

Learning Mentor/ACE Tutor

Recruitment Pack



The
Ravensbourne
School

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WELCOME FROM THE CEO

Thank you for showing an interest in our pupils, our schools and our Trust. This is an exciting time to join Education for the 21st Century. We are a very different organisation in 2023 than we were four years ago. We have understood the need to transform and have developed greater capacity in our leaders at every level. We have developed a shared understanding of what great teaching looks like, developed our curriculum model, developed clear behaviour principles, and landed upon an exciting model of instructional coaching to drive forward teacher efficacy.



Our strategy over the next two years reflects our growing capacity but it also reflects the need to improve quickly. In Year 1 we established the 'backbone' of the organisation and to align, where doing so impacts pupils progress, or allows us to influence progress through growing greater capacity in our schools and realising efficiencies. In Year 2, now, we hope to see all schools moving closer to national progress or beyond, as they realise the benefits of collaborative working based upon a common school workflow. In Year 3, as this rapid progress continues, we begin to add capacity for growth so we can support our mission of transforming lives and our aim of becoming one of the highest performing multi academy trusts in London and the South East.

Of course, our strategy is responsive to the needs of those closest to us. The wellbeing of the young people in our care has been significantly impacted by the recent pandemic. Our support will be strategic and comprehensive. Furthermore, the pandemic has had a dramatic impact upon the career prospects of our pupils. Our strategy over the coming years seeks to ensure that our pupils are well placed to move successfully into the next stage of their education or working life, with the right knowledge and skills to make a valuable contribution to society.

The development, wellbeing, and support of staff within the Trust will play a crucial part in our strategy. We adapted quickly to new ways of working and continue to refine and develop our HR processes. One key lever for change over the next three years, will be instructional coaching. The ongoing development of all staff, and in particular, our teachers, is critical if we are to deliver the high-quality teaching that we need to, in order to 'improve outcomes and transform lives'.

Finally, I am extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it's an exciting time to join us.

Simon Garrill

A handwritten signature in blue ink that reads "S Garrill". The signature is written in a cursive, slightly slanted style.

Chief Executive Officer



THE FOUR CRITICAL QUESTIONS

WHY DO WE EXIST?

Our Mission at E21C is 'improving outcomes, transforming lives'. We believe in the collective power of schools working together as civic minded leaders to find shared ways of working that improve the lives of our pupils.



HOW DO WE BEHAVE?

Our core values of trust, kindness and endeavour define how we behave. These are the values that we hold most dear, and our schools align their own values to those of the Trust.



WHAT DO WE DO?

We create welcoming and open schools in the local community where every person thrives, makes excellent progress and succeeds.



HOW DO WE SUCCEED?

With aligned autonomy, a clear backbone, a strong culture, academic rigour and smart systems.



THE E21C BACKBONE

MISSION & VALUES

Schools use our 4 Critical Questions, outlined on the previous page, to help determine a clear and concise mission that is aligned to the mission of the Trust. Schools can choose to define their own values or use those of the Trust. If schools choose their own they should be aligned.

CURRICULUM

Schools are expected to adhere to the curriculum principles and framework. The purpose of this framework is to share best practice and ensure that wherever possible collaboration across the Trust is made possible through alignment. This outweighs the benefit of any one school following its own path and becoming an island. Where schools are identified as being in the stabilise or repair phase then they will be expected to follow the E21C curriculum framework in its entirety.

ASSESSMENT & FEEDBACK

The assessment and feedback calendar captures the rhythm of our Assessment and data collection within the Trust. These differ across the various phases but are aligned to improve collaboration and to reduce workload.

SAFEGUARDING & ATTENDANCE

Safeguarding is the responsibility of all. Our policies and procedures are designed to create consistency and improve collaboration. External audits review practice across the Trust on an annual basis.

QUALITY ASSURANCE

Our School Workflow captures the rhythm of quality assurance across the Trust. We undertake regular cycles of structured monitoring to measure the effectiveness of our approach and to reset where we need to.

CPD

We are developing our capacity to ensure that by 2022 we can fulfil our commitment to provide high quality instructional coaching to all teaching staff across the Trust. All our schools are committed to coaching. In addition, we provide core E21C training, leadership development and trust wide CPD.

WORKLOAD

Schools are expected to streamline workload as much as possible. There are a maximum of three data drops and all processes and procedures should be looked at through a lens of simplicity and clarity.

