



ST PAUL'S
GIRLS' SCHOOL

Learning Support Mentor x2

**CANDIDATE
INFORMATION
PACK**

Required by September

Welcome

St Paul's Girls' School (SPGS) is an extraordinary school. While we are well known for regularly achieving some of the best GCSE and A level results in the country, what has stood out to me since joining the School in September, is its truly distinctive ethos, focused on nurturing creativity, curiosity, and a love of academic discovery.

Ours is a school full of opportunity where students are encouraged to take responsibility, to get involved and to broaden their horizons. The co-curricular programme at SPGS is wide ranging and ambitious and students are actively engaged in service to the community with numerous opportunities for local partnerships.

SPGS is a vibrant and welcoming community where individuality is celebrated, friendships flourish, and curiosity thrives. With few rules and no uniform, students enjoy the freedom to explore ideas beyond the curriculum and engage in a rich array of co-curricular opportunities. Our pastoral care nurtures empathy and leadership whilst creativity and innovation are at the heart of everything we do.

As we develop our outstanding educational provision in the coming years, I am excited to be leading a collegiate, high-performing and exciting team at SPGS. I hope that you will consider joining me in this important role for me, and for the school.

Liz Hewer, High Mistress





The School

St Paul's Girls' School is a historic and highly successful day school in west London, welcoming students aged 11 to 18. It was founded in 1904 by the Worshipful Company of Mercers as one of the first purpose-built schools for girls and was designed by the architect Gerald Horsley. It is one of the country's leading independent secondary day schools and is a lively academic community with excellent facilities for all subjects.

The education we offer is classical yet forward-looking, encouraging students to take risks, think ambitiously and play a leading role in the world beyond school. It is no coincidence, therefore, that amongst our alumnae we count leading scientists, journalists, artists and politicians. One of our earliest students was Rosalind Franklin, whose brilliant pioneering work was pivotal to the understanding of DNA.

There are 825 students on roll, coming from a wide range of feeder schools across both the state and independent sector and there is thriving sixth form of about 230 students. Entry to the school at 11+ is by competitive exams held in January and at 16+ in November, and there is heavy demand for each place. Public exam results are consistently outstanding and about 40% of all students every year move on to Oxford and Cambridge. Increasing numbers also go on to higher education at Ivy League colleges in the United States. Aspirations and achievements in many areas go well beyond what one would normally expect from a school, making SPGS a very exciting and stimulating place in which to work.



Learning Support Mentor

St Paul's Girls' School is seeking positive, empathetic and proactive Learning Support Mentors to provide tailored support for students with a visual impairment, alongside contributing to the wider work of the Learning Support Department.

The successful candidates will play an integral role in promoting inclusion, independence and emotional wellbeing, working closely with student, staff, families and external professionals to ensure students can fully access both the learning and living environments of the school.

A background in psychology, education or support work is desirable. Recent academic study may also be beneficial. Full visual impairment mobility, accessibility and technology training will be provided.

Learning Support Mentors report to the Head of Learning Support.

Key Purpose of the Role

- To act as the primary worker responsible for adapting all curriculum, lesson and assessment materials to meet individual access needs
- To work closely with form tutors, subject teachers and other learning support staff to ensure consistent, timely and accurate adaptation of content
- To be flexible in working patterns and timings in order to adapt lesson materials and examination content as required

Key Responsibilities

A summary of the key responsibilities of this role are as follows:

Student Support and Mentoring

- Provide individualised mentoring to support students' academic, emotional and organisational needs
- Anticipate needs and deliver discreet, flexible support across classroom and wider school settings
- Promote students' social and emotional wellbeing and positive peer relationships
- Support students through key educational transitions to ensure confidence and continuity of learning

Independence and Self-Advocacy

- Encourage independence in learning strategies, mobility and use of equipment
- Reinforce skills taught by specialist staff and promote self-advocacy
- Support students to make informed choices and participate fully in school life

Specialist Equipment, Training and Technology

- Ensure staff undertake appropriate training in visual impairment to deliver effective, up to date support for students
- Support students and staff in the effective use of specialist equipment and assistive technology
- Ensure equipment is functional, up to date and issues are resolved promptly
- Promote confident, consistent and independent use of technology by students

Working with Staff and the Learning Environment

- Liaise with teaching and pastoral staff to ensure appropriate adjustments are in place
- Advise staff on the implications of visual impairment for teaching and learning
- Contribute to the development of accessible learning environments across the school
- Promote understanding of visual impairment among the wider student body

Enrichment and Wider School Life

- Support participation in co-curricular activities, trips and wider school opportunities
- Enable students to build independence, confidence and self-determination beyond the classroom

