
- Commitment, energy and patience and must be prepared to learn
- A background in teaching personnel, in-class support, youth work, careers or social services would be useful
- An understanding of inclusion within formal/informal settings
- The ability to engage constructively with, and relate to, a wide range of young people and families/carers with different ability, ethnic and social backgrounds
- The ability to work effectively with and command the confidence of teaching staff and senior management within the school
- To work with others, the ability to assess and review young people and family circumstances and plan appropriate responses, drawing on in-school and external advice and expertise where necessary
- A proven track record in working with young people
- A desire to do something worthwhile for young people, to understand their needs and to gain insights into how they think
- A knowledge of, and ability to work effectively and network with, a wide range of supporting services in both the public and private sectors; and ability to draw on a wide range of support, information, opportunities and guidance
- The ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers
- The ability to see the mentoring role as a long term activity designed to achieve the goals in the learning action plan and not a quick fix/troubleshooting role
- The ability to engage in joint goal setting with the individual pupil as part of the learning process
- To be up to date with current research and best practice
- Competence in the skills of networking, facilitating and developing others
- A willingness and ability to learn and see potential benefits and application of that learning
- To demonstrate an understanding of how you can work with the Headteacher, Senior Leadership and pastoral team to create a safe environment for all in the school
- Excellent oral and written communication skills
- To be able to effectively use ICT to support learning
- Knowledge of the National Curriculum and other learning programmes and/or work based and activity based learning



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- The ability to support a range of educational activities and experience of the preparation/identification of resources to support learning
- High expectations of all young people, respect for their social, cultural, religious and ethnic background and a commitment to raising the achievement and self-esteem of young people
- The ability to develop own practice through discussion, observation and evaluation of others
- A commitment to Equality, Diversity and Inclusion and the principles and practice of equal opportunities
- To be committed to the principles and practice of safeguarding all young people

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