



Weald of Kent
Grammar School

Learning Mentor – Sevenoaks Campus

Job Description



CURIOSITY • COURAGE • COMPASSION



| | |
|----------------------------------|--|
| Employment Status: | Permanent |
| Full Time/Part Time: | Full Time |
| Grade: | KSC |
| Salary: | £25,252 - £26,262 per annum <i>Actual salary for 35 hours Per Week, 39 Weeks per year (plus INSET & Open Events): £20,729.37 - £21,558.48</i> |
| Hours: | 35 Hours Per Week (Between 8:30am-4:00pm with 30 minutes break unpaid) |
| Term-Time/All Year Round: | Term Time only |
| Start Date: | ASAP |
| Closing Date: | Friday 6 th February 2026, 9am* |
| Interview Date: | Wednesday 11 th February 2026 |
| Location: | Weald of Kent Grammar School is located on two campuses; Tonbridge and Sevenoaks. You will be required to work at our Sevenoaks campus. |

*Please note, interviews and appointments may be arranged where a suitable candidate is found prior to the closing date.



Welcome from the Headteacher

Dear Colleague

Thank you for your interest in the position of Learning Mentor at Weald of Kent Grammar School – where we have a reputation for academic excellence, a focus on high quality pastoral care, guidance and support as well as superb extra-curricular provision.

Weald is an inclusive, happy and caring learning community that is ambitious for all of its students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All the staff, both teaching and support, play an integral role in achieving this.

Everything we do at Weald is underpinned by our three core values: curiosity, courage and compassion as well as our belief that ‘the whole child is our whole point’.

If you have the energy, passion and integrity to bring to this role, you can look forward to working with a highly qualified, skilled and committed staff team who work extremely hard for their students, and who are proud to teach at Weald of Kent Grammar School.

But most importantly, you will have the pleasure of working with the most inspiring students – the very best ambassadors and advocates for their school.

I hope you will want to learn more about the school by visiting our website [here](#) and that you are motivated to join our team and take Weald of Kent Grammar School to the next stage of its development.

Yours sincerely

Richard Booth
Headteacher

Our School

Weald of Kent Grammar School is a selective girls academy (with a mixed Sixth Form) for approximately 1900 students aged between 11 and 18. The school operates across two campuses located at Tonbridge and Sevenoaks in West Kent. Students join the school from a range of areas around West Kent, East Sussex and South East London from a variety of different backgrounds.

Our students achieve at the highest level academically. In 2025, 60% of our GCSE entries were awarded 9-7 grades placing Weald in the top 10% of schools nationally for progress. At A level, 68% of our entries were awarded A*-B grades and the vast majority of our students move from Weald into higher education. Our students are highly able, motivated and a delight to teach. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students.

We are particularly proud of the work we have done to create a strong pastoral system and students enjoy a comprehensive programme of PSHE throughout their time at school. This is taught by form tutors and ensures that strong relationships can be built and maintained. We encourage our students to be active and responsible citizens through a variety of charitable and community activities. The school operates a very successful House system, led by student House Leaders, which encourages integration between the year groups and provides leadership opportunities for students. Similarly, a strong Head Girl and Senior Prefect team and School Council ensure that the student body has a voice within the school and that younger students are supported. Currently we are launching a programme, involving our KS5 students, to help local primary schools with a range of outreach activities.

Outside of the classroom we are fortunate in having staff who provide a wide range of extracurricular opportunities for students, which is central to our ethos. Sport plays an important part in the life of the school and we are successful at national and regional level in a number of sports including Trampolining, Rugby, Cricket and Athletics. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Dance, Drama and the Arts, including an annual school variety performance and a range of different concerts. We enjoy a successful Duke of Edinburgh scheme, involving over 700 students. Our commitment to this ethos is reflected in our curriculum provision where a number of enrichment days are set aside, the timetable suspended, and students take part in a number of activities and events that allow them to develop and prepare for life beyond the school.



Our Sixth Form

We are proud of our thriving and ever growing Sixth Form that has an excellent academic reputation and provides first class guidance and support so that students enjoy a positive and successful post-16 experience and leave us well prepared for life beyond school.

With about 500 students in the Sixth Form, we offer an extensive choice of A Levels taught in excellent facilities by subject experts. Each year we warmly welcome a large number of external applicants who meet our entry requirements.

In addition to A Levels, students have the opportunity to take the Extended Project Qualification (EPQ) which develops skills of analysis and independent research, vital for success in undergraduate study. Students follow a wellbeing programme, including PSHCE and Physical Education provisions.

Weald Sixth Formers continue their education at some of the most prestigious universities in Britain and abroad. To support our students in achieving this, we run an extensive Higher Education programme that includes Oxbridge preparation as well as clear guidance on 'informed choices', Russell Group Universities and the UCAS process as well information about other pathways they may suit some of our students.