TEACHING

Teaching is responsive to the needs of pupils and based upon our shared understanding of efficacy. This is captured in our teaching rubric that gives clarity about what we determine to be effective practice. These beliefs are based upon evidence. They are further exemplified within the Teaching and Learning policy where the 'what to dos' give guidance on what we believe to be effective practice.

BEHAVIOUR & ROUTINES

It is essential that we have the highest of expectations within our schools. Pupils deserve to learn within, and teachers deserve to teach within well-ordered and disciplined environments. E21C schools have high aspirations of behaviour. We believe that culture should be frequently measured and reset where it needs to be. Schools use our E21C Behaviour principles to help shape their individual policies. Where schools are identified as needing to be stabilised or repaired (see School improvement strategy) then we may ask schools to follow a template Trust policy and procedure and support in its implementation.

SEND

Our schools commit to inclusive practice and developing the best provision possible for the pupils that need it the most. We share best practice and undertake annual reviews of SEND to develop a common understanding of the best approaches to use.

PERFORMANCE MANAGEMENT & APPRAISAL

The Trust shares a common approach to performance management and appraisal. Performance management is conducted within a highly professional and supportive environment.

OPERATIONS

The other elements of our backbone include Governance, Finance, IT, estates and communication and marketing.



OUR SCHOOLS

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent. These schools include:

SECONDARY SCHOOLS



11-19



11-19



11-19



11-16

PRIMARY SCHOOLS



4-11



4-11



4-11



4-7



CANDIDATE CHARTER

E21C want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

OUR COMMITMENT TO YOU

- **Transparency** we will treat you with respect, honesty and fairness
- **Protecting** your privacy we'll ensure your information is secure and handled sensitively
- **Understanding** you'll be given everything you need to make informed decisions
- **Showcasing talent** we'll provide a good opportunity for you to share your skills, experience and potential
- **Feedback** we will provide constructive feedback professionally and promptly
- **Listening** we welcome feedback and we'll act on what you have to share
- **Inclusivity** our hiring decisions align with our commitment to create a high quality, diverse workforce

WE WILL

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve

IN RETURN WE ASK THAT YOU

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed - research who we are and how we work
- Let us know if situations change in relation to your interest - and help us understand why
- Prepare yourself for interview and let us know how we can support you



WELCOME FROM THE HEAD

Welcome to The Ravensbourne School – a school with huge ambitions and drive. We are on a journey to become an outstanding provider, where every student is known, nurtured and developed to their full potential. At The Ravensbourne School we put our staff first as they take centre stage in supporting our students and their education. We are a hard-working team and we work collegiately to transform the learning for all our students. If you are enthusiastic, student-centred and dedicated to raising standards, we want you to be part of our team. We will ensure you work in a supportive professional environment, with first rate opportunities for development and progression across all key stages.



We are delighted that you are considering a career with us and within E21C, a family of eight infant, primary and secondary schools. Together we provide exceptional opportunities for professional development at all levels and invest in job shares, returnships and part-time working for young parents or carers.

We have a very ambitious, experienced, inclusive and progressive leadership team and a reputation for fostering a fair, dynamic and forward-looking culture. Transformational change is happening at The Ravensbourne School, and we are excited about shaping and supporting your career as we all share the ambition and opportunity to succeed.

Mark Ridley

A handwritten signature in black ink, appearing to be 'Mark Ridley', written over a light blue oval background.

Head Teacher



ABOUT THE SCHOOL

The Ravensbourne School is a large and truly unique 11-19 school, set in the heart of Bromley. There are 1500 students, with 440 students in Post 16. Some of the buildings are Grade II listed, dating back to 1911 whilst other additions are more recent. The buildings, coupled with the extensive 22-acre grounds, make up elegant and inspiring surroundings.

Our vision is that every student is prepared to be the best they can be in life and able to create their own future. We believe that every student is different and has unique talents. Through developing these talents and knowledge each student can be the best they can be and in control of their own future. We value an inclusive learning environment that accepts no excuses and builds partnerships with all stakeholders.



ABOUT THE ROLE

Based at The Ravensbourne School, Hayes Lane, Kent BR2 9EH

Education for the 21st Century is a values-led organisation, driven by a determination to create welcoming and open schools for the local community, where every person thrives, makes excellent progress, and succeeds. We are committed to improving outcomes and transforming lives, realising social mobility, and the transformative power of education. We value the difference in all of our schools while seeking to bring them together around a framework that delivers an enriching experience and a great education for the young people within our care.

