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| <b>POSITION</b>                  | Learning Mentor  |
| <b>SALARY</b>                    | UQ1: £24,254.00 per annum  |
| <b>HOURS</b>                     | 40 hours per week  |
| <b>FULL TIME EQUIVALENT</b>      | 52.143 weeks per annum   |
| <b>CONTRACT TYPE</b>             | Permanent  |
| <b>RESPONSIBLE TO</b>            | Head of Learning Area – SENCO  |
| <b>RESPONSIBLE FOR</b>           | Supporting students' inclusion in learning and daily classroom routines. Supporting the work of the Teaching Assistants        |
| <b>LOCATION</b>                  | Mossbourne Victoria Park Academy   |
| <b>KEY WORKING RELATIONSHIPS</b> | Head of Learning Area – SENCO, Teaching staff, Curriculum Support Department, Administration Team, Teaching Assistants Manager |
| <b>Start Date</b>                | 30 <sup>th</sup> October 2023  |

\*We encourage early applications, as we may interview and appoint before the closing date.\*

\*If you have further questions about the role, please contact the Academy Reception on 020 8510 4550.\*

### **The Mossbourne Federation**

Mossbourne is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Mossbourne is built on a formula of high expectations, doing the simple things right, and the belief that all children can succeed. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning. The Federation's calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically.

The Mossbourne Federation consist of four academies: Mossbourne Community Academy (MCA) secondary and sixth form, Mossbourne Victoria Park Academy (MVPA) secondary, Mossbourne Parkside Academy (MPA) and Mossbourne Riverside Academy (MRA), both primary.

The Mossbourne Federation is actively seeking to increase the proportion of our workforce who come from diverse backgrounds. We particularly welcome applications from people of Black, Asian and other minority ethnic descent. Injustice, discrimination and intolerance go against the core tenets of the Mossbourne ethos. We actively reject discrimination in our academies through continuous review of our working policies & practices across the federation, including at board level. We are committed to developing & supporting inclusivity, diversity & anti-racism in every facet of what we do.

### **Mossbourne Victoria Park Academy (MVPA)**

At Mossbourne Victoria Park Academy (MVPA) we continue to build on the Federation's ethos of exceptional education for all our pupils. With learning at the heart of everything we do, MVPA continues to raise expectations and achievement in Hackney and its neighbouring boroughs, with the belief that all pupils can fulfil their true potential. Our staff deliver excellent lessons; our pupils enjoy a vibrant enrichment programme and have access to debate, speech-making and presentation training through our oratory specialism. Our excellent teaching staff work in a rewarding environment where everyone pulls together for the same thing, the best possible deal for our pupils.

### **The Curriculum Support Department (CSD) Learning Area**

The Curriculum Support Department supports students with a wide range of difficulties including but not limited to: literacy and numeracy difficulties, social, emotional and mental health issues, moderate to severe learning difficulties, specific learning difficulties and Autism Spectrum Conditions. We support these students through a variety of interventions including LEXIA, mentoring, counselling, speech and language therapy, 1:1 support with a specialist teacher, and Teaching Assistant support in class and in small groups. We work closely with both the pastoral and curriculum teams within the academy to ensure there is a cohesive framework around each student on the SEND register so that each student can reach their true potential. The Curriculum Support Department (CSD) is made up of specialist teachers, learning mentors, a speech and language therapist, senior Teaching Assistants and classroom-based Teaching Assistants.

The Learning Area is very well resourced and comprises:

- Modern classrooms with interactive whiteboard and DVD playing facilities
- A therapy room for mentoring and speech and language therapy

- A learning centre for students to seek support during break and lunch times
- Well-equipped staff offices

### **The Pastoral Team**

The Pastoral Team is led by a Vice Principal and is also comprised of ELT Pastoral Leads, the Head of SEN Inclusion, the Pastoral Liaison, the Heads of Year and the Pastoral and Safeguarding Administrator. The Pastoral Team is essential in maintaining the purposeful and disciplined environment in which Mossbourne students excel. The Pastoral Team supports the daily smooth running of the Academy and is also intrinsic in supporting the personal development of the students in our care. The Pastoral Team is highly visible at all times around the Academy and form the Safeguarding Team (Designated Safeguarding Leads) at the Academy.