However, our Sixth Form is about so much more than excellence in academia and we offer a wealth of leadership and extra-curricular opportunities. The prefect team are an integral and highly valued part of the Sixth Form. Lead by our two Head Girls they are a dynamic team who coordinate a large amount of activities giving them brilliant leadership opportunities

Curriculum

We run a three-year KS3, although students begin their GCSE courses in Science in Year 9 allowing them to do three separate sciences at GCSE. At KS4, students study ten GCSEs, which includes a Modern Foreign Language and either History or Geography. In the sixth form most students study 3 A Levels, with the most able being given the opportunity to study four. This is supplemented with the range of opportunities detailed above.



About the Post

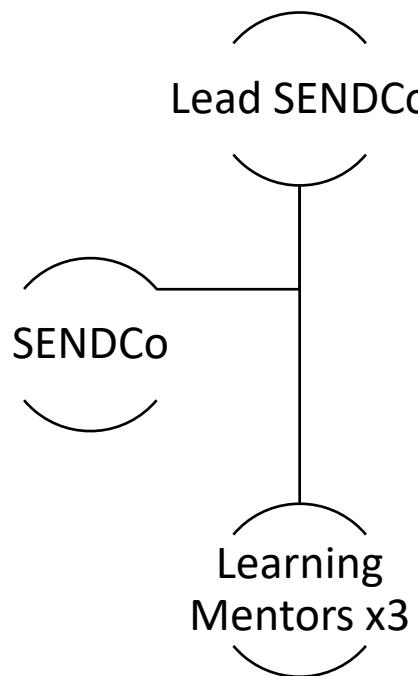
Reporting to: SENDCo

To address barriers to learning for a targeted group of individual students via small group and 1-1 study

sessions to enable them to achieve their full potential. Supporting the Lead SENDCo and SENDCo in coordinating effective intervention for students and working on the broader organisational tasks linked to SEN support.

The Team

The Learning Support Team at the Weald of Kent is a dynamic, focused and friendly team, led by our Lead SENCO with a dedicated SENCO and Learning Mentor(s) at each site. The Learning Support Team are integral to the teaching, learning and assessment of our students and ensure that every student receives Quality First Teaching. The wellbeing of our students is a key priority for the school and the Learning Support Team are at the forefront of our provision for student support. The team is highly regarded by all stakeholders and is known for the excellence of its delivery and the outcomes for all our students.



Our Commitment to You

Staff are our most valued asset and we place a high emphasis on staff well-being and professional development, no matter what stage of your career you are at. We pride ourselves with the supportive and inclusive nature of the school and ensure that we foster a friendly working environment. As part of our commitment to staff well-being and development, we offer the following to teaching staff:

Professional Development

- Research led CPD programmes, tailored to individual's aspirations, which are based both in school and across the wider Trust.
- A full induction programme for all new staff.
- ECT's will have a lower teaching load, timetabled mentoring sessions and a full programme of training and induction activities.
- Unlimited access to the National College CPD platform.
- An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation.
- Our "No lesson judgements" policy ensures lesson observations are developmental and supportive.
- One INSET day a year dedicated to moderation and curriculum preparation.

Staff Welfare

- Data capture that is measured and timely - we report progress home three times a year.
- Minimal written reports.
- No requirement for teachers to submit lesson plans, even for lesson observations.
- Teaching staff are only required to do a maximum of one twenty minute duty each week.
- Supportive yet challenging governance, which understands that teachers are our most valuable resource.
- We are a school that appreciates the importance of family. We do our best to support staff when there are issues and requests for additional leave regarding family events and an Additional Leave policy that supports staff when they may need time off school.
- A teaching load of 43/50 one-hour periods of teaching per fortnight maximum.

Support

- The school calendar is planned in advance across the whole year so people know what is happening and when.
- In-house cover supervision team.
- A comprehensive pastoral team to help with supporting our students with behaviour and wellbeing.
- A highly effective and proactive support staff that play an important role in supporting teaching and learning.
- A Marketing, Events and Visits team that are responsible for organising key school events and trips.

Benefits

- School budgets are set making the assumption that everybody will get their incremental pay rise.
- Cycle to work scheme.
- Healthcare cash plan.
- Occupational health support.
- Priority admission for staff children (see admissions policy on school website).
- Employee Discount Scheme (Multiple Retailers – Kent Reward Scheme).
- Opportunity to perform paid lunch-time duties (with free lunch).
- Free annual flu vaccination.
- Employee Assistance Programme.
- Free tea and coffee provided in the staff room.
- Use of onsite canteen offering hot meals and salad bar.
- Opportunities to participate in enrichment activities e.g. theatre visits.
- Opportunities for flexible working.
- Free on-site parking.
- Membership of the Teachers' Pension Scheme (TPS) or Local Government Pension Scheme (LGPS).

Environment

- Pleasant working environment with very well-behaved students.
- Eleven acres of school grounds set in Green Belt land at Tonbridge Campus.

