



**STUDENT SUPPORT  
MENTOR  
APPLICATION PACK**

**INDEPENDENCE** Leadership  
**RESOURCEFUL** EXCELLENCE  
**Learning ENTERPRISE**  
INNOVATION PERSEVERANCE  
Creativity

[www.caludoncastle.co.uk](http://www.caludoncastle.co.uk)



Headteacher  
**Mrs M Marr**



National Teaching School  
designated by  
National College  
for Teaching & Leadership



THE UNIVERSITY OF  
**WARWICK**  
PGCE SCHOOL DIRECT

*Respect to all, from all*

### What we are looking for:

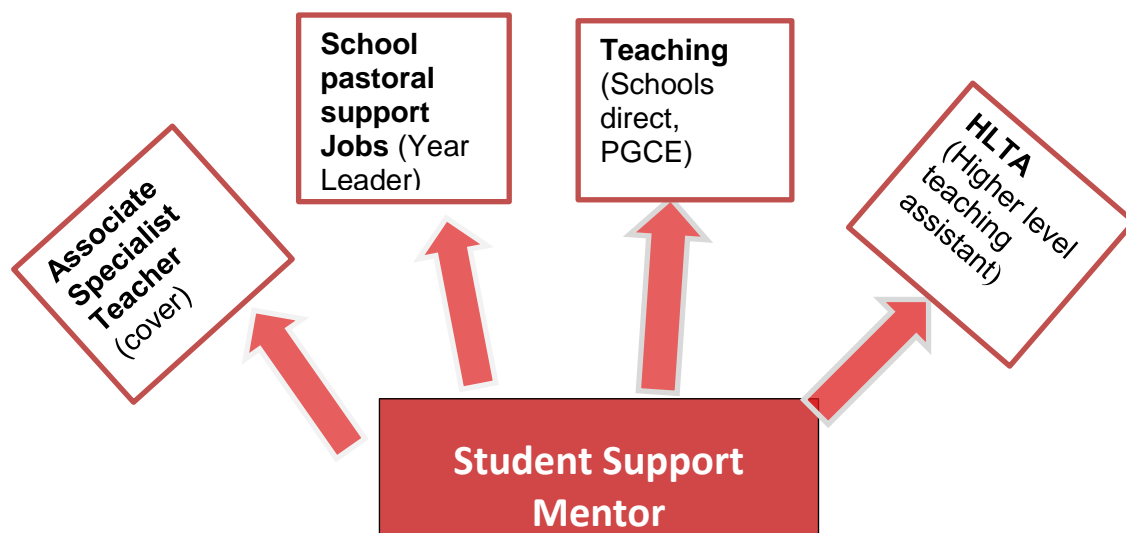
- Approachable and caring nature
- Enthusiasm to ensure that students get the education they deserve
- Ability to communicate effectively with all staff, students and parents
- Ability to demonstrate an understanding of the role of the school in educating students and the importance of promoting student wellbeing.
- Willingness to work as part of a team.
- Commitment to the safeguarding of students
- An enthusiastic, flexible and friendly approach.

### What we can offer:

- Being part of a team of up to 20 strong where your individual skills and knowledge are best utilised to support the team and students.
- The opportunity to work with enthusiastic students and a supportive team of staff throughout the school.
- Ambitious working environment which enables you to reach your full potential.
- Continuous professional development because staff matter at Caludon.
- Welcoming and passionate atmosphere.
- Comprehensive staff benefits including the local government pension scheme, cycle to work, discounted gym membership, free parking and an employee discount scheme and a commitment to wellbeing through our people strategy and wellbeing committee.

### Student Support Mentor Career Pathway

These are just some of the career pathways in education that being a Student Support Mentor at Caludon Castle enables you to follow and we will support you all the way!



The Trust is committed to safeguarding, promoting the welfare of children and young people and creating a culture of vigilance and expects all staff and volunteers to share this commitment and vigilance. The appointment of the successful candidate will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service.

