



# Recruitment Pack



Post of  
Terms  
Pay Scale  
Closing date  
  
Interview date  
How to apply

Learning Mentor (maternity cover)  
37 hours per week 39 week (TTO + 5 days)  
Grade 5  
9am Monday 6<sup>th</sup> June 2022  
We reserve the right to close the vacancy early if sufficient applications are received.  
Friday 10<sup>th</sup> June 2022  
Please complete an application form together with a supporting letter which should be no longer than two sides of A4 (12 point), indicative of the skills and personal attributes needed to be successful in this demanding post (please see job description and person specification). Please submitted both documents to [hr@earls.dudley.sch.uk](mailto:hr@earls.dudley.sch.uk)



Dear applicant

We are looking for positive thinking, professional colleagues to work with us maintaining and developing our values of care, partnership and excellence at The Earls High School.

In common with all schools, the main reason to join our organisation is to make a difference to the lives of young people. Having said that, choosing the right school for the next stage in your career is a critical choice. So why choose The Earls High School?

1. We are fortunate to have fantastic students who are keen to learn and ambitious in their plans for the future. They have great relationships with the staff in school and in January 2020 OFSTED rated behaviour at the school as good.
2. Staff wellbeing is at the forefront of our thinking. We are serious about ensuring that there is a healthy work-life balance for staff. We are on track to achieve The Carnegie Mental Health Award for Schools this year in recognition of our work in this area. Examples of how we support wellbeing are:
  - All teachers have at least one extra bonus non-contact period over and above the prescribed 10% PPA time.
  - Appraisal is rooted in research and development rather than performance targets and graded lessons.
  - Staff are trusted to do their work with autonomy and without intrusive, high stakes Quality Assurance. There is no requirement for staff to submit lesson plans.
  - There are minimal written reports and data capture is limited to three times per year.
  - Marking and feedback policies are developed at a faculty and minimising workload is a critical element of our approach in this area.
  - Directed time is well within the 1265 hours.
  - Flexibility is supported, many staff are part-time at school.
  - We have a generous approach to supporting family life, with requests for leave supported without question.
  - School counsellors and Mental Health First Aiders are available for everyone.
  - Staff are discouraged from sending emails outside of normal working hours.
  - Our administrative support is excellent.
  - There is a comprehensive induction package for new staff joining us.
  - All teaching staff are provided with a laptop.
3. We have a clear vision for learning at the school and have a well-developed training plan so that all teachers are able to research, learn and develop their practice.
4. The school is popular in the local community and is oversubscribed. This, along with effective management of resources, means that the school is very stable financially.
5. We have a friendly, welcoming atmosphere and we are very proud of our school. Our staff turnover is low and we provide many opportunities for progression and career advancement in the school and across our Multi-Academy Trust.

If you share our values and our commitment to developing students who have the skills and attributes to thrive in their next steps, we look forward to your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Jamie Fox', enclosed within a light grey rectangular border.

Mr Jamie Fox  
Headteacher



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## Application Information Learning Mentor (maternity cover)

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 a well-qualified, innovative Learning Mentor who will work under guidance of the Assistant Head Teacher (Impact and Assessment), to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. The post is part of the Pastoral Team and is to cover maternity leave, term time only (38 weeks) plus one week for inset days, 37 hours per week.

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



## Job Description

|  |   |               |   |
|--|---|---------------|---|
| <b>JOB TITLE:</b>                          | Learning Mentor   |               |   |
| <b>GRADE:</b>                              | Grade 5   | <b>POINT:</b> | £17,569 - £19,017 - 5 yrs service<br>£17,965 - £19,446 + 5 yrs service<br>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, behavior, 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, behavior, 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 behavior 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> <li>• Undertake regular training to support providing First Aid services in school.</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 plus inset days (39 weeks).</li> <li>• This post is fixed term to cover maternity leave</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

As a school we are extremely proud of our badge, you will see it everywhere around the school. We are proud because it sums everything that we believe in. The motto on the badge says 'Ut Fili Lucis Fiatis' and it means 'to become children of the light', and that is the reason we exist as a school. We believe that every young person who walks through our doors has enormous potential. Our staff work hard to help students to reach their best and become enlightened, or as our motto says, become children of the light.

