

# Candidate Information Pack



Post of	Learning Mentor
Terms	Fixed term contract until 21 <sup>st</sup> July 2021 Term time only (plus inset days)
Closing date	9am Monday 2 <sup>nd</sup> November 2020
Interview date	W/C 9 <sup>th</sup> November 2020
Apply via	<a href="mailto:HR@earls.dudley.sch.uk">HR@earls.dudley.sch.uk</a>



## Application Information Learning Mentor

The Earls High School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service check.

The Governors wish to appoint to the new post of Learning Mentor. This is opportunity to join a highly successful school. The post is 37 hours per week, fixed term contract until 21<sup>st</sup> July 2021, term time only plus inset days.

The Learning Mentor will report into the Assistant Head, Impact and Outcomes and will support the school in raising student aspirations, engage student learning and empowering students to overcome any barriers to reaching their full potential.

The school has nine teaching faculties: English, Maths, Science, Humanities, PE, Modern Foreign Language ICT/Business, and Technology. In additional support services include the Pastoral Team, Cover Supervisors, and SEN Team, Admin and Reception and Business Services (HR, Finance, School IT and Facilities).

**Closing date:** 9am Monday 2<sup>nd</sup> November 2020

**Interviews:** w/c Monday 9<sup>th</sup> November 2020

**Please send letter of interest and application forms to:** [hr@earls.dudley.sch.uk](mailto:hr@earls.dudley.sch.uk)

## JOB DESCRIPTION

<b>JOB TITLE:</b>	Learning Mentor		
<b>GRADE:</b>	Grade 5	<b>POINT:</b>	£16,804.89 - £18,190.25 - 5 yrs service £17,183.53 - £18,600.12 + 5 yrs service Pay award pending
<b>REPORTS TO:</b>	Assistant Headteacher – Impact and Assessment		
<b>Main Purpose of the role</b>	Working under guidance of teaching staff, provide support in addressing the needs of pupils who need particular help to overcome barriers to learning		
<b>MAIN ACTIVITIES:</b>			
<b>Pastoral Support</b>	<ul style="list-style-type: none"> <li>• Provide pastoral support to pupils</li> <li>• Receive and supervise pupils excluded from and / or otherwise working to modified timetable</li> <li>• Provide advice to pupils relating to their social, health, hygiene and emotional development needs.</li> <li>• Participate in comprehensive assessments of pupils to determine needs of pupils.</li> <li>• Assist the teacher with the development and implementation of individual education/behavior/support/mentoring plans.</li> <li>• Support provision for pupils with special needs.</li> <li>• Establish productive working relationships with pupils (particularly disaffected boys) and provide support for distressed pupils individually or in small groups.</li> <li>• Promote the speedy/effective transfer of pupils across phases.</li> <li>• Promote the reintegration of those who have been absent.</li> <li>• Provide information and advice to enable pupils to make choices about their own learning, behaviour, attendance and the consequences of their actions.</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> <li>• Establish constructive relationships with carers/parents, 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>		
<b>Support for Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Liaise with relevant bodies to gather pupil information.</li> <li>• Support pupil's access to learning using appropriate strategies, resources, etc.</li> <li>• Work with other staff, including specialist staff and professional agencies in planning, evaluating and adjusting learning activities as appropriate.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Monitor and evaluate pupil 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 pupil's achievement, progress and other matters ensuring the availability of appropriate evidence.</li> <li>• Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as required.</li> <li>• Assist in the development and implementation of appropriate behaviour management strategies.</li> <li>• Implement agreed learning/teaching programmes, adjusting activities according to pupil's 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>Support for the School</b></p>	<ul style="list-style-type: none"> <li>• Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection. Reporting all concerns to the 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 appropriate staff, to support achievement and progress of pupils.</li> <li>• Attend and participate in meetings as required.</li> <li>• Participate in training, 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> <li>• Supervise pupils on visits, trips and out of school activities as required.</li> <li>• Any other duties commensurate with the duties/responsibilities/grade of the post</li> <li>• All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working</li> </ul>
<p><b>Special Conditions:</b></p>	<ul style="list-style-type: none"> <li>• This post is subject to the DBS checking process.</li> <li>• The exact focus of the role will be decided at school level and will take into account the needs of the school and the development needs of the member of staff.</li> <li>• The salary reflects the fact that the post holder will be required to work 37 hours per week, term time only (39 weeks) plus inset days.</li> </ul>

