



**Watererton**  
Academy Trust

# Application Pack

Learning Mentor



## Summary

<b>Job Title</b>	Learning Mentor
<b>Workplace</b>	Cherry Tree Academy Cobblers Lane Pontefract WF8 2HN
<b>Salary &amp; Grade</b>	G6 SCP 12-17 actual salary £23,430 – 25,416 (FTE £27,711-£30,060)
<b>Hours</b>	37.5 hours per week
<b>Reporting to</b>	Headteacher

Waterton Academy Trust is looking to appoint an inspirational and ambitious Learning Mentor to join the team at Cherry Tree Academy as soon as possible.

Cherry Tree Academy is on an exciting school improvement journey with all stakeholders firmly committed to providing high-quality education for all pupils. We seek to ensure that every pupil achieves their full potential and develops a sense of belonging to our school community and family of schools.

The Governors, leaders and children of Cherry Tree Academy are currently seeking a Learning Mentor to join the growing team as soon as possible, The successful candidate will work closely with the teaching staff supporting children with their learning and behavioural needs. This is an excellent opportunity for an ambitious and talented individual to take a key role in our team. We are looking for someone with a genuine passion for education – someone who is driven to make a difference to the lives of the children they work with.

Waterton Academy Trust is a forward thinking Multi Academy Trust of 13 partner schools, serving the Wakefield and Barnsley districts.

### In choosing a Learning Mentor we will be looking for someone who has:

- good communication and listening skills
- good planning and organisational skills
- the ability to foster nurturing relationships with children and their families
- empathy, be encouraging and motivating
- a commitment to raising standards and supporting children to overcome barriers to learning
- a commitment to the school's ethos of high expectations and *no excuses* culture
- a flexible and creative approach to problem solving
- the ability to interact with people and work as part of a team

### In return we can offer:

- The support and expertise of the school's leadership team and wider Trust School Improvement Team

- A modern, bright and spacious learning environment (recently developed and refurbished)
- The opportunity to work alongside colleagues who are wholeheartedly dedicated to the pupils and community they serve
- A commitment to support your continued professional development through a network of experienced professionals across the Waterton family of schools
- The opportunity to contribute widely to school improvement
- A health and wellbeing package

## Next Steps

### Further Details

Interested candidates for further information about the post, please contact Trudie Hayes on 01924 967603, or email [cherrytreeoffice@watertonacademytrust.org](mailto:cherrytreeoffice@watertonacademytrust.org)

Please submit applications via the below link:

<https://mynewterm.com/jobs/144400/EDV-2024-CTA-84272>

### Selection Timeline

Closing Date: Thursday 16<sup>th</sup> January 2025

Shortlisting: Thursday 16<sup>th</sup> January 2025

Interviews: Monday 20<sup>th</sup> January 2025

Start Date: ASAP

## Dear Applicant

Thank you for your interest in the post Learning Mentor at Cherry Tree Academy. We hope that this pack provides you sufficient insight and information to decide if you have the right qualities, skills and experience to apply for the position.

Our Trust came in to being on the 1st September 2014. Our 13 primary, infant and junior schools are currently situated within the Wakefield and Barnsley areas and consist of well over 3000 pupils.

This is an exciting time for all concerned with the trust as we enter into a new phase of development. The reshaping of our focus and renewed drive for excellence will undoubtedly lead to improved opportunities and outcomes for all.

People are at the heart of our organisation. We invest heavily in our children, staff, Trustees and Governors, ensuring that we all benefit from being part of the Waterton family. We seek to create a fertile environment for growth, to share best practice, develop expertise, draw on local, national and international research, and form partnerships within and beyond the trust.

Working for Waterton you will have the opportunity to shape the lives of not only those in your care within your own school, but contribute to the wellbeing of all those in the Waterton family.

Working for Waterton you will have the opportunity to shape the lives of not only those in your care within your own school, but contribute to the wellbeing of all those in the Waterton family.

Given the trust's ambitions for excellence, we are seeking to employ outstanding individuals to join our team. We require highly skilled professionals that can contribute to the development of our provision and support our academies in providing our children with the best possible learning experience. If this is you, then we would be delighted to hear from you.



**Dave Dickinson OBE**

Chief Executive Officer



## Foreword from the Headteacher

Dear Colleagues,

On behalf of the children, staff and Academy Standards Committee at Cherry Tree Academy we would like to thank you for your interest in joining us.

I joined the school in January 2023 and have worked with the staff team to improve learning experiences for children since then. I am proud to lead a dedicated and ambitious team and am passionate about improving the life chances for all of our children.