Everyone at The Earls High School supports students to make as much academic progress as possible so that they are equipped for the next stage of their education or career. We believe that it is our duty to help them develop character too, so that they can communicate effectively, have the resilience to carry on when things get difficult, work effectively as member of a team and develop their leadership skills. We want students who leave us to be kind, compassionate and caring individuals; people who will support and help their neighbours and make a significant positive contribution to Halesowen or whatever community they choose to live in.

If we develop these three qualities in the young people who choose to come to our school, we can feel content that we have done our job well.

## How do we achieve this at The Earls High School?

In everything we do we are guided by our core values of Excellence, Care and Partnership. This can be seen in:

- **Great teaching.** We have a stable, dedicated and experienced group of excellent teachers who work hard to improve the learning of the students. We have a clear understanding of how children acquire knowledge and skills and the professional development of our staff is a crucial part of our success.
- **A rich and diverse curriculum.** We teach a full range of subjects from Year 7 to 9 and students then choose the subjects that they will specialise during Year 10 and 11. We give student the widest range of choices so that they can focus their learning on subjects that they enjoy and are good at.
- We have **high expectations** of our students. We will give lots of support, but we expect the students to make good decisions and to work to the best of their ability in every aspect of their learning. Even if dance or science or geography is not their favourite subject – we still expect students to try their hardest.
- **Extra-curricular** activities are an important part of life at our school. Every September we hold our Freshers' Fair for the new Year 7 students where they can sign up for orchestra, choirs, samba band, sports teams, dance companies, drama club, science club, history and chess club to name but a few. There is also a myriad of leadership opportunities: The Duke of Edinburgh Award, joining our Junior Leadership Team, becoming Head Boy or Girl, the Bushcraft experience, not to mention the opportunities they have to represent their house.
- **The Earls Gold Award** is our way of developing students as confident, accomplished individuals. It gives them a framework to demonstrate that they have a positive attitude to their learning but also recognises their contribution to their community, their

commitment to developing their own health and well-being and their engagement in cultural activities. You see students wearing their 'Gold' flashes with pride; it shows us that they are students who are becoming well-rounded individuals.

- We put a huge emphasis on the **care** of our students to ensure that they are safe and happy at school. We have a large pastoral team and great form tutors who will support students so that they can learn effectively at school. Like any school, there are rare incidents of bullying, but we deal with these quickly and effectively.
- **Partnership** is also vital in so many ways, especially the partnership between the school and parents. Research has shown that a parent's efforts towards their child's educational achievement are crucial – often playing a more significant role than that of school or the child. When we have high quality staff at school, supportive parents and motivated students the results can be absolutely stunning.

### Does our approach work?

Our exam results suggest that it does. The attainment of our students is well above average and we are proud that when students attend The Earls High School, they make significantly more progress if they were to attend an average school in England, no matter what their starting point is.

But more than this, if you spend time in school you will see happy, safe, confident students who attend well. We know that our students will thrive when they leave us because they are so well prepared for their next steps. We also know that students make friendships and build relationships here that will last a lifetime.

Please don't take my word for it though, as a prospective member of staff, you are warmly invited to visit The Earls High School to see for yourself. We look forward to meeting you.

## Safeguarding Statement

The Earls High School is committed to safeguarding and promoting the welfare and safety of all students and expects all staff and volunteers to share this commitment. We strive to ensure that consistent and effective safeguarding procedures are in place to support families, students and staff at school.

The Designated Safeguarding Lead (DSL) is Mr P Ramage, Senior Deputy Headteacher. Other staff trained in child protection are listed below.

The Earls High School has policies and procedures in place to deal effectively with child protection and safeguarding issues, which include tackling radicalisation and extremism, together with recording and monitoring processes.

To promote a safe environment for students, The Earls High School employs a strict selection and recruitment policy which includes all statutory checks on staff and regular volunteers including Enhanced DBS (disclosure and barring service) checks.