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## Staff Testimonials

*I joined Caludon in the role of Student Support Mentor and PE technician, knowing that my ultimate aim was to become a PE teacher. Having unsuccessfully applied for a teacher training place for two consecutive years, the experience that I gained at Caludon was invaluable in my development. It not only allowed me to work within an outstanding department taking on subject knowledge, but also to observe and assist in Outstanding PE teaching practice. The student support mentor aspect of my role allowed me to develop relationships with students, through weekly mentoring sessions, and realise how important that can be for students during their time at school. As part of my role I was expected to attend meetings and training in areas such as Safeguarding, again preparing me well for becoming a teacher. The experience that I gained at Caludon proved critical in my career and ended up being the difference in my application for a highly competitive schools direct PE place. The following year I undertook my teacher training year as a school direct trainee in PE. During this year I had the opportunity to develop and learn new skills around teaching. Through the Outstanding trainee teacher programme at Caludon and the support I received within my department, I qualified my training year as an outstanding trainee. This year I have been employed by the school and I am currently undertaking my NQT year. I am continuing to develop my practice through the CPD programme and regular observations and feedback as part of my NQT process. There is also a comprehensive support network in place with NQT mentors and buddies always available to offer their help where needed. Due to the emphasis on consistently good teaching and always moving forward with learning and teaching strategies, I'm looking forward to continuing my development as a teacher at Caludon.*

*(Michael Waine PE Teacher)*

*I joined Caludon Castle in September 2016 as a Students Support Mentor (SSM)/PE Technician. I had little work experience due to just finishing my degree. This role helped me to gain experience within a secondary school before applying for a school direct place at the school. I found the role to be extremely rewarding and enjoyable, it helped me to create good relationships with students. My role as a SSM allowed me to gain experience with working and mentoring students on a 1 to 1 basis. I now feel that taking this role was the perfect step to take before teacher training as it has applied me with valuable experience and skills which will benefit me for the rest of my teaching career.*

*(Luke Roper PE Teacher 2017)*

***"Behaviour is good in lessons and around the academy because the expectations of leaders and teachers are high. Pupils arrive at lessons keen to learn." Ofsted 2016***

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Thank you for your interest in the position of Year Student Support Mentor that we have available at Caludon Castle School as part of our student support faculty. We are looking to appoint an enthusiastic and flexible professional to join our committed team. You will see from the school's vision for Inclusion that the success of our additional adult provision is paramount in order for our students to fulfil their potential. We have increased the number of permanent staff in this area to ensure we have high quality and consistent provision for our students and have enhanced the leadership support in the team this year with the appointment of four team leaders.

Attracting and developing new entrants to the teaching profession is integral to the school's vision, with a view to 'growing our own NQTs' ultimately into leaders. If you are seeking a career in teaching, the structure of our student support faculty allows for new members of staff to join our team in a student support mentor, to gain practical experience and professional development, before applying for positions as they arise for an Initial Teacher Training (ITT) opportunity or for opportunities for Associate Specialist Teachers (unqualified teachers).

Whether you would wish to progress into teaching, or remain within our student support team, our vacancies offer the job satisfaction of knowing that you can make a real difference to our students and experience exciting opportunities by getting involved in our Teaching School and development opportunities.

We have invested in our inclusion centre, the Castle Phoenix Suite, which provides personalised intervention for our most vulnerable students, our most able students, and the addition of a business and vocational facility.

This is an attractive time to join our school. Our Ofsted inspection in 2016 has secured an exciting future and the extracts below exemplify this in relation to inclusion:-

- "A culture where every pupil is valued, supported and encouraged to achieve the best that they can. The quality of care and guidance is excellent."
- "Pupils with a disability or special educational needs make good progress from their starting points across the curriculum. This is because they have excellent support from well-trained staff, who ensure that they are well-cared for and that their needs are met through tailored additional activities."
- "Leaders, governors, staff and pupils work together to share and promote the ethos of care, respect and tolerance that is a feature of the academy's daily work."
- "Pupils arrive at lessons keen to learn."