## Person Specification

		Ascertained by
<b>Experience</b>	Experience of working with people	AF/ I /T
<b>Qualifications /training</b>	NVQ Level 3 or other relevant experience qualification.	AF/ I /T
	Very good literacy and numeracy skills	AF/ I /T
	Commitment and willingness to undertake further training, assessment and development dependent upon existing qualifications and requirements of the post.	AF/ I /T
<b>Practical skills</b>	Ability to demonstrate knowledge and use a wide range of current ICT systems and packages.	AF/ I /T
	Good written and verbal communication skills	AF/ I /T
	Ability to plan effective action for pupils at risk of underachieving	AF/ I /T
	An understanding of the range of support services/providers	AF/ I /T
<b>Personal qualities and attributes</b>	A Knowledge of Equality & Diversity issues	AF/ I /T
	Ability to understand and relate well to children and adults	AF/ I /T
	Ability to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these	AF/ I /T
	Ability to identify own training needs and willingness to participate in training and development opportunities.	AF/ I /T
	To comply with the Schools commitment to the protection and safeguarding of children.	AF/ I /T

AF application form  
I interview  
T test

## About the School

### Vision & Values

At The Earls High School we seek **excellence** for students and staff, through a **caring** and mutually supportive **partnership** between school and community.

The parents of Halesowen and its surrounding neighbourhoods have been sending their children to The Earls High School for well over three hundred and sixty years. We started as a small grammar school and the proud traditions of high standards of behaviour and high expectations of academic progress have stayed with us in the school's present form as a thriving, innovative comprehensive school.

At The Earls High School we believe that people really do matter the most! Our school is made a very special place by the students and staff who come here together to learn. Our key values of **excellence**, **care** and **partnership** can be seen running through everything that we do. We challenge students and staff to achieve excellence every day so that they fulfil their potential. Students and staff are successful because as they strive for excellence they feel cared for and supported to be their best. As a school we cannot do this alone, so the partnerships between staff and parents, between students and staff and between the staff are built carefully so that they form a firm foundation on which to build aspiration.

One main cause of our success is our drive to appoint the very best staff in all areas and at all levels who demonstrate enthusiasm for their area of expertise, passion to help develop and nurture the whole child and a commitment to continual self-improvement.

### Background Information

The Earls High School is a 1200 student, 11-16 Academy in the Borough of Dudley. It became a convertor Academy in January 2012 and one of the founding members of the Stour Vale Academy Trust (SVAT) alongside Redhill School, Stourbridge and Olive Hill Primary School in Spring 2017. Founded in 1652, the school has a long and distinguished history of service to the township of Halesowen. We serve a diverse community with significant areas of affluence alongside pockets of deprivation within the Dudley Borough as well as nearby Sandwell and Birmingham. Our school community is genuinely comprehensive in social, cultural and academic terms. Currently 21% of our students are eligible for free school meals, 3% speak English as a second language and 7% are identified as having special educational needs. We aim to achieve KS4 results well above the national average and with significant added value. The last three years have shown significant improvement in this goal with results in Summer 2017 and 2018 showing that students made significantly more progress than would have been expected of them. We are committed to our comprehensive status and to achieving excellence for all of our students. As part of this commitment we make extensive use of mixed ability teaching strategies; we believe this to be a key driver in raising student attainment and supporting high student expectations. This ethos is a key reason behind our heavy oversubscription and the active support we receive from parents. Our Ofsted Outstanding rating from October 2011 reflects our relentless drive for improving the quality of the experience we offer students.

