



## Job Description

**Post Title:** Teaching and Learning Mentor

**Department:** EYFS, KS1, KS2

**Reporting to:** Jessica Jenkins (Executive) Principal

**Salary within the range:** C1 (C2 for an exceptional candidate)

Wellspring Academy Trust is a growing Multi-Academy Trust with thirty-three schools, making the Trust one of the largest in the North. We are committed to making a difference to the lives and life chances of the young people and the communities we serve and believe in the potential of our team to achieve remarkable things.

### Purpose of the post

An opportunity has arisen for a Teaching and Learning Mentor to join our team at Victoria Primary Academy. We are looking for a teammate who believes in the infinite potential of little people and is passionate about a role in unlocking their future. The candidate will work closely with the SENCO, class teachers and other support staff to drive inclusive practice for our children as part of a team member of a thriving phase in our wonderful school. They will bridge the gap between the work of the pastoral team and that of the teaching teams. This role will be to support class teachers/SENCO in the coordination of SEN Plans, work with a dedicated team, deliver intervention, support colleagues, teach small groups of children and on occasion the whole class. The role will ensure that, as part of the team, children enjoy an inclusive experience.

We welcome applications from those with experience in schools (mainstream and special settings), working with children with Special Educational Needs and have at least a Level 3 qualification or equivalent in the field of working in education.

The school is at an exciting point in its journey, with the next few years highly focused on developing excellence in

all that we do. No matter what your personal aspirations for the future are, and whatever stage in your career you are at – this could be the role which enables you to take the leap into that future.

You will enjoy a diverse role with the opportunity to both lead classroom teaching and support pupils' learning in the classroom, to lead interventions throughout the day and play a full part within the school community. We focus on enabling rich experiences for our children to ensure they thrive.

We are fully committed to your professional development and believe we have the perfect conditions for growth amongst warm and friendly colleagues.

At Victoria Primary Academy, situated in Leeds 9, you will discover a building jam-packed full of beautiful little people, and teaching teams who are passionate about offering the very best quality provision in all aspects of their school experience – because we simply believe they deserve nothing less. We have a strong desire to ensure that our children have everything that they need to become successful adults when they leave us. If you are passionate about improving the life-chances of young people, then this could be the opportunity you have been seeking.

Visit our website <https://vpaleeds.co.uk/> for more information about our school

**If you:**

- Are enthusiastic about building positive relationships with children and adults
  - Love the impact you can make on the life chances of children
- Are committed to your own professional development
- Are a strong team player who enjoys collaboration with colleague
- Have experience of leading learning in group and whole class situation
- Are passionate about every child's entitlement to good quality learning

...then we want to hear from you.

**What can we offer**

- Fantastic children
- A supportive and dedicated team who enjoy high levels of collaboration
- A fun-filled career where you can truly make a difference
- Personalised CPD through our Appraisal Programme.
- Opportunities for your own professional development

Interested applicants are invited to speak with Executive Principal, Jessica Jenkins, to find out more.

## Teaching and Learning Mentor: Key Responsibilities

### Leading on teaching and learning:

- Use specialist skills/training/experience to support pupils meet their learning outcomes
- Support the class teachers and the SENCO in the delivery, coordination and tracking of interventions across a phase
- Model to teaching assistants, how to deliver key interventions or work with the SENCO to enable staff to meet the needs of the pupils via training, coaching and mentoring.
- Assist with the development and implementation of SEN Support Plans/Behaviour Plans/EHCs and personalised plans.
- Drive learning environments to ensure they are conducive to inclusive teaching and learning.
- Provide feedback to pupils in relation to progress, achievement, behaviour and attend meetings to devise plans to further develop the child.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable ensuring learning continues.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Be responsible for maintaining and updating records, information and data as agreed with the teacher, and SENCO contributing to reviews of systems/ records as requested and producing analysis and reports as required.
- Provide information and advice to enable pupils to make choices about their learning/ behaviour/ attendance.
- Work with the Family/Safeguarding team and the Inclusion and Pastoral team closely to meet the needs of children.

### In class support:

- Support the class teacher in delivering 1:1, small group work and on occasion cover classes under the direction of a teacher.
- Enable learners by implementing strategies and provision within their SEN Plans. Monitor progress and adjust support as needed.
- Support pupils consistently whilst recognising and responding to their individual needs. Support pupils have behaviour needs in a positive and supportive way.
- Promote our values and instil a growth mindset in our children whilst working on their personal milestones for success
- Attend to pupil's personal needs and provide advice to assist in their social, health and hygiene development
- Be/train to be a first aider who can support during learning time, at lunchtime or other school events.
- Support with assessments of children's needs to aid identification and measure progress.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Monitor and evaluate pupils' responses to learning activities through observation and planned record achievement against predetermined learning.
- Create and maintain a purposeful, orderly and productive working environment

**Working as part of the Victoria Team:**

- Promote professionalism at all times, apply all safeguarding procedures and school policies in line with induction and training.
- Attend team meetings and participate in professional development opportunities.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Drive care and love for our children and enable them to thrive through positive regard for all.
- Promote the inclusion and acceptance of all pupils within the classroom
- Provide pastoral care and enable structure, routines and boundaries.
- Liaise sensitively and effectively with parents/ carers as agreed with the teacher within the role/responsibility and participate in feedback sessions/ meetings with parents, or as directed by the teacher/SENCO.
- Establish constructive relationships with parents/ carers, exchanging information, facilitating their needs for their child's, supporting positive attendance, access and learning and supporting home to school challenges.