All staff are trained to a level appropriate to their safeguarding responsibilities ranging from basic awareness for all, to Level 2 for key staff. Other safeguarding training is attended by relevant staff and governors. The training is monitored and comprehensive records kept by the DSL.

All concerns are passed through members of staff who are trained as 'Designated Child Protection Officers' in school in compliance with the HM 'sharing of information' guidance March 2015. Staff are required to report any causes of concern to the school safeguarding team. Referrals are logged and monitored to make sure that they are followed up appropriately.

Student attendance is monitored closely and concerns shared as appropriate with parents/carers, West Midlands Prevention Service, Social Care and the school Safeguarding team. The Earls High School works effectively with other agencies and parents/carers when necessary to safeguard young people.

If you have any serious concerns about your child, another student or a member of staff at Earls High School please do not hesitate to contact the Designated Safeguarding Lead (DSL) who will be able to provide you with the best advice and help using the appropriate degree of confidentiality.

### **Earls High School Designated Safeguarding Lead:**

Mr P Ramage, Senior Deputy Headteacher

### **Other staff trained in Child Protection:**

Deputy DSL: Mr J Toulson

### **Head of Year Team:**

Lower School: Mr A Benham

Middle School: Mr M Baker

Upper School: Mrs L Wycherly

### Message from the CEO, Stour Vale Academy Trust

Stour Vale is a truly cross-phase multi-academy trust and currently has seven member schools, namely: Newtown Primary School, Northfield Road Primary School, Oldbury Academy, Olive Hill Primary School, Redhill School, Ridgewood High School and The Earls High School. This is an exciting time as we continue to grow; a further primary school is due to join next academic year.

Our aim is to achieve the excellence in teaching and learning which enables all of our learners to succeed. This 'commitment to excellence' is underpinned by strong collaboration within and between schools, which in turn provides our staff with many opportunities to develop professionally and to contribute to the continuous development of all Stour Vale schools. All we do in our schools reflects the Trust vision and values and high expectations are fully matched by the level of support and encouragement that schools in the Trust provide one another. Nothing makes us happier than seeing all members of our Stour Vale community flourish.

All applicants for posts need to demonstrate that they share our values, are highly motivated to work with our stakeholders and colleagues, and continually develop their skills, in pursuit of personal and professional excellence.

If you are someone who enjoys challenge and is ready to play a vital part in the team who will create a successful future for all of the pupils in Stour Vale Academy Trust, we would welcome your application for the post.



## About Stour Vale Academy Trust

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently seven member schools, three primary and four secondary, which are located across Sandwell and Dudley.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

We intend to continue to grow because we believe that over time growth will increase the collective capacity of our family of schools to continuously improve and to provide excellent education and care. The Stour Vale Academy Trust Vision and Values



## Values, Ethos and Approach

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

**Excellence** – We are committed to constantly pursuing excellence by continuously improving all aspects of our work as a trust. Excellence in teaching and learning, curriculum and character development is our primary focus. We believe that by enabling our pupils to make strong academic progress alongside widening their opportunities for personal development, they will grow their potential enjoying their education to the full and be equipped to go on to be happy and successful adults contributing positively to society. This commitment to excellence in classrooms will be achieved by realising our ambition to provide excellent professional learning for all colleagues, by developing leadership in every role and by providing excellence in back-office services such as HR and finance.

**Integrity** – By always acting with integrity we will ensure that we continue to deploy our resources appropriately in order to provide the very best education and care for pupils. This approach will also enable us to recruit and retain the best staff who share our values. Combined with a real recognition of our responsibility to both support and challenge member schools and to have a positive impact on the wider educational system, acting with integrity will enable us to build trust amongst member schools and more widely with schools and trusts who work in partnership with us. This trust underpins the truly effective collaboration which has a positive impact on the lives of children and young people.

**Respect** – We are committed to treating everyone with respect and to promoting equality. Stour Vale member schools are safe and inclusive schools, committed to meeting the needs of individual pupils. We value and celebrate the diversity of member schools, pupils, colleagues and the communities we serve. Much like integrity, we recognise that respect is vital to building trust. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

**Collaboration** – Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people. We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that *Stour Vale* member schools are *schools where learners flourish*.