Our school motto "Ut filii lucis fiat" is age-old but its values continue to underpin the day-to-day work of a modern school: it roughly translates as "so that you may become the children of light". It talks to the students about the transformative power of education, about how education can bring enlightenment through the acquisition of knowledge along with the development of self-awareness and goodness. With these attributes comes the satisfaction that will help students go on to lead

happy and fulfilled lives. We have a large and experienced staff who commit themselves to this goal on a daily basis. We want our students to experience excellence, feel cared for and care for others and be able to develop effective working partnerships with all people they meet. All our staff work in partnership with students providing both care and challenge to ensure students achieve excellence.

We have a superb range of facilities including: a traditional school hall with stage and tiered seating, new library suite, a music block, astro-turf, three gymnasiums, a gym-dance centre, dance and drama studios. Each faculty area has its own rooms and an office space. The 1908 section of the buildings also boasts some wonderful stained glass windows. The school has excellent ICT facilities housed in four fully equipped ICT rooms and a number of smaller clusters with over 250 PC and Mac workstations that have full internet access. All rooms have projectors, speakers and screens. All teachers have laptops or iPads so that they can present high quality information and activities for students.

We take pride in the range of extra-curricular opportunities on offer. Many subjects also provide curriculum experiences outside the classroom. There are too many to list here but here's a flavour of what we have: samba band, orchestra, flute choir, Little Big Band, trampolining, cricket, football, boccia, chess, debating, film club, craft club. All of our Year 7s visit Birmingham Symphony Hall and The Peak District, there are numerous theatre trips, theme park visits, Harry Potter Studios, performing arts residential at Ingestre Hall, music tours of Euro Disney and Italy, ski trips, Manor Adventure and football tours. The Duke of Edinburgh Award at Bronze and Silver is increasingly popular with over 100 students enrolled this year.

In 2012 we became a National Teaching School and work to support a number of other local schools. We provide extensive high quality CPD opportunities for our own and other staff, gaining a significant amount of national recognition for this work. The Earls has an excellent record of partnership work with other schools and providers. Currently this includes work with many local primary schools on transition and primary liaison and a range of community partners. We are the lead school for Science Learning Partnership in this area, again providing focussed development work with both primary and secondary schools.

The Earls is also part of the Halesowen Teaching and Learning Community (HTLC) comprising 19 Halesowen primary and secondary schools. The group is working to identify and spread good practice across all the schools and has run a range of very successful joint training events. There is close local co-operation and a clear intention to develop Halesowen as a beacon learning neighbourhood. In January 2012 the school became an Academy Trust and continues to work in partnership with the Local Authority and other local providers. As part of our partnership work with Halesowen College we launched a Collegiate '6th Form' in September 2009, based at The Earls, whereby students have their pastoral care with us and their lessons at the college. Since February 2017 we have been in the Stour Vale Academy Trust which aims to be a cross-phase trust of local primary and secondary schools with links to local colleges.

The school works hard to seek best practice from schools nationally and internationally. We want to be seen as a school where everyone, staff and students, is expected to grow and nobody expects to be 'the finished article'. Educational excellence is our ultimate goal whereby we drive for the highest levels of progress and personal development deriving from a wide, enjoyable and meaningful curriculum. This makes The Earls an exciting school to work in, where relationships are good and students and staff work in partnership to achieve ambitious goals.

## About the Stour Vale Academy Trust

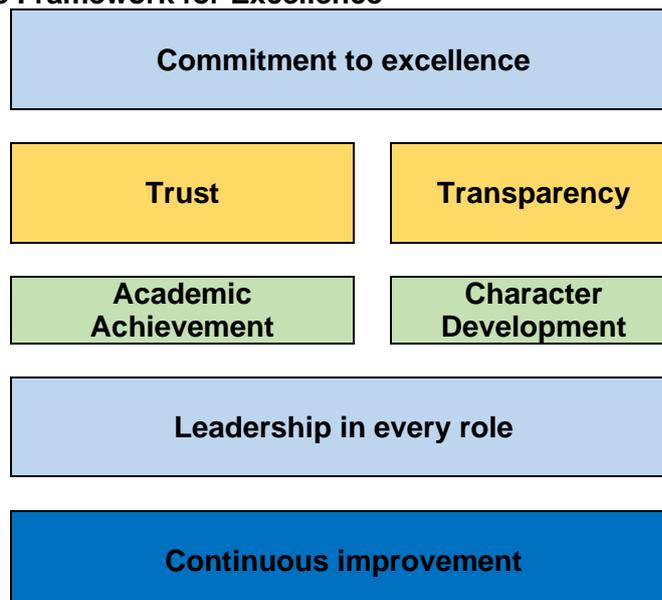
The Stour Vale Academy Trust is a growing trust, which has since its inception been committed to developing a truly cross-phase approach to support teaching and learning. Each individual school is empowered to continuously improve and provide high quality education to all pupils. Founded on existing successful partnership work in February 2017, Stour Vale Academy Trust is currently made up of three secondary schools and one primary school in Halesowen and Stourbridge.