<b>Teaching and Learning Mentor - PERSON SPECIFICATION</b>	<b>Essential Desirable</b>	<b>How Identified</b>
		Application /Interview
<b>Qualifications</b>		
2 GCSEs at grade A to C in English and Maths or equivalent and level 3 certificate equivalent (e.g. NVQ level 3) in the education field	E	A
Relevant Training and experience for the role such as qualified TA (at least L3), HLTA, SEND Specialist Teaching Assistant and other areas such as in specific core learning/SEND interventions	E	A
<b>Relevant experience</b>		
Relevant experience of teaching children in Primary School - including those with special educational needs.	E	A
Relevant experience of taking ownership and delivering interventions	E	A
Relevant experience of working with children with SEND needs	E	A/I
Experience of therapeutic interventions	E	
Relevant experience or willingness to learn how to develop colleagues and impact knowledge	E	A/I
Working knowledge of school safeguarding legislation such as KCSIE	D	A
Working knowledge of delivering strategies and interventions on a child's SEN/EHC Plan	E	A
Understanding of working with disadvantaged pupils	D	A/I
<b>General and Specialist Knowledge</b>		
Effective use of ICT and other specialist equipment/ resources	D	
Understanding of principles of child development and learning processes	E	A/I
Working knowledge of national(KS1/KS2)/ foundation stage curriculum and other relevant learning programmes	D	A/I
Supporting pupils with SEND training - specific interventions	E	A/I
Trained in delivering specific interventions and also driving learners forward in the classroom	E	A/I
<b>Skills and abilities</b>		

Ability to communicate orally and in writing to a range of stakeholders	E	A/I
Ability to self-evaluate learning needs and actively seek learning opportunities	E	A
Ability to prioritise work and meet deadlines	E	A
Ability to form strong relationships with pupils and parents	E	A
Manage complex and diverse situations	E	A/I
Organise, develop and implement programs of intervention	E	A/I
Work successfully with a range of colleagues and other professionals	E	A/I
Commitment to personal professional development	E	A/I
Commitment to equal opportunities	E	A
Ability to plan effective actions for pupils at risk of underachieving	E	A/I
Ability to teach on a 1:1, group and whole class basis under the direction of a teacher	E	A/I
Relevant first aid knowledge or willingness to train	D	A
<b>Additional Responsibilities</b>		
Commitment to raising standards	E	I
Commitment to improving children's' life chances	E	I
Commitment to inclusive practice	E	I/A
To comply with all policies adopted by the Governing Body for example, Health and Safety, Equal Opportunities and data protection	E	I/A

Operate with the highest standards of personal/professional conduct and integrity	E	A
Willing to work flexibly in accordance with policies and procedures to meet the operational needs of the Trust.	E	A
Willing to undertake training and continuous professional development in connection with the post.	E	A/I
Work in accordance with the Trust's values and behaviours.	E	A/I
Able to demonstrate sound understanding of equality/diversity in the workplace and services provided especially in the access to delivery of the education of pupils and own non-discriminatory practice and attitude	E	A
Satisfactory DBS disclosure to work in an environment dealing with children	E	A
Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults	E	A/I
A commitment to safeguarding and promoting welfare for all	E	A
<b>Behaviours and expectations:</b> All staff members are expected to adhere to and promote professional standards including Trust and Victoria's code of conduct and values.		

**General:**

The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Executive Principal and develop and promote high standards of professional conduct throughout the Partnership. You will be expected to carry out your duties in line with Victoria's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management development through school communication.

You will be required to work at any premises which the Trust currently has or subsequently acquires or at which it may, from time to time, provide service

You will be expected to attend and participate in a wide variety of meetings as well as training and development act support Trust, and your own professional development.

As part of your wider duties and responsibilities you will be required to promote and actively support the sc responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process

**Standard Duties in all Trust Job Description**

- Show a commitment to diversity, equal opportunities and anti-discriminatory practice
- Show a commitment to ensuring that children and young people learn in a safe environment
- Participate in relevant and appropriate training and development as require

**Method of Working**

Wellspring Academy Trust expects all staff to work effectively and cooperatively as part of a team, deliver quality support. This requires dealing with people politely and tactfully, and in accordance with Trust guideline policies and procedures. Wellspring Team members are expected to respect confidentiality and safeguarding practices at all ti

**Public Relations**

Considerable importance is attached to the public relations aspect of our work. Members of the Team must project a positive image of the Trust at all times and through all act

**DBS Certifi**

Wellspring Academy Trust takes its duty to safeguard the young people with which it works seriously.

All Wellspring Team Members are required to undertake a Disclosure and Barring Service (DBS)

check.