As a Multi Academy Trust we recently increased the number of schools in our Trust whereby we have three secondary and two primary schools in our 'family'. This provides opportunity for networking and experience in different settings. As a school we have a stable foundation on which to further develop our strategies to continue to invest in and develop our staff and, most importantly, bring about the best possible outcomes for our students who deserve the very best.

If you would like any other information, or an informal discussion about any of the job opportunities, please do not hesitate to contact me. Completed application forms should be returned to the Human Resources Team by **9.00 am on Monday 28 January 2019** via email to: **HumanResources@caludoncastle.co.uk**. If you share our belief that Caludon Castle can make a difference to its students and the local community, we would love to hear from you. Once the closing date has passed, we will get in touch with shortlisted candidates as soon as possible. If you do not hear from us within two weeks of the closing date, please assume that your application has been unsuccessful on this occasion.

Yours faithfully



Mrs Emma Over  
HR Director

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### JOB DESCRIPTION

| JOB TITLE | STUDENT SUPPORT MENTOR (YEAR GROUP)   |
|-----------|---|
| GRADE     | Grade 3 – £17,173 to £18,870 - salary is £12,831 pa to £14,099 pa pro rata to hours worked each week and the number of weeks worked each year |
| HOURS     | 32 hours per week (5 days per week), Term time only plus 5 teacher training days  |

#### Job Purpose:

- To support the classroom teacher with their responsibility for the development and education process by providing care and supervision to children/young people, including those who have special physical, emotional and educational needs.
- To support a number of identified students ('cohort') within an identified year group to achieve their termly targets.
- To organise timetabled intervention/support to the identified cohort whereby both classroom and 1:1 support is provided.
- As a year group SSM, to liaise with the cohort's teachers, tutors, year leaders, parents, carers in a key worker role, attending meetings, overseeing student progress and acting a reporting link to staff at all levels as appropriate.

#### Duties and Responsibilities:

##### OUTLINE RESPONSIBILITIES AND TASKS

Under the direction and control of the classroom teacher or designated supervisor:

- ♦ Supervise and support the teaching activities of individuals or groups of children/young people to ensure their safety and facilitate in their physical and emotional development.
- ♦ Undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children/young people, including those students with special educational, physical or emotional needs.
- ♦ Monitor individual student's progress, achievements, problems and condition, reporting to the responsible teacher as appropriate.
- ♦ Actively engage in the pre-determined educational activities and work programmes at an age and ability appropriate level, including the administration of tests, and the use of information technology as appropriate.

#### JOB RESPONSIBILITIES AND TASKS MAY INCLUDE SOME OF THE FOLLOWING:

1. Assist the teacher with learning activities in the classroom, preparing or modifying work for an individual or group of students as directed.
2. Prepare and maintain equipment and teaching resources for lessons and activities including the control of stock within the classroom.
3. Undertake supervision and discipline of students, provide support with within the procedures of the school/service, reporting any difficulties as appropriate.
4. Promote student independence in learning, social and mobility skills, reinforcing the student's self-esteem through praise and encouragement.

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5. Ensure that students are able to safely use equipment and materials provided.
6. Provide support for local and national learning strategies e.g. Literacy, Numeracy, KS3, KS4
7. Assist with the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists.
8. Assist the teacher in liaising with other professional staff and reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate.
9. Prepare/clear classroom as directed before and after lessons, including the preparation of visual aids, and the display and presentation of student's work.
10. Provide support to the classroom teacher by undertaking photocopying, filing, recording and collecting monies as directed.
11. Assist at an appropriate level and within the school's protocols, with the provision of general care and welfare of students which may include:
  - assistance with the personal hygiene routines, e.g. toilet training, changing of incontinent children, dressing and undressing; intimate personal care
  - the changing of soiled clothing and its disposal in an appropriate way;
  - assisting with children's injuries and, where appropriately qualified, administering first aid;
  - assist with the administering of medicines under the direction of **the appropriate medical staff**;
  - assist with the identification and monitoring of children's general health and welfare.
12. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
13. Support and contribute to the overall ethos/work/aims of the school.
14. Assist with the supervision of students outside of lesson times, including before and after school and during lunchtime.
15. Assist with group activities within and away from the classroom/school, such as PE, swimming, educational visits.
16. Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training.
17. Attend and participate in relevant meetings as required.
18. Assist the teacher in supporting volunteer helpers or students in the classroom.
19. Any other duties and responsibilities within the range of the salary grade.
20. To be accountable for promoting and safeguarding the welfare of students responsible for, or who in contact with.
21. Carry out the duties of the post with due regard to the school's equal opportunities policy, safeguarding, data protection, finance and health and safety procedures.