An essential principle for Stour Vale is that each school will maintain its own distinctive identity, whilst ensuring that all of the pupils and staff fully benefit from the many advantages of being part of a collaborative, supportive and successful multi-academy trust. Our members and directors bring a wealth of experience from all phases of education as well as from academia, public service and business. They share a strong commitment to upholding the Trust's values and to ensuring that our constant priority is to provide the very best for all our pupils.

Headteachers of Stour Vale schools, supported by local governing bodies, are accountable for outcomes in their own schools and have a high level of autonomy. Stour Vale, through the member schools, the central team, the teaching school and growing links with other successful trusts and maintained schools, is able to provide extensive school improvement expertise to each headteacher.

**Stour Vale Academy Trust Vision and Values** Our vision is to establish the Stour Vale Academy Trust as a centre for excellence in teaching where all learners flourish. The Framework for Excellence is a way of expressing our vision and values and helping us to put these into practice in our schools.

### The Stour Vale Framework for Excellence



## **Excellence**

We seek to achieve excellence in every area of school life. Every member of our school communities can contribute to the achievement of excellence. Underpinning this is the understanding that everyone matters and everything we do matters.

## **Trust and Transparency**

We recognise the importance of values driving our mission. We have prioritised two moral qualities that we believe are required if we are to succeed: trust and transparency.

Trust is both an emotional and logical act. Emotionally, it is where we expose our vulnerabilities to others and believe they will not take advantage of us. Logically, it is where we have used our experience and knowledge to gain confidence in the ability of others to effect a positive change.

Transparency is working in a way that makes it easy for others to see what we are doing and why. It has been defined simply as ‘the quality of intentionally sharing information’.

Transparency and trust are complimentary values which support the work of school improvement in our school.

## **Academic Achievement and Character Development**

Academic achievement is wider than the achievement defined by examination certificates; it includes skills associated with both literacy and numeracy and the ability to acquire and use knowledge. Alongside academic achievement we equally value the development of character. This is described using both the traits of character and the virtues that allow our pupils to flourish, including courage, honesty and resilience. We have adopted the Character Education Framework developed by the Jubilee Centre at the University of Birmingham.

We want young people to look back on a happy time at school which has inspired and challenged them, given them great opportunities and prepared them for the ups and downs of life.

## **Leadership in every role**

Our pupils are the leaders of the future and we encourage them to exercise their leadership qualities whilst in school. Good leaders listen, develop relationships, act with integrity and care, and expect the best from themselves and others in building a happy, confident school.

## **Continuous improvement**

We constantly look for improvements and implement them with pace. We look for Ideas for improvement inside the organisation and out; we observe one another and are prepared to share best practice at every opportunity. School improvement is not about arriving at the destination; it is about achieving real goals and enjoying the adventure of learning together.

## **Our approach to teaching and learning**

All students possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential.



We aim, through successful teaching and learning, to develop the whole child and to enable our students to make excellent progress and become lifelong learners.

### **How we maximise the impact of working together in our Trust**

- Use the single identity of the Stour Vale Academy Trust to create a common purpose with accountability to the Board
- Ensure a consistent strategic approach is taken to the school improvement activities and aims
- Use the increased flexibility of staffing and other resources to break down the barriers to success in the sponsored school
- Develop the leadership capacity and experience in the sponsored school with enhanced experience and learning opportunities
- Access support from a wider range of providers on a best-value basis
- Drive forward economic efficiencies based on economies of scale and best-value analysis