I was certain from my first impressions that Cherry Tree Academy was the perfect choice for me as Headteacher. I have been tremendously impressed by the whole school, especially the children. Every time I step onto the playground or walk around school, I am welcomed by a sea of inquisitive, smiling faces, eager to learn and proud of their school. Cherry Tree Academy is a great school with the potential to be even better.

The school was inspected by OFSTED in January 2024. The journey of the school is an improving one with many positives highlighted including achieving 'good' for leadership and managements, as well as 'good' for behaviour and attitudes. Our EYFS provision has been highlighted as a 'strength of the school'.



We are determined to build upon this recent success further as we journey towards a 'Good' overall judgement. This is a very exciting time to join our staff team and we are looking to recruit teachers who are willing to contribute and make a difference. OFSTED praised our focus on prioritising improvements and the pace at which we, as a staff team, were able to implement these.

At Cherry Tree Academy we are committed to providing a stimulating, creative environment so that our children reach their full potential. We strive to deliver a curriculum that is diverse and varied.

We are proud of the progress we are making and look forward to hearing from applicants who are ambitious for our children and who will thrive on leading a team of aspirational professionals to drive for further improvement.

**Adam Dawson**  
Headteacher



Since joining the school, I have been fully supported and provided with numerous opportunities to access a range of high-quality CPD. This has allowed me to further develop as a classroom teacher.

**Class Teacher**

## About Our School

Cherry Tree Academy is a 1.5 form entry primary school serving the Pontefract community.

Ofsted (2024) recognised the positive improvement journey the school is on.

- Leaders have high expectations for all pupils who attend Cherry Tree Academy. This includes pupils with special educational needs and/or disabilities (SEND).
- Pupils at Cherry Tree Academy are safe and they behave well in school and at breaktimes.
- Early years is a strength of the school. The provision is carefully planned.
- The school is considerate and aware of the workload and wellbeing of staff.



The role is as rewarding as it is challenging and with the support of the Cherry Tree family, I am happier than I have ever been in my teaching career. It is truly a 'family' where we support each other on a daily basis. We have fun, we laugh and we work really hard to keep the children at the very centre of our focus.

**Class Teacher**



At Cherry Tree we thrive on the opportunity to make a positive change to the lives of children and their families.

**HLTA**



## About Us

The Trust was established in July 2014, with Walton Primary Academy being the founding member. Over the last ten years, the trust has grown appropriately and strategically, not only in size, but also in the diversity of offer. By the end of 2024, the trust is projected to achieve a milestone with over 4,000 pupils enrolled, a team of more than 550 staff members, and a turnover in the region of £23million.

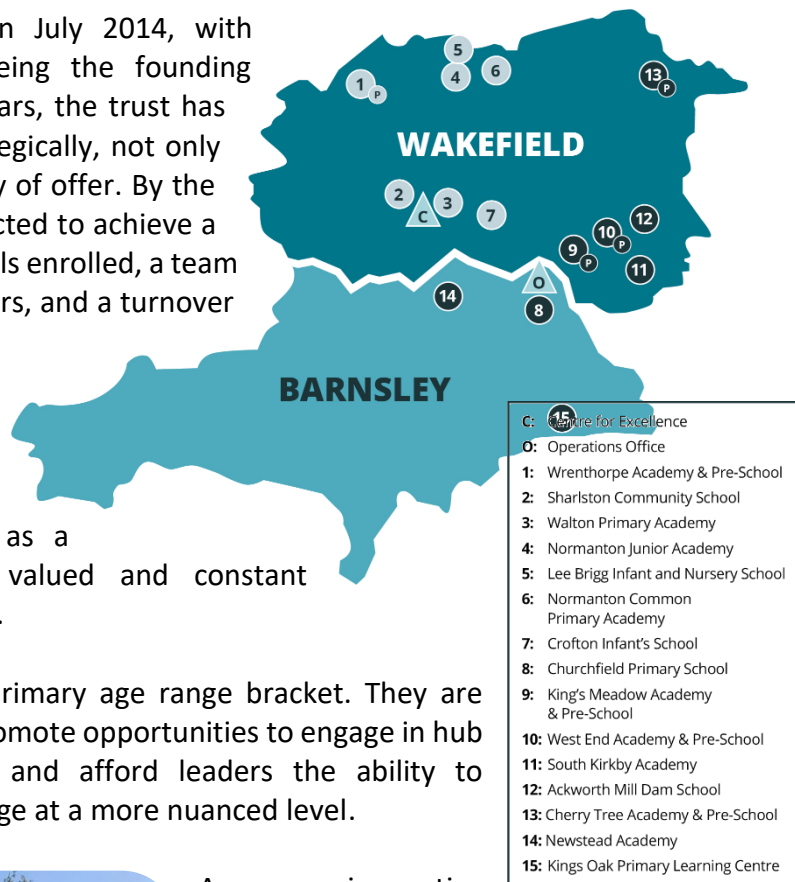
The trust operates across two key partnership areas, Barnsley, and Wakefield, and we believe is looked upon as a strong organisation and a valued and constant collaborator within the system.

