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**Applicant Information Pack**

**Learning Mentor**



**The Archer Academy aims to be an outstanding secondary school at the heart of our community, providing students from all backgrounds with the inspirational education they need to live successful and fulfilling adult lives.**

Spring Term 2018

[*www.thearcheracademy.org.uk*](http://www.thearcheracademy.org.uk) Stanley Road

East Finchley

London N2 8GA

Tel: 020 83654110

March 2018

Dear Candidate**,**

Thank you for your interest in the Archer Academy and the post of **Learning Mentor.** This pack is intended to give you information about this exciting role and our school’s vision and ethos. Further background information is available on our website and in our prospectus – I would encourage you to review both.

Our vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and aspirational education for local children that will prepare them for adult life. We cannot know exactly what the future will bring for our students, but by giving them a love of learning, adaptable skills and the determination to succeed, we will enable them to rise to whatever challenges they face.

We are a maturing 11-16 secondary school which opened in September 2013 in East Finchley, serving families in the surrounding areas of North London. The school was created to meet the needs and desires of parents, primary school governors and the local community, for a first-choice, non-denominational, coeducational secondary school.

We are significantly over-subscribed, with over 900 applications for entry in September 2018.  We became a complete school in September 2017 for the first time, with students in years 7 through to year 11 and our pioneer year group will sit their first external GCSE examinations in June.

We currently have 450 students in years 7-9 and 300 students in year 10-11. We work in a strategic partnership with Woodhouse College and Barnet and Southgate College for post 16 education; with our first students moving into Year 12 this September. This partnership is dynamic and evolving swiftly, securing a third transition point for our students and professional development opportunities for our staff.

As we approach the half way point of our fifth year, the school is now firmly established, with a strong, experienced team in place.

We are a campus school, a model which we believe allows us to create a distinctive atmosphere on each site. Our students complete Lower School, Years 7 to 9, at our Stanley Road campus, a new state of the art building with incredible facilities. Our students graduate to our Upper School at Beaumont Close, just a few minutes’ walk away, in Year 10. Our campus provides each cohort the chance to grow and develop amongst their closest peers and creates a real sense of progress when students graduate to the college-like atmosphere of Upper School, a rite of passage they aspire towards.  Our campus model also reinforces the small, community feel of our school.

As Headteacher one of my greatest responsibilities and priorities is the recruitment and development of staff. At the Archer Academy we are building an exceptional school and to do that, of course, we need an exceptional, fulfilled staff team. I ask a lot from my staff, but in return I can promise extensive support and development opportunities, and the space and freedom to extend your skills which would be hard to find elsewhere.

If, after reading the enclosed information, you would like to apply, please complete the application form which can be found at [www.thearcheracademy.org.uk](http://www.thearcheracademy.org.uk) within the “Join us tab”.

Please submit your application by email to, Karen Neville, HR & Compliance Manager, at recruitment@thearcheracademy.org.uk. Please do not hesitate to contact Karen on 020 8345 4110 ext. 725 with any questions or to arrange a tour of the school.

***Deadline for application: Midday on Wednesday 18th April 2018***

***Planned interview: w/c 23rd April 2018***

This is undoubtedly an exciting time to join the Archer Academy, as we move confidently into our next phase. We very much look forward to hearing from you and thank you for your interest in our school.

With my very best wishes,

Lucy Harrison

Headteacher

**Our Vision**

Our three-fold vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and ambitious education for local children, an experience that they will relish and that will prepare them for adult life. It underpins every aspect of life at the Archer Academy, and is the benchmark against which we measure our success.

**Realising potential:**

Helping students to achieve personally, socially and academically to the best of their abilities. Our outstanding teachers set high standards and challenge each and every student to fulfil their individual potential, both in their studies and through extra-curricular activities.

**Inspiring creativity:**

 Providing an enjoyable and inspirational education that encourages students to be analytical, inventive and self-motivated. This commitment to creativity and analytical thinking applies across the whole curriculum as well as our extra-curricular opportunities.

**Engaging with our community:**

Ensuring that students respect others and value working with others for mutual benefit. The Archer Academy is a school with its roots in the community, and so responsibility and participation are fundamental to our ethos.

**Supporting our students**

We create a culture that celebrates achievement in all aspects of school life. For the school, good behaviour and firm discipline underpin a happy, respectful and productive learning environment.

We also offer an extended day twice a week, during which students take part in extra-curricular activities. We provide a broad enrichment programme that covers: sports clubs and teams; creative arts societies; media and politics; vocational and entrepreneurial societies; and voluntary work and awards schemes.