### **Why work for us?**

*The chance to really make a difference to the young people who need it the most.*

Our students need the best possible teachers and support staff as they have to overcome significant disadvantage in order to succeed. 41% of our students are eligible for the pupil premium grant, 18% have a special educational need and 21% have English as an additional language. Our results put us in the top 100 schools in the country for pupil progress, because we believe all students can succeed and go to great lengths in order to achieve this.

*A fantastic working environment*

We place ultimate value on respect for staff; behaviour is beyond outstanding; the teacher is sacred. This is a school in which you can really teach. The school is housed in a beautiful Grade ii listed Huguenot building and a purpose built modern one. As you would expect, classrooms and offices are all fully equipped.

*A truly supportive culture*

We offer excellent and frequent opportunities to reflect on and improve your practice, with first rate professional development for all, and a specialist programme for ECTs.

*A range of benefits and perks*

including but not limited to: Season Ticket Loans; Tax free bicycle purchase; Recruitment Applicant Awards; Free staff fitness classes; Corporate gym membership; Tax free child-care vouchers; Discounts at local restaurants; Employee Assistant Programme.

### **Job Summary**

Students selected for mentoring present with a wide range of support needs that are often managed and frequently overcome with the support of a Learning Mentor. Mentoring provides support for students who experience barriers to learning. Mentoring provides 1:1 adult guidance for learning, in a constructive, supportive and professional setting and is an intrinsic and successful element of the pastoral support system. Learning Mentors work closely with both the CSD and Pastoral Teams in order to best support students on their caseload. You must be passionate about education, well organised and willing to go the extra mile.

### **Main Duties & Responsibilities:**

- Take responsibility for mentoring students as designated by the Head of Learning Area CSD or by members of the Pastoral Team, including students who are not on the SEND Register
- Ensure that students receive regular support and input to promote their progress both academically and socially in the Academy
- Involve the student as much as possible in decisions regarding the learning process, available support and target setting
- Assess the learning needs of students and give advice or set targets for IEPs in accordance with the Revised SEN Code of Practice and Academy's Policies
- Be responsible for the writing, monitoring and evaluation of IEP Targets for students as directed by the Head of SEN Inclusion
- Be responsible for the planning, delivering, assessing and recording of support given to students in line with Mentor Record Keeping and Action Plan Procedures and to ensure that these are in good order

- Support the learning of mentored students in a variety of ways to meet the needs of the student: e.g. 1:1 support in class, individual and regular withdrawal, observations in class, as appropriate to each student's needs.
- Prepare review reports for students receiving SEN Support or with Statements of SEN, in line with the Annual Review Procedures
- Contribute to Personal Education Plans and reviews for Looked After Children on the caseload
- Hold Review Meetings with parents for students on the caseload
- Liaise closely with the Pastoral Team in the identification and the provision of targeted support for students identified with social and behavioural difficulties and prepare Behaviour and Pastoral Support Plans, as required.
- Work closely with the staff responsible for transition to provide support for students identified as vulnerable at the time of transition
- Attend all meetings as directed by the Head of Learning Area SEN or the Pastoral Team
- Take responsibility for a range of interventions such as support clubs and groups as directed by the Head of SEN Inclusion
- Work with teachers to identify and respond appropriately to student's individual needs, assisting students in areas of specific difficulty.
- Help promote and reinforce students' self-esteem, encouraging inclusion of students with special educational needs.
- Accompany teachers and pupils on school visits and in other activities outside of the classroom, taking responsibility for specific pupils or small groups as directed by the teacher
- Supervise students during breaks and/or lunchtimes and before the start of the academic day
- Follow all federation policies and procedures, in particular those related to health and safety, child protection, behaviour management, inclusion, equality and data protection. Ensuring the health and safety of all pupils in the classroom and throughout the academy in accordance with the academy's policy
- Participate as required in the Federation's performance management process and take part in appropriate training and development activities, including a First Aid Certificate
- Have a flexible and proactive approach to ensuring the needs of the children are being met, with the support of the team
- Undertake and carry out, in line with Academy procedures, all designated duties to ensure the smooth running of the Academy