All our schools fall into the primary age range bracket. They are geographically organised to promote opportunities to engage in hub activities, staff collaboration and afford leaders the ability to support, scrutinise and challenge at a more nuanced level.



An innovative approach to supporting our LA partners in Barnsley has resulted in the trust opening our first independent special academy in September 2023. Early indications are that these developments have been a great success, adding much needed capacity to the local offer and strengthening our relationships with LA partners.

In order to support our communities and ensure that our children get the best of starts to their education journeys, the trust has now opened four pre-school settings and has plans to open more in the coming years. We also have one new school in the process of joining the trust – Kings Oak Primary Learning Centre.



## Our Vision, Values and KPIs

The trust prides itself on its shared vision and values, and truly believes them to be embedded across the organisation. All schools interested in joining the trust are encouraged to examine the vision and values and ensure that they align with the ones that they hold.





## Our Pupils

The trust operates in some of the most underprivileged areas in the region, and indeed in the country. Some of our schools are situated in areas of high deprivation. As a trust we value and prioritise pupil voice, pupil health and well-being, as well as curriculum enrichment across the trust. By placing pupils' voices at the forefront of our work, we ensure that their unique perspectives, needs, and concerns are not only heard but also integrated into the decision-making process, fostering a sense of ownership and empowerment.

We provide a range of opportunities for children to participate in activities designed to enhance their experience of education in a Waterton school. This includes our elected Children's Parliament, who meet with the CEO and Headteachers to discuss their priorities for improvement. They received a letter of commendation from the former Prime Minister, Theresa May, for their outstanding work. Creativity is fostered through our arts network. Our roaming art gallery and our annual Waterton's Got Talent event offer all our schools the opportunity to showcase the work and talents of their pupils. This fosters creativity, and also engages parents and carers in celebrating the work of pupils across the trust. To promote healthy lifestyles, children are given multiple opportunities to compete in sporting events, including an annual gathering of all schools at our MATlympics event. Healthy lifestyles and nutrition are also promoted and encouraged through our Waterton Young Chef of the Year. Such experiences not only enrich our pupils' academic journeys but also contribute to their personal and social development.

Our aim is to ensure that every pupil in a Waterton school feels the benefit of being part of the trust, with their learning and experience of school being our number one priority. A snapshot of recent initiatives can be seen below.

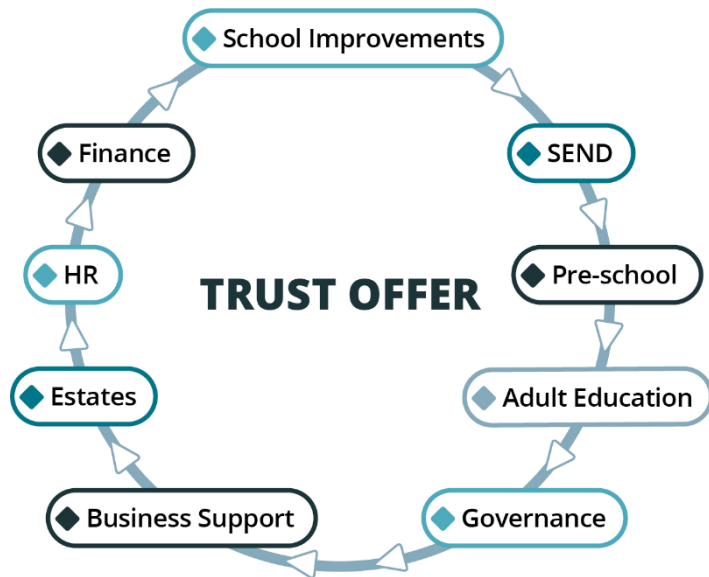
## Enrichment



## Trust Offer

As a trust, Waterton has statutory and ethical obligations in relation to supporting our academies, and we look to meet these through the delivery of our Trust Offer. The trust has invested significantly in creating a substantial central team, and it is through this team and key external partners that the trust offer is delivered.

To support its aims and meet its obligations, the trust provides each of its academies with access to the same trust offer. The offer is categorised into two main areas, the operations offer and educational offer. Access to the trust offer is an entitlement regardless of current Ofsted rating, financial position, size, or provision status. The level of support provided is tailored according to current need, however the entire offer remains accessible to all academies at all times.