**Job Description**

**Learning Mentor**

**Post: Learning Mentor**

**Grade: Scale Point 16 – 19 (pro rata term time 40 weeks)
(actual salary £16,067 - £17,164)**

**Hours / Weeks: 36 hours per week, 40 weeks per year.**

**Reports to: SENCO**

**Purpose of Post:**

TheLearning Mentor will provide a complementary service to teachers and other staff, addressing the needs of learners who require help in overcoming barriers to learning in order to achieve their full potential.

They work with a range of learners, but give priority to those who need the most help, especially those experiencing multiple disadvantages.

The variety of issues covered will range from punctuality, absence, challenging behaviour and abuse to working with able and gifted learners who are experiencing difficulties.

**Duties**:

* liaising with staff to identify learners who would benefit from mentoring;
* helping learners who are underperforming in their subjects, either on a one-to-one basis outside the classroom or within lessons;
* implementing strategies and supporting learners in self-esteem and confidence-building activities;
* listening to and helping learners resolve a range of issues that are creating barriers to learning;
* drawing up agreed action plans with learners, outlining the aims of the mentoring, and monitoring their progress;
* monitoring attendance and punctuality of learners;
* visiting parents at home to discuss issues and problems, and running group sessions and workshops for parents at school;
* advising parents on behaviour strategies and parenting skills;
* networking with other learning mentors and teachers and relevant external agencies;
* liaising with relevant professionals and individuals, e.g. educational psychologists, the police and social services;
* setting up breakfast clubs and after-school clubs as well as running extracurricular activities, such as homework clubs, reading clubs, sports, music and discos, during lunchtimes or as out-of-school activities;
* organising drop-in 'offload' sessions for learners, where they can talk about a particular issue;
* providing group activities such as anger management classes;
* maintaining accurate records and preparing written reports and evaluations;
* helping to secure funding to support learners' additional educational needs;
* managing your own professional development through undertaking relevant training and sharing best practice with other learning mentors;
* helping with transition activities for learners moving to secondary schools or on to further education.
* **There may be occasions when you are requested to attend residential courses when students with complex SEN or medical needs are attending. You will be given reasonable notice of this.**

**Other clauses:**

To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

To provide a positive role-model in terms of timekeeping, dress code and work ethos.

To demonstrate commitment to the role through continuous professional development.

To maintain confidentiality in all Academy related matters.

There may be occasions when it will be necessary to cover other roles and give support within the Academy when there are peaks and pressing issues.

There may be occasions when it is necessary to deliver intimate care for individual students as appropriate following advice from the Occupational Health Therapist.

This job description may be varied to meet the changing demands of the Academy at the reasonable discretion of the Headteacher/Line Management.

**Skills and abilities**

Excellent communicate skills and ability to work as part of a team and to tight deadlines. Establishing good relationships with students and translating the school ethos into all aspects of the curriculum. Observing and maintaining confidentiality at all times.

**Review Arrangements**

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the Headteacher will expect to revise this Job Description from time to time and will consult with the post holder at the appropriate time

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**Person Specification – Learning Mentor**

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| --- | --- | --- |
| Skills and Abilities | Essential | Desirable |
| Ability to communicate and interact effectively with children and young people |  |  |
| Ability to recognise and identify problems and take appropriate action |  |  |
| Ability to understand and contribute to educational programmes |  |  |
| Ability to deal with students’ physical, emotional andbehaviouralneeds as well as provide individual support as appropriate |  |  |
| **Knowledge** |  |  |
| Awareness of child development and the range of behaviours expected at different ages and stages of development |  |  |
| How to support a child whilst encouraging independence |  |  |
| The importance of planning and evaluation of learning activities |  |  |
| The importance of adults as role models and the importance of this for Teaching Assistants |  |  |
| Record keeping systems and procedures used within schools |  |  |
| School behaviour policies |  |  |
| Schools’ Health and Safety, confidentiality and Equal Opportunities policies |  |  |
| The legal implications and restrictions covering the recording of personal information, including the Data Protection Act, Children Act and the statementing process |  |  |
| The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying |  |  |
| National policies for literacy and numeracy |  |  |
| The resources used to develop literacy and numeracy skills |  |  |
| Qualifications and Experience |  |  |
| Either, at least two years experience of comparable work in a similar setting **and / or** NVQ Level 2 in Teaching/Classroom Assistance (or equivalent qualification)  |  |  |
| Or, relevant GCSE or ‘A’ level qualifications or equivalent |  |  |
| First Aid Qualification |  |  |

**Safeguarding:**

The Archer Academy is committed to safeguarding all children. Candidates must be suitable to work with children and young people.

The successful candidate will be requested to undergo an Enhanced Disclosure from the Criminal Records Bureau (CRB) and obtain any other statutorily required clearance. Candidates must be suitable to work with children and young people (this post is exempt from the provisions of the Rehabilitation of Offenders Act 1974

Members of the Panel have undergone Safer Recruitment training.