



*Effort + Respect x Ambition = Success*

## Woodfield School 2022

*One goal: 'Excellence in SEMH education'*

### Learning Mentor – Grade 5

An opportunity to join the Woodfield team has arisen for dedicated and motivated individuals with a passion for supporting young people with special educational needs. Woodfield provides specialist SEMH education across Coventry between early years to the end of KS4. Woodfield currently comprises a Primary and Secondary provision on split sites. You would be joining the school at a very exciting time as the school looks forward to joining Sidney Stringer MAT and moving to one site provision on the Woodlands School site in September 2024. At this point the school will be one of the biggest providers of SEMH provision in the country, with the goal to be the very best provision in the country and recognised as such nationally.

We are seeking to appoint a team of skilled learning mentors as we build towards creating an exceptional educational and therapeutic provision at Woodfield School.

### Understanding the Role:

Every child needs a champion, could that be you?

You will be a critical part of a developing therapeutic and pastoral team at Woodfield School. Working closely with individual teachers and professionals to provide targeted personalised support. You will be expected to support our pastoral team in addition to classroom based work. A developed knowledge of children's mental health, child cognitive development and the ability to deliver small group and one to one interventions will be integral.

The successful candidate needs to be flexible, versatile and nurturing and able to work effectively with whole classes and 1:1. Your time will be directed by our inclusion leaders and SENCOs and will involve an identified case load of students to have a positive impact with. Student EHCPs will guide your work as we endeavour to provide highly personalised provision to ensure we meet student needs. All of the young people we serve have EHCPs with the majority of primary needs revolving around SEMH, a large percentage of our cohort have a diagnosis of ASD and ADHD. Many have also experienced difficult personal experiences in their lives, and need nurturing, supporting and an opportunity to shine. We are looking for somebody who could help our students do this.

An understanding of the 'Thrive' approach which underpins all of our work is required along with an empathetic nature and a desire to understand what drives and triggers certain behaviours.

You will be expected to work independently with small groups and plan and prepare for this. You will need to have patience as well as strong behaviour management skills. You will also need a passion for working with young people and supporting those with barriers to their learning

We are committed to staff professional learning and this role could provide a stepping stone towards qualified teacher status and further advanced roles within a developing integrated mental health team and out-reach hub at Woodfield School. It is a chance to be part of an exciting movement that will shape the lives of many disadvantaged young people for years to come!

If you are resilient and passionate about the social, emotional and mental well being of young people then we need to hear from you!



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## **JOB DESCRIPTION – Learning Mentor**

*Woodfield School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.*

<b>Grade:</b>	5
<b>Hours:</b>	37 hours per week 8.30am – 4.30am (Monday – Thursday) 8.30am – 4.00pm (Friday) Term time only
<b>Responsible to:</b>	Senior and middle leaders responsible for inclusion and pastoral care
<b>Responsible for:</b>	Providing individual targeted support to identified pupils who need extra layers of support to overcome barriers to learning.

### **JOB PURPOSE:**

To provide a complementary service to that provided by teachers and pastoral staff in order to address the emerging needs of students and provide comprehensive coverage of the statutory guidance contained in EHCPs. Helping disadvantaged and vulnerable students to overcome barriers to learning both inside and outside school in order to achieve well. Providing these students with motivation and inspiration to fully access all elements of their education and personal development. By so doing, to contribute to the work of the school in raising standards of attainment, improving attendance, reducing exclusions and maintaining good standards of behaviour.

### **DESCRIPTION OF DUTIES AND RESPONSIBILITIES**

- To develop positive and secure one-to-one mentoring relationships with key pupils identified as needing support.
- To help build student confidence and self-esteem, motivation and passion for school and learning
- To devise, implement and evaluate bespoke pupil action plans for pupils identified as needing additional support, working with and supporting teachers as appropriate.
- To provide individual and targeted support for identified students where appropriate
- To work with teachers, pastoral staff, inclusion team, education welfare officers and other agencies to identify pupils with barriers to learning and at risk of disaffection in order to ensure that these receive comprehensive and time-sensitive support.
- To support with the development of risk assessments and similar documentation as and when required



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- To establish strong relationships and maintain contact with the families/carers of pupils receiving support in order to keep them informed about pupils' needs and progress and to secure positive family/career involvement and support.
- To establish good relations and work closely with other agencies (such as CAMHS and Social Care) who may also be involved in supporting a targeted pupil in order that the needs of the pupil concerned are met in a focused and integrated way, with all major stakeholders having a crucial role to play
- To develop as full knowledge as possible of the range of agencies and activities, which can be drawn upon to support vulnerable pupils. To be also be proactive in this area, actively seeking out new opportunities and initiatives to enrich the educational experience of our students
- To promote speedy and effective transfer of pupil information at points of transition, ensuring that all pupil transitions run as smoothly and effectively as possible
- To develop an understanding of childhood attachment and early childhood development
- To network with learning mentors in other schools to ensure identification and dissemination of best practice.
- To work as part of the curriculum delivery teams as directed including one to one classroom support and supporting the tutor time provision.
- To lead/support signs of safety, early help and social care referrals, as required.
- Other duties as may from time to time be determined by the Principal

**AND** such other duties as are within the scope and the spirit of the job purpose, the title of the post, and its grading.

### **Safeguarding**

Employees are accountable for the way in which they exercise authority, manage risk, use resources and protect students from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

- The jobholder is expected to observe their obligations in accordance with the schools Child Protection Procedure, and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person.



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- ***The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

### **Rehabilitation of Offenders Act 1974**

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Principal by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with the school's Disciplinary Procedures.

### **Confidentiality and Data Protection**

The jobholder is expected to comply with the provisions of the Data Protection Act 1998. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the school's Data Protection Policy.

### **Equality and Diversity**

Sidney Stringer Multi Academy Trust is committed to equality and values diversity. As such the Academy is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the Academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age, gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect and are entitled to expect this in return.

### **Training and Development:**

Woodfield School is committed to staff professional learning and will provide rigorous appraisal procedures.



**Person Specification**

Area	Essential	Desirable to various extents
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>▪ GCSE English and Maths grade C or above</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching or youth, health or social work qualification</li> <li>▪ Signs of Safety/Early Help/ Protective Behaviours Training would be an advantage.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>▪ A proven track record of relevant work with young people in one of a range of fields including education, youth work, health and social work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some experience of counselling</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>▪ An understanding of the challenges facing young people from a disadvantaged community</li> </ul>	<ul style="list-style-type: none"> <li>▪ ICT literate</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ The ability to identify and set targets for development for individual pupils</li> <li>▪ The ability to devise, implement and monitor individual action plans for pupils</li> <li>▪ Good inter-personal skills</li> <li>▪ Good communicator – both oral and written</li> </ul>	
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>▪ Willingness to engage constructively with, and relate to, a range of young people who may be disaffected from school or disengaged from the learning process, and with their families/carers</li> <li>▪ Willingness to work effectively with teachers and senior managers in school</li> <li>▪ Willingness to work effectively and network with a wide range of support services</li> <li>▪ A commitment to improving the lives and learning opportunities of young people</li> <li>▪ A willingness to participate in in-service training and professional development</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>▪ An attractive personality to whom pupils respond</li> <li>▪ Energy and enthusiasm</li> <li>▪ Self motivated and hard working</li> <li>▪ Able to work independently but also a good team member</li> <li>▪ A sense of humour</li> <li>▪ A sense of balance and perspective</li> </ul>	