At the heart of our offer is our commitment to ensure our academies can concentrate on their primary role of delivering outstanding teaching and learning through evidence-based practice. Our offer therefore looks wherever possible to drive school improvement through CPD, challenge and support, whilst simultaneously removing the business-based burdens that prevent headteachers and senior

leaders from being in the classroom or involved in school improvement work.

The trust offer provides a range of services delivered or procured centrally in order to provide our academies with the best possible value. Central support is provided in the key areas of Safeguarding, Governance, School Improvement, Finance, HR, IT, H&S, Estates Management and Data Protection. In addition, schools will have access to legal advice and marketing initiatives as required. The delivery of the core offer brings with it a cost that is incorporated into each academy's operational budget and is an integral part of not only the Waterton funding model, but more importantly the school improvement model.

**To read about impact in 2022-23, please read our annual report to stakeholders on the Trust website.**



## Our SEND Offer

We have made key developments in our SEND offer since the appointment of our Head of SEND and Inclusion.

Inclusion and inclusive practices have always been at the forefront of our approach but adding this post to our existing structure has ensured that a tight focus and continuous cycle of development drives us forwards.



The Head of SEND and Inclusion is responsible for ensuring that children across all our academies are effectively supported to ensure that they thrive and achieve their full potential. This includes ensuring that early identification of needs is in place and that high quality provision meets individual and group needs within this cycle. In addition to this workforce development across all levels is a key focus.

Our professional development networks ensure that collaboration is the key. We have partnered with key stakeholders within the field of SEND and Inclusion to support our development. Part of this approach is a package of development led by the Head of SEND and Inclusion and David Bartram OBE.



A key development in this approach has been our development of our specialist settings. This work has been advanced significantly by our Inclusion Manager who is based at Churchfield Primary school. Our first specialist SEN unit is based at this setting and has shaped the model for our specialist settings.

In September 2023 we opened Newstead Academy, our first specialist school. We are

extremely proud of our work in this area and the high-quality offer that our pupils receive. We are keen to drive this forward even further through our constant cycle of evaluation, reflection, and improvements.

We have a keen interest in developing this offer wider to work with our partnership Local Authorities to offer placements for children who require the environment that our settings provide.

To further improve our SEN offer across our mainstream academies we need a Trust SENCO to implement excellent SEND practice and provision as we strive for excellence across all key components and strands of SEND delivery. This role will be vital in responding to emerging support needs across our schools and ensuring that children have the provision that they need.

## Job Description – Learning Mentor

<b>Job Title</b>	Learning Mentor
<b>Reporting to</b>	Headteacher
<b>Grade</b>	G6

<b>Key Job Purpose</b>	Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Provide pastoral support to pupils</li> <li>• Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable</li> <li>• Attend to pupils' personal needs and provide advice to assist in their social, health &amp; hygiene development</li> <li>• Participate in comprehensive assessment of pupils to determine those in need of particular help</li> <li>• Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans</li> <li>• Support provision for pupils with special needs</li> <li>• Establish productive working relationships with pupils, acting as a role model</li> <li>• Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils</li> <li>• Promote the speedy/effective transfer of pupils across</li> <li>• Phases/integration of those who have been absent</li> <li>• Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance</li> <li>• Challenge and motivate pupils, promote and reinforce self-esteem</li> <li>• Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.</li> </ul> <p><b><u>SUPPORT FOR TEACHERS</u></b></p> <ul style="list-style-type: none"> <li>• Liaise with feeder schools and other relevant bodies to gather pupil information</li> <li>• Support pupils' access to learning using appropriate strategies, resources etc.</li> <li>• Work with other staff in planning, evaluating and adjusting learning activities as appropriate</li> <li>• Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording</li> <li>• Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress</li> </ul>