We want the very best for all of our young people. Our plan to ensure that we deliver great schools is underpinned by our shared values of trust, kindness, and endeavour. Our schools and our staff are collaborative, and we seek to create consistency and quality throughout.

Our leaders create improvement in schools that is robust and sustainable. We are as enthusiastic about developing and nurturing our staff, as we are about developing our young people. Our professional development programs and our approach to school improvement provide quality and rigor while creating a depth of experience and learning for our staff.

We are looking for The Learning Mentor / ACE Tutor will be a member of a multi-disciplinary team, under the leadership and supervision of the teacher/senior staff, will work with individuals/groups to supervise physical/general care of pupils, including those with SEN; enable access to learning for pupils and assist the teacher in the management of pupils and the classroom.

In joining The Ravensbourne School and the family of schools within E21C you will gain access to an unparalleled level of support and development in a forward-thinking school and trust.

The successful candidate will:

- Join a forward-looking, high achieving school
- A school that offers a genuine opportunity for meaningful career development.
- A positive and supportive department of enthusiastic and motivated teachers, including TLR holders.
- Contribute to wider improvement of the school and trust
- Excellent career opportunities within the trust
- Be driven and committed to your students
- An excellent practitioner who is willing to challenge and be challenged

Much as we see our staff nurture the interests and talents of our students, we support the professional growth of our staff. You can expect the following unique benefits to enhance your working life:

- Staff CPD library and numerous opportunities to work across the Trust in one of our many working forums
- Outer London Salary
- State-of-the art facilities at TRS, including access to our new gym
- Free onsite parking
- Excellent CPD opportunities



- Trust conferences and CPD
- A health cashback scheme with money back on dental, optical and other treatments. Also incorporating retail and gym discount schemes
- Cycle to work scheme
- Tech scheme
- Flexible and family friendly approach
- A comprehensive induction
- Annual subscription to TES
- Employee assistance programme
- Electric vehicle salary sacrifice leasing scheme
- Season ticket loan

This is an opportunity for a diligent and self-motivated individual who can join our team as a high performing. This post offers the opportunity to take a key role in the strategic direction of our school as well as being able to work with colleagues and shape provision across our Trust. The post holder will be making a strong contribution to promoting the school's high standards in all areas of school life.

Education for the 21st Century is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable, a prohibition from teaching check will be completed for all applicants. Education for the 21st Century is fully committed to equality and to valuing diversity as an employer and a provider of education.





JOB DESCRIPTION

JOB TITLE: Learning Mentor/ACE Tutor (A Champion for Every Child)

SALARY: Scale 3 Point 5 – 7, 39 weeks, 36 hpw

CONTRACT TYPE Permanent

LOCATION: The Ravensbourne School, Hayes Lane, Bromley BR2 9EH

REPORTING TO: Inclusion Manager

JOB PURPOSE

The Learning Mentor / ACE Tutor will be a member of a multi-disciplinary team, under the leadership and supervision of the teacher/senior staff, will work with individuals/groups to supervise physical/general care of pupils, including those with SEN; enable access to learning for pupils and assist the teacher in the management of pupils and the classroom. The Learning Mentor will specialise and train in a certain area, this could be academic or with in an area of well-being, pastoral or SEND. In addition to this as an ACE Tutor, you will play a pivotal role in addressing the unique and specific barriers faced by our disadvantaged students. Your primary responsibility will be to provide personalized support to your assigned tutee, focusing on areas such as Attendance, Anxiety, Study Skills, Social Interactions with peers, and fostering a Positive outlook through a growth mindset approach.