| <b>Person Specification</b>                       |   |                            |                  |          |
|---|---|----------------------------|------------------|----------|
| <b>E</b><br>Essential<br>Or <b>D</b><br>Desirable | <b>Requirements</b>   | <b>Assessment Criteria</b> |                  |          |
|   |   | Interview                  | Application Form | Task     |
| <b>Experience</b>                                 |   |                            |                  |          |
| <b>D</b>  | Able to liaise in a professional manner with parents and external agencies, as appropriate  | <b>X</b>                   | <b>X</b>         |          |
| <b>E</b>  | Experience working independently and as part of a team  | <b>X</b>                   | <b>X</b>         |          |
| <b>D</b>  | Develop & maintain positive relationships with all stakeholders, communicating key information in a timely way  | <b>X</b>                   | <b>X</b>         |          |
| <b>D</b>  | Experience of support work with children within an inner-city multicultural academy   | <b>X</b>                   | <b>X</b>         |          |
| <b>D</b>  | Experience of handling sensitive data   | <b>X</b>                   | <b>X</b>         |          |
| <b>D</b>  | Experience of monitoring children's achievement   | <b>X</b>                   | <b>X</b>         |          |
| <b>E</b>  | Knowledge, understanding & commitment to equal opportunities  | <b>X</b>                   | <b>X</b>         |          |
| <b>E</b>  | Demonstrable knowledge of strategies to support children to be their best   | <b>X</b>                   | <b>X</b>         |          |
| <b>D</b>  | An awareness of strategies for managing pupils with challenging behaviour   | <b>X</b>                   | <b>X</b>         | <b>X</b> |
| <b>E</b>  | Knowledge of issues related to underachievement of children and strategies to engage reluctant or underachieving learners   | <b>X</b>                   | <b>X</b>         | <b>X</b> |
| <b>Qualifications</b>                             |   |                            |                  |          |
| <b>D</b>  | Mentor or counselling qualifications – highly desirable   |                            | <b>X</b>         |          |
| <b>D</b>  | Good educational qualifications (preferably a degree)   |                            | <b>X</b>         |          |
| <b>IT knowledge</b>                               |   |                            |                  |          |
| <b>D</b>  | Strong working knowledge of the MS Office Applications  |                            | <b>X</b>         | <b>X</b> |
| <b>D</b>  | Ability to swiftly adapt to and utilise new/various systems/software  |                            | <b>X</b>         | <b>X</b> |
| <b>Behavioural Competencies</b>                   |   |                            |                  |          |
| <b>E</b>  | Excellent communication skills  | <b>X</b>                   | <b>X</b>         | <b>X</b> |
| <b>E</b>  | Commitment to meeting deadlines internally and externally ensuring output consistently is of an exemplary standard  | <b>X</b>                   |                  |          |
| <b>E</b>  | Upmost integrity and high levels of motivation & commitment   | <b>X</b>                   |                  |          |
| <b>E</b>  | Proactive approach to dealing with problems as they arise   | <b>X</b>                   |                  |          |
| <b>E</b>  | Efficient time management & prioritisation skills   |                            |                  |          |
| <b>E</b>  | Genuine interest & passion for the education of young people & the will to contribute to the wider life & community of the Federation; Committed to the principles of Inclusive Education | <b>X</b>                   | <b>X</b>         | <b>X</b> |
| <b>E</b>  | Be an integral member of the team with the initiative to work independently with minimal supervision  | <b>X</b>                   |                  | <b>X</b> |
| <b>E</b>  | Strategic approach, ability to see the 'big picture' and also think 'outside of the box'  | <b>X</b>                   | <b>X</b>         | <b>X</b> |
| <b>E</b>  | Understanding of the need for confidentiality   | <b>X</b>                   | <b>X</b>         |          |

**Applicable to all staff**

|          |  |          |          |          |
|----------|--|----------|----------|----------|
| <b>E</b> | Undertake training as required to fulfil the requirements of the role  | <b>X</b> | <b>X</b> | <b>X</b> |
| <b>E</b> | Support Mossbourne's efforts both verbally and non-verbally (i.e. via actions and attitude), including adjusting performance and practice in accordance with Mossbourne's initiatives and findings | <b>X</b> | <b>X</b> | <b>X</b> |
| <b>E</b> | Recognise your role as part of the success of Mossbourne   | <b>X</b> | <b>X</b> | <b>X</b> |
| <b>E</b> | Play an active role in terms of Safeguarding all students and adults   | <b>X</b> | <b>X</b> | <b>X</b> |

*Mossbourne Federation reserves the right to modify this job description to ensure the needs of the Federation & students are met. Mossbourne Federation provides equal employment opportunities to all employment applicants and employees without regard to race, colour, religion, gender, sexual orientation, national origin, age, disability, or status. The document is not a comprehensive list; it simply outlines expectations of this role. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.*