	<p>and other matters, ensuring the availability of appropriate evidence</p> <ul style="list-style-type: none"> <li>• Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested</li> <li>• Assist in the development and implementation of appropriate behaviour management strategies</li> <li>• Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links</li> <li>• Assist in the development, implementation and monitoring of systems relating to attendance and integration</li> <li>• Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.</li> </ul> <p><b><u>SUPPORT FOR THE CURRICULUM</u></b></p> <ul style="list-style-type: none"> <li>• Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs</li> <li>• Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning</li> <li>• Determine the need for, prepare and use specialist equipment, plans and resources to support pupils</li> </ul> <p><b><u>SUPPORT FOR THE SCHOOL</u></b></p> <ul style="list-style-type: none"> <li>• Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person</li> <li>• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop</li> <li>• Contribute to the overall ethos/work/aims of the school</li> <li>• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils</li> <li>• Attend and participate in regular meetings</li> <li>• Participate in training and other learning activities as required</li> <li>• Recognise own strengths and areas of expertise and use these to advise and support others</li> <li>• Assist in the supervision, training and development of staff</li> <li>• Implement planned supervision of pupils out of school hours</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• ☑ Supervise pupils on visits, trips and out of school activities as required</li> </ul>
<b>Expectations of All Employees</b>	<ul style="list-style-type: none"> <li>• Full working knowledge and compliance with policies and procedures relating to child protection, health, safety and security, confidentiality, HR and data protection, reporting all concerns to an appropriate person.</li> <li>• Be aware of and support difference and ensure equal opportunities for all</li> <li>• Working knowledge of the education sector</li> <li>• Contribute to the overall ethos/work/aims of the Trust and member academies.</li> <li>• Appreciate and support the role of other professionals</li> <li>• Attend and participate in relevant meetings as required</li> <li>• Participate in training and other learning activities and performance development as required.</li> </ul>
<b>Responsibilities for Resources:</b>	<p><b>Employees (Supervision):</b> Assist in the supervision, training and development of staff</p> <p><b>Financial:</b> None</p> <p><b>Physical:</b> Effective use of learning materials and resources.</p>
<b>Customers and Clients:</b>	Provide pastoral support to pupils and participate in the assessment of their needs.
<b>Additional Information</b>	The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.
<b>Working Conditions</b>	<p>The nature of the post may involve some ongoing physical effort for long periods e.g. standing or walking.</p> <p>The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.</p> <p>The post involves contact with people which through their circumstances or behaviour regularly places emotional demands on post holder.</p>
<b>Characteristics of the Post</b>	<p>The ability to regularly attend meetings as required by the Headteacher/Line Manager.</p> <p>Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p>All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.</p> <p><b>The employment checks are required:</b></p> <ul style="list-style-type: none"> <li>• Evidence of entitlement to work in the U.K.</li> </ul>

	<ul style="list-style-type: none"><li>• Evidence of essential qualifications – see page 1 of this job specification</li><li>• Two satisfactory references</li><li>• Confirmation of medical fitness for employment</li><li>• Registration with appropriate bodies (where applicable)</li></ul> <p><b>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults.</b></p> <p><b>Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.</b></p>
--	---

## Person Specification – Learning Mentor

AF: Application Form  
OT: Occupational Task

CQ: Certificates/Qualifications  
I: Presentation

I: Interview  
R: Reference

<b>Qualification</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
NVQ 2 or 3 for Teaching Assistants or equivalent qualification or experience or	X		AF/CQ
Supporting Teaching and Learning in Schools Level 3	X		AF/CQ
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Experience working with children of relevant age	X		AF/I
Experience of working with pupils with additional needs	X		AF/I
<b>Abilities, Skills, Knowledge</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Good Numeracy/ Literacy Skills	X		AF/I
Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation	X		AF/I
Working knowledge of national curriculum and other relevant learning programmes	X		AF/I
Understanding of principles of child development and learning processes and in particular, barriers to learning	X		AF/I
Full understanding of the range of support services/providers	X		AF/I
Appropriate knowledge of First Aid	X		AF/I
Accurate record keeping	X		AF/I
<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Ability to plan effective actions for pupils at risk of underachieving	X		I
Ability to self-evaluate learning needs and actively seek learning opportunities	X		I
Ability to relate well to children and adults	X		I
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	X		I
<b>Suitability to work with children and young people</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Satisfactory DBS disclosure and standard Trust pre-employment checks	xx		DBS



Ability to work in a way that promotes the safety and well-being of children and young people	x		I
---	---	--	---

## Next Steps

### Further Details

Interested candidates for further information about the post, please contact Trudie Hayes on 01924 967603, or email [cherrytreeoffice@watertonacademytrust.org](mailto:cherrytreeoffice@watertonacademytrust.org)

Please submit applications via the below link:

<https://mynewterm.com/jobs/144400/EDV-2024-CTA-84272>

### Selection Timeline

Closing Date: Thursday 16<sup>th</sup> January 2025

Shortlisting: Thursday 16<sup>th</sup> January 2025

Interviews: Monday 20<sup>th</sup> January 2025

Start Date: ASAP

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. An enhanced DBS check is required for the successful candidate, this process is completed by an online third party company. The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of interview.

This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). If successful you will be required to apply to the Disclosure and Barring Service (DBS) for a 'disclosure'. Information provided by you or the Disclosure and Barring Service will be dealt with in a confidential manner in accordance with the DBS's Code of Practice.

***It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.***

We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request.

Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.