Main Duties and Responsibilities:

- Supervise and provide support for students, including those with special needs, ensuring their safety and access to learning activities.
- To cover lessons in times of staff absence
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with students and interact with them according to individual needs
- Promote the inclusion and acceptance of all students
- Encourage students to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence for students
- Provide feedback to students in relation to progress and achievement under guidance of the teacher
- Create and maintain a purposeful, orderly, and supportive environment, in accordance with lesson plans and assist with the display of students' work
- Use strategies, in liaison with the teacher, to support students to achieve learning goals
- Assist with the planning of learning activities
- To assist in the running of the school's rewards scheme
- Run lunchtime activities for students
- Monitor students' responses to learning activities and accurately record achievement/progress as directed



- Provide detailed and regular feedback to teachers on student's achievement, progress, problems etc
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Establish constructive and supportive relationships with parents/carers and students
- Administer routine tests and invigilate exams and undertake routine marking of students work
- Provide clerical/admin support e.g. Photocopying, typing filing, administer coursework within the lesson
- Provide insightful information where patterns of behaviour, across lessons are evident by a particular student.
- Support behaviour or personal welfare programmes where required.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Prepare, maintain, and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use.
- Support with behaviour or personal welfare programmes where required
- Be aware and comply with all Child Protection policies
- Be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos of the school
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of students out of lesson times, including before and after school and to include exam invigilation where required.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- To assist with exam invigilation if required.
- To be involved in training/INSET activities as identified at annual review.
- To be a qualified first aider and administer as necessary
- Arrange supportive parental meetings with parents
- Regularly update the ACE tracker
- Complete full training to become an Accredited ACE Tutor, including enhanced safeguarding training and instruction on utilizing the Impact Ed platform.
- Conduct regular tutorial sessions with your tutee several times each week.
- Tailor tutoring sessions to meet the individual needs of the student, addressing barriers to their academic and personal development.
- Maintain regular communication with the parents or guardians of your tutee, providing updates on progress and seeking their input and support.
- Implement strategies to support the student's attendance, alleviate anxiety, enhance study skills, improve social interactions, and cultivate a positive mindset.



Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Education for the 21st Century is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable, a prohibition from teaching check will be completed for all applicants. Education for the 21st Century is fully committed to equality and to valuing diversity as an employer and a provider of education.



PERSONAL SPECIFICATION

	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> • To have a good general education to a high level • A good track record of recent, relevant professional development 	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p>	<p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Independent verification of qualifications</p>
Experience	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></p> <ul style="list-style-type: none"> • At least three years working in an educational setting in a behaviour management related role. • Evidence of knowledge of behaviour improvement systems such as restorative practices. • Experience of working with a range of partners including those within and external to the world of education to support the need of the child. • Experience of making external referrals to relevant agencies to support the need of the child. 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>



Skills	<p><i>The skills required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Good communication skills in speech and writing. • Excellent organisational skills • Ability to build and sustain professional standards and relationships with students • Ability to contribute towards creating a safe and protective environment 	<p><i>The skills that would enable the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
Knowledge	<p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Knowledge of current curriculum developments in subject and their implications; • Good knowledge and understanding of current educational thinking; • Good understanding of how children learn and how to raise standards of achievement 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
Personal competencies and qualities	<p><i>The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> • Ability to work with all types of learners across all stakeholders • Is willing to undergo relevant CPD to improve their impact in the school community • Ability to self-evaluate learning needs and actively seek learning opportunities. • Confidentiality of information as appropriate. • Ability to work under pressure. • Ability to work on own initiative. • A flexible attitude to work • Excellent Organisation Skills with a systematic approach to workload management. • Excellent ICT skills • Excellent time management, planning, and work prioritisation skills. • Ability to relate well to children and adults. • Work constructively as part of a team, understanding school roles and responsibilities and your own position within these. • Ability to understand, analyse and make effective use of a wide range of data particularly to do with behaviour. • Ability to enthuse students to see the best in themselves. • Meet deadlines. 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p> <p>To be highly motivated and committed.</p> <p>To maintain confidentiality.</p> <p>Willingness to participate in ongoing professional development.</p> <p>Team Player.</p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>



	<ul style="list-style-type: none">• Well-developed interpersonal and communication skills (including written, oral and presentation skills).• Ability to manage change, to lead innovations and meet challenges successfully.		
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HOW TO APPLY

Education for the 21st Century is committed to developing exceptional teams to work with our communities. We invest heavily in talent and aim to provide rewarding careers and clear progression pathways.

PROCESS TIMELIE

Enquiries should be emailed to:

School Office Manager: Sharon Cooper Smith: scoopersmith@trs.e21c.co.uk

If you share the school's vision and ambition to raise standards for our students, then we would be delighted to hear from you.

Contact us for an informal (confidential) conversation about how you can make a real difference, or to arrange a tour of the school which is highly recommended.

Please note, we reserve the right to close the advertisement early if we receive a suitable candidate.

We look forward to hearing from you.





Education for the 21st Century
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