Job Description

Main Duties

- Liaising with teaching staff to provide support to targeted students, to raise achievement and provide assistance and encouragement to enable them to overcome barriers to learning.
- Working as a team with Directors of Faculty, Heads of Department, pastoral staff and other members of staff in order to support with in class strategies.
- Support with the identification of those students who need extra help to overcome barriers to learning inside and outside of the classroom.
- Support the development and implementation of Personalised Plans for targeted students who need particular support.
- To develop a working relationship with students requiring support, with the aim of addressing points defined in the plan, encouraging engagement in activities in and beyond the classroom.
- Work on academic resilience and study skills with students to promote and enable independent learning.
- Use knowledge of the range of activities, courses, opportunities and organisations available to students that can be accessed to provide additional support for students.
- To network with other Learning Mentors and share best practice.
- Maintain accurate records and prepare written reports and evaluations.
- Support with transition arrangements for students entering or leaving the school and support students with other transition points, for example, Key Stage Three to GCSE.
- Support the development/implementation of activities to encourage family/carer partnership and involvement with school.
- Support the SENDCo in the coordination of Access Arrangements for GCSE students at Sevenoaks and assist with the gathering of key evidence to validate this process.
- Any other duties commensurate with the grade of the post as determined by the line manager/Acting Headteacher.

Safeguarding

- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to safeguarding procedures.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.
- Weald of Kent is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

| | Essential | Desirable |
|---|-----------|-----------|
| Qualifications | | |
| Educated to at least GCSE Grade C standard or equivalent in English or Maths | ✓ | |
| Experience of working in busy, sometimes pressurised, office environment | ✓ | |
| Experience of managing and maintaining accurate records and filing systems | | ✓ |
| Further education qualification/s in relevant field | | ✓ |
| Experience of working in a school or similar establishment | | ✓ |
| Skills & Knowledge | | |
| Excellent people skills with an ability to build and form good relationships with students, colleagues and other professionals | ✓ | |
| Ability to organise tasks with minimum supervision | ✓ | |
| Ability to deal with unexpected/difficult situations | ✓ | |
| Ability to use own initiative as well as work proactively as part of a team, understanding school roles and responsibilities | ✓ | |
| Experience of working with students with SEN | | ✓ |
| Excellent verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, other professionals | ✓ | |
| Good standard of numeracy and literacy skills | ✓ | |
| Ability to absorb and understand a wide range of information | ✓ | |
| Ability to manage and deal with confidential data/issues appropriately | ✓ | |
| Excellent IT skills with clear working knowledge of Word, Excel and PowerPoint, databases and internet systems | ✓ | |
| Knowledge/experience with Arbor | | ✓ |
| Knowledge/experience with Access Arrangements | | ✓ |
| Personal Attributes | | |
| Ability to inspire, challenge and motivate | ✓ | |
| Have a positive approach with a desire to succeed | ✓ | |
| Energy, enthusiasm and perseverance | ✓ | |
| Reliability and integrity | ✓ | |
| Good interpersonal skills | ✓ | |
| Professional appearance and manner | ✓ | |
| Positive commitment to individual personal development | ✓ | |
| Capacity to work hard, under pressure, to meet deadlines and manage time effectively | ✓ | |
| A good record of attendance during the last three years | ✓ | |
| Adaptable and amenable with respect to working practices | ✓ | |
| Ability to work independently and in a team, take a collaborative approach | ✓ | |
| Ability to build supportive working relationships with colleagues | ✓ | |
| Commitment to supporting the full life of the school | ✓ | |
| Suitable to work with children | ✓ | |
| Equal Opportunities | | |
| A commitment to inclusive education | ✓ | |

Application Process and Safeguarding

Applications

[Application forms](#) can be found on our website or on tes.com and should be sent to Human Resources at HR@wealdgs.org. The communication should set out how your proven relevant experience relates to this role. For safer recruitment purposes application forms need to be completed in full and CV's will not be accepted.

References

References may be taken up before being short-listed, please indicate on your application form if you have any objection to us contacting the referee prior to interview.

Safeguarding Duties and Responsibilities

This role is a teaching or teaching support role involving extensive contact and responsibility for children.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be expected to uphold this duty and be responsible for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, and so to adhere to and ensure compliance with the school's Safeguarding Policy at all times and complete appropriate training. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to the school's Designated Safeguarding Lead or to the Head.

Applicants will be required to undergo child protection screening appropriate to the post. Since this role involves 'regulated activity' with children, the successful applicant will be required to complete a Disclosure and Barring Service (DBS) disclosure application. Employment will be conditional upon the School being satisfied with the result of the Enhanced DBS check and the outcome of all the other checks.

The School will also carry out a check of the Children's Barred List on the successful applicant. Applicants should be aware that it is unlawful for the School to employ anyone to work with children if they are barred from doing so, and it is a criminal offence for a person to apply to work with children if they are barred from doing so.

This role is also exempt from the [Rehabilitation of Offenders Act 1974](#) and the School is therefore permitted to ask shortlisted applicants to declare all convictions and cautions (including those which are 'spent' unless they are 'protected' under the DBS [filtering](#) rules) in order to assess their suitability to work with children.

Please read our [safer recruitment policy](#), [recruitment of applicants with a criminal record policy](#) & [Equal Opportunities and Diversity policy](#) before completing your [application](#). Please also be aware of our [Safeguarding / Child Protection Policy](#).

