

Applicant Pack

Inclusive Learning Mentor (Autism Spectrum Condition Focus)

Salary: £26,849.14 per annum (£31,324.00 annum FTE) – Point 14 of the Support Staff Pay Scale

Working hours: 37 hours per week, 8:30 am – 4:30 pm, Monday to Thursday & 8:30am – 4:00pm Friday, term-time only (39 weeks per year).

FTE: 0.85714286

Pension: West Yorkshire Pension Fund, plus Death in Service Grant of 3 x your annual salary

Contract type: Permanent

Other benefits:

- Access to the Schools Advisory Service EAP, offering counselling, physiotherapy and other support services
- Free use of onsite gym facilities (6.45 am to 8.15 am and 4.00 pm to 7.00 pm)
- Eye test vouchers
- Flu vaccination vouchers
- Cycle to work salary sacrifice scheme
- Health and wellbeing events throughout the year, including a dedicated staff wellbeing day
- Enhanced maternity and paternity pay
- Opportunities for personal and professional development

Reports to: Additional Learning Support Manger

Closing date: 14 June 2026 at 4:00pm

Start date: 24 August 2026



Welcome Letter

On behalf of Greenhead College, thank you for your interest in the post of Inclusive Learning Mentor (ASC Focus). We are pleased that you are considering Greenhead College as the next stage in your career, and we hope, subject to matching our criteria, you will apply.

Greenhead College is situated on a welcoming and attractive campus close to Huddersfield town centre, adjacent to the picturesque Greenhead Park. We are just a short drive from the M62 and within walking distance of both the train and bus stations, making the College highly accessible for applicants from across the Northwest and Yorkshire.

Approximately 2900 students attend the College studying predominantly A Level courses across 35 subjects. The academic structure of the College is based on Heads of Curriculum who are subject specialists. The College also employs a team of Tutors, experienced in pastoral care, careers guidance and trained in Mental Health First Aid. Alongside their academic studies, students benefit from a rich extra-curricular enrichment offer and a wide range of project and work placement opportunities through our *Step Into Your Future* scheme.

Our commitment to student and staff well-being is reflected in our achievements. In July 2024, we received the Further Education Mental Health Gold Award in recognition of the comprehensive support we provide. In March 2025, OFSTED once again graded the College as 'Outstanding' in all six key areas, and as making a strong contribution to skills needs, identifying no areas for improvement. Most recently in April 2025, we were honoured to be named Further Education College of the Year at the Educate North Awards. These accolades highlight the dedication and high standards demonstrated by our students and staff across all roles.

The College is a great place to work, with a warm, inclusive atmosphere existing between students and staff. Our staff are recognised for their hard work and are encouraged to inspire each another, and to develop and grow. We are proud to have a strong and able College Leadership Team, and a highly experienced Board, who work collaboratively to deliver the College's purpose and principles, and strategic priorities.

This is an exciting time to be joining us. We were one of only 50 schools and colleges nationally to receive multi-million-pound funding for a new four-storey science building, which opened in November 2023, with the final building work and landscaping completed in August 2025. We continue to invest in our facilities and have an ambitious capital investment plan spanning the next five years.

If you have any queries about this role, please contact our Human Resources Team via email jobs@greenhead.ac.uk who will be happy to help.

We look forward to receiving your application.

Best wishes,

Mo Bunter
Principal



Job Description - Inclusive Learning Mentor (ASC)

Duties & Responsibilities:

The Inclusive Learning Mentor (ASC Focus) is a new role created to strengthen support for students with Autism Spectrum Condition (ASC) and related neurodevelopmental needs across the college. The postholder will provide targeted support and intervention to help students achieve academically, develop independence, and feel fully included in college life. Working collaboratively with students, staff, families, and external agencies, the role will play a key part in developing an inclusive environment that promotes student well-being, engagement, retention, and overall success.