Postholder reports to : Student Support Team Leaders/HR Director/DHT  
 Support to : Deputy Headteacher – Inclusion/Student Support Team Leaders  
 Level of supervision : Under the guidance of the Student Support TLs/HR Director/DHT

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## PERSON SPECIFICATION

|                  |   |
|------------------|---|
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| <b>GRADE</b>     | Grade 3 – £17,173 to £18,870 - salary is £12,831 pa to £14,099 pa pro rata to hours worked each week and the number of weeks worked each year |
| <b>HOURS</b>     | 32 hours per week (5 days per week), Term time only plus 5 teacher training days  |

| <b>STUDENT SUPPORT MENTOR<br/>(YEAR GROUP)</b> |   | <b>Measurement</b>  |
|--|---|---|
| <b>Knowledge</b>                               | <ul style="list-style-type: none"> <li>Understanding of relevant codes of practice/ and legislation</li> <li>Basic understanding of child development and learning</li> <li>Training in relevant learning strategies</li> </ul>   | A, I<br>A, I<br>A, I  |
| <b>Skills and Abilities</b>                    | <ul style="list-style-type: none"> <li>To effectively use ICT and use of other equipment – video, photocopier</li> <li>Ability to relate well to children and adults</li> <li>To work constructively as part of a team</li> <li>Ability to self-evaluate learning needs</li> <li>Approachable and resilient</li> <li>Excellent communication skills</li> <li>Able to undertake manual handling of students and personal care of students which will include intimate personal care</li> </ul>   | A, I<br>A, I, R<br>A, I, R<br>A, I<br>A, I<br>A, I, R<br>A, I |
| <b>Experience</b>                              | <ul style="list-style-type: none"> <li>Experience of working with children of relevant age or with specific special needs</li> </ul>  | A, I, R   |
| <b>Educational</b>                             | <ul style="list-style-type: none"> <li>Good literacy and numeracy skills</li> <li>NVQII for Teaching Assistants or equivalent qualifications and experience</li> <li>Ideally a graduate (via literate/numerate related discipline)</li> </ul>   | A, I<br>A<br>A, I   |
| <b>Safeguarding</b>                            | <p>In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> <li>Motivation to work with children and young people;</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people;</li> <li>Emotional resilience in working with challenging behaviours; and</li> <li>Attitudes to use of authority and maintaining discipline.</li> </ul> | I   |
| <b>Special Requirements</b>                    | <p>Good health and attendance records in line with the Trust's Promoting Health at Work Policy. Fitness to provide general care and welfare to students which may include assistance with personal hygiene routines and with manual handling.</p> <p>This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointment.</p>   | I, R  |

Measurement: A – Application Form, I – Interview, R – Reference

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## VISION FOR INCLUSION

- 1 All students achieve success and fulfil their potential
- 2 All students feel safe and significant.
- 3 Inclusive in the classroom is real and active, there are evolving strategies.
- 4 Parents are fully engaged in their child's learning, knowing what their current performance is, how they can improve and how best to help them.
- 5 Use of data is robust and informs teaching, support and intervention.
- 6 The range and flexibility of the curriculum ensures inclusivity. Personalisation is widely used to meet individual needs.
- 7 All students benefit from learning outside the classroom, none are disadvantaged by a lack of cultural capital. Enrichment activities are tailored to the needs of individual students and groups.
- 8 Diagnostic assessments inform practice.
- 9 All adults working with students are fully trained to ensure learning takes place.
- 10 Students lead their own learning, highlighting strategies and techniques that work best for them.

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