Communication, Safeguarding and Administration

- Maintain professional, timely communication with parents, staff and relevant teams
- Record and report information accurately using school systems and raise concerns appropriately
- Attend meetings, contribute to reviews and operate within safeguarding, confidentiality and legal frameworks
- Participate in training, exams support and departmental duties as required

Person Specification

Essential Skills and Experience

- A good all round education, ideally to degree level, with a proactive, adaptable mindset and a willingness to learn
- Display a strong commitment to safeguarding and student wellbeing
- Demonstrate strong administrative and organisational skills with a high degree of attention to detail
- Show excellent communication skills, both orally and in writing
- A proven ability to build positive relationships with students, staff, and parents, showcasing high emotional intelligence with strong listening and observation skills
- Demonstrable skills as a creative, reflective problem solver, with an ability to overcome barriers to learning
- Proactive in seeking guidance and developing IT and assistive technology skills
- Evidence of being a good team player, capable of working positively under pressure with a flexible outlook that supports the rest of the team
- A proven ability to identify and complete work independently, with a highly proactive, flexible and positive approach to all duties and responsibilities
- Show an ability to collaborate with others to broaden knowledge and understanding
- Demonstrate evidence of diplomacy, discretion and professionalism at all times

Desirable Attributes

- Experience or interest in secondary or higher education study skills
- Background in psychology, education or youth support



Our Educational Ethos

The emphasis on liberal learning established by the first High Mistress, Frances Gray, finds expression today in an academically adventurous curriculum, which encourages intellectual freedom, discovery, and the joy of scholarship. In our rich and varied academic curriculum students are encouraged to explore beyond the syllabus to enrich their learning through collaborative work, interdisciplinary projects and individual research. We run several school-directed courses at GCSE level: Computer Science, Creative Technologies, Art and Design, Drama and Theatre Studies, Music, and History of Art and a bespoke programme in the Sixth Form which extends learning beyond A levels as preparation for university and the world of work. Pastoral care is excellent, and all students are placed in small tutor groups to ensure the highest standards of personal attention and development.

Creative Arts & Co-curricular

We have an excellent reputation for the creative and performing arts with students contributing to an exciting programme of musical and dramatic performances and art exhibitions. Music plays a central role. The composer of *The Planets*, Gustav Holst, was Director of Music at the school for over 30 years, and his legacy continues. Our co-curricular programme is full and varied, offering innumerable opportunities for students to develop their individual interests and skills, from debating to fencing, chess to Fem Soc. We also have an extensive supra-curriculum in subject related lectures clubs, societies, many of which are led by the students.

Sustainability

We have an active and popular society focused on sustainability, which works closely with the school to raise awareness of environmental issues and to reduce our carbon footprint, a project to which we are deeply committed.

Sports

The school is well accustomed to sporting success, with hundreds of fixtures played throughout the year and opportunities for all ages and talents. Our pitches, tennis and netball courts, sports hall and pavilion are close by, offering some of the best sporting facilities a central London school could wish for.





Equality, Diversity and Inclusion

Diversity and inclusion sit at the heart of the school. We believe passionately that it is our moral imperative to contribute to social mobility through education and to work to reduce the attainment gap, which, the EPI reported, has stopped closing for the first time in a decade. Our bursary programme currently provides financial support to 11% of students, and we are at the beginning of an exciting journey to increase that figure significantly.

Our bursary students enrich our school community beyond measure, bringing with them differing world views and lived experiences that contribute to a wonderfully diverse student body.

The Paulina Foundation

We established the Paulina Foundation, a separate entity through which fundraising for bursaries, partnerships and buildings takes place. We recently launched our 'Opening Doors' campaign with significant targets to ensure that we are able to meet our goals and make an SPGS education accessible to any student who meets the academic criteria.

Partnerships

Our partnerships programme has grown considerably in recent years. We work extensively with primary schools, secondary schools and the local community to widen educational opportunities by sharing our facilities and expertise and to provide mechanisms by which we can learn from each other.

Our staff and students are engaged in numerous projects, from our Primary Hub where students mentor primary students, to our Friday service programme, which sees our Y12 students off timetable for an afternoon a week to pursue service activities. Additionally, our collaboration with St Paul's School continues to grow, with an increasing number of opportunities for all staff to get involved.

Driving New Technologies & Futures

We are committed to providing a cutting edge, relevant and future proof education for our students. To that end, the school has invested significantly in a programme of building works and refurbishment, including The Rosalind Franklin Wing - a new Centre for Design & Innovation (CDI). The centre houses our computer science and creative technology department, alongside sculpture, art and design.

The development of new technologies will impact every career and every aspect of our lives; the creative industries are the fastest growing sector of the UK economy, accounting for 1 in 6 jobs in the UK. It is essential, therefore, that we ensure our students are fully equipped with the skills, knowledge and expertise they need to navigate a digital world with confidence and that we prepare them for the careers of tomorrow. The building houses art & sculpture studios, with a live broadcast studio, maker spaces and tech labs, and encourages interdisciplinary activities across the breadth of the curriculum, as well as creating opportunities and capacity for partnerships work.

This is an exciting period for the school as we build on the extraordinary foundations of the past to ensure that the education we provide is forward-looking and responsive to future needs.





Further Information

Terms & Conditions of the post

This role is offered on a permanent and term-time + 1 week basis (37 weeks) at 32.5 hours per week with one unpaid hour for lunch each day. The exact working pattern is to be determined between the post holder and line manager.

The salary is based on qualifications and relevant experience, aligned with our generous salary scale and external benchmarking standards.

Successful candidates are required to complete a medical declaration and undergo an Enhanced Disclosure and Barring Services (DBS) check, and overseas check (if appropriate).

Disclosure and Barring Service (DBS) and Overseas Checks

St Paul's Girls' School is a "registered body" under the Police Act 1997 because employment here involves access to children under the age of 18. This post will require an enhanced DBS check from the Disclosure and Barring Service before we can confirm an offer on employment.

Unless you are a member of the DBS Update Service you will need to apply for a new disclosure, even if you already hold one. Former members of staff who are not on the Update Service who re-join us, also require fresh disclosures unless less than three months have passed between their leaving and their re-employment date. If you have lived or worked abroad for a period of 3 months or more during the past 10 years, you will also need to provide appropriate paperwork, such as a police certificate of good conduct, from the countries you have lived in.

Safeguarding Guidelines

St Paul's Girls' School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). We expect all staff to share this commitment.

St Paul's Girls' School welcomes applications from all sectors of the community as we aspire to attract staff that match the social and cultural diversity of our pupil intake. We seek to offer fair and inclusive employment policies, interview and arrangements that avoid bias and support all applicants and staff equally.

Benefits

Private Health Insurance

Available for Senior Managers and Heads of Department on appointment and for staff who have completed 5 years' service. Part-time staff receive a pro-rata entitlement. All staff, regardless of whether they are entitled to free private health insurance or not, may purchase cover for themselves, their spouses, and dependent children, taking advantage of the school's group discount.

Season Ticket Loan

Interest free season ticket loan of up to £2,000 (repayable within a year) to cover the costs of travelling to and from the school is available to all staff.

Access to School Leisure Facilities

Staff have complimentary access to the school's on-site sports facilities during specified days and times.

Bike2Work Scheme

If you cycle to work, you can save up to 42% on the cost of bicycles and/or cycle equipment with the Bike2Work scheme.

Life Assurance Scheme

Life assurance cover benefits are in place for all staff.

Employer Pension Contribution

All staff who meet the eligibility criteria and rules of the plan, are entitled to join the school's Defined Contribution Pension Scheme administered by Aviva.

School Lunch

All staff are entitled to a free school lunch if they are working on site at the time when the dining hall is open.

Employee Assistance and Counselling Service

All staff and their immediate family over the age of 18 who are living with them, have access to the school's Employee Assistance Programme. This is a free and confidential telephone-based professional advice and 24-hour counselling service. Staff can also access the school's on-site counselling service with one of our Staff Counsellors.

DSE Eye Tests

All display screen equipment users are eligible for reimbursement of their eye test fees (up to £35), an annual contribution towards prescription lenses, and a biennial contribution towards frames when their optician confirms the need for lenses specifically for DSE use.

Fee Reduction

Permanent staff can request remission of tuition fees for the St Paul's foundation schools after a year of service if their children meet the entrance criteria. Remission is applied pro-rata for those working part time.

Further Studies Funding

The school is committed to continuous professional development (CPD) of all staff. The level of support provided depends on the relevance of the further study to the staff member's job role.

Application Process

How to apply

- Further information about the role and how to apply can be found on our website <https://spgs.org/vacancies>
- Applications must be submitted through the recruitment portal; we are unable to accept CVs.
- We recommend that candidates apply as soon as possible since applications will be reviewed as they are received, and interviews may be arranged on a rolling basis. We reserve the right to close this vacancy should we receive a suitable volume of candidates. Early applications are encouraged.

Closing date: midnight on Wednesday 27 May

Interview date: Thursday 4 June

- Please note that these interview dates are fixed and cannot be rescheduled. We may conduct preliminary interviews via Teams.
- The application process for this role will include a final panel interview, in-tray exercise and safeguarding interview.

Further details

Should you have any queries about the role or the application process please contact recruiting@spgs.org quoting 'Learning Support Mentor' in the subject line.



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