Role-specific responsibilities:

1. Manage and support the ASC student caseload, focusing on targeted mentoring and intervention
2. Deliver 1:1 and group mentoring sessions, including study skills, independence, self-advocacy, and confidence-building
3. Develop and implement personalised support strategies to improve engagement, attendance, retention, achievement, and well-being
4. Monitor, track, review, and accurately record student progress, interventions, and mentoring outcomes
5. Provide timely and accurate information to staff regarding students' individual needs and support strategies
6. Complete neurodevelopmental (ASC/ADHD) referrals and liaise with external agencies, students, and families as a key point of contact
7. Support transition planning for students progressing into post-16 and post-18 pathways
8. Develop and embed autism-friendly practice across the curriculum and wider college environment
9. Coordinate and deliver staff training, coaching, and CPD to improve understanding and confidence in supporting students with ASC
10. Provide support for students with additional learning needs during exams, college trips, and enrichment activities as required
11. Represent the college at open evenings, interview events, and other student engagement activities
12. Work collaboratively with the High Needs Provision Manager and ALS Team
13. Participate in department meetings and undertake ongoing professional development, including maintaining up-to-date knowledge of SEND, equality, and disability legislation
14. Complete and maintain relevant ASC training
15. Any other duties as may be reasonably requested by the line manager to allow for the efficient running of the college without changing the general character or level of responsibility.

Safeguarding:

16. All staff and senior postholders have a duty for safeguarding and promoting the welfare of children and young persons. Staff must be aware of the College's procedures for raising concerns about children's welfare and must report any concerns to the Designated Person without delay. Staff must also ensure they attend the appropriate level of safeguarding children training identified by the College as relevant to their role.

General duties - the post holder will also:

17. Promote, act as a role model and implement the College's policies, practices and procedures including those relating to diversity and inclusion.
18. Take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the college's responsibilities under the Health and Safety at Work Act.
19. Demonstrate day to day commitment to the College's core values of community and mission statement.
20. Carry out such reasonable additional duties as may from time to time be determined by or on behalf of the Corporation.

Diversity and inclusion Statement:

The College will seek to ensure that all existing and potential employees and students are given equal opportunities for employment and education. It is committed to the elimination of unlawful or unfair discrimination on the grounds of sex, age, marital status, colour, race, nationality or other ethnic or national origin, disability, sexual orientation, trade union membership or activity and religious background.

The College will seek to ensure that no applicant for employment or education is disadvantaged by conditions or requirements which cannot be justified. The College provides an open, welcoming and safe environment for all its students, employees and visitors.

Employee Wellbeing Statement:

The College is committed to promoting and supporting employee wellbeing to improve working lives and allow our staff to flourish and reach their potential. The employee wellbeing priorities of the College are integrated throughout, embedded in our culture, leadership, and management. Staff are encouraged to talk about mental health, have good self-care routines, and seek help where needed. Employee wellbeing is an integral part of the College's performance management process, which allows Heads of Departments and the College Leadership Team to regularly review workloads and deadlines in a meaningful way. The College has a holistic framework in place to support staff, including early access to specialist sources of help, such as counselling and physiotherapy, as well as an employee assistance programme, occupational health service and dedicated employee wellbeing days.

Prevent Statement:

The successful applicant will be required to uphold the values of democracy, rule of law, individual liberty and tolerance and have mutual respect for those with different faiths and beliefs.

**Mo Bunter
Principal**

Inclusive Learning Mentor (ASC)

Closing Date:

The closing date for applications is 14 June 2026 at 4:00pm and interviews will take place shortly after.

Applicants for this post are asked to:

1. Complete the College's application form or TES application form and Equality and Diversity form.
2. Write a supporting letter of application, with CV if you consider it useful.

Please send the completed documents to:

Jen Rothery, HR Manager, as an email attachment to jobs@greenhead.ac.uk

Safer Recruitment:

Greenhead College is committed to safeguarding the welfare of all of its students and staff. The successful candidate will have to meet the requirements of the person specification in order to be offered the post and will be subject to safer recruitment checks. This position is working in regulated activity and therefore exempt from the Rehabilitation of Offenders Act 1974. Applicants will be required to self-disclose particular criminal convictions should they be shortlisted for interview. Further details can be found within the DBS filtering guide at <https://www.gov.uk/government/publications/dbs-filtering-guidance>

All offers of employment are subject to the following pre-employment checks:

- Two satisfactory references
- Enhanced DBS check with barred check list
- Overseas check if you have lived or worked abroad within the last five years
- Evidence of the right to work in the UK
- Prohibition check order
- Qualifications
- Fitness for Work

In line with KCSIE 2025 guidance, all shortlisted candidates will be subject to an online search.

If you apply and are unsuccessful in being called to interview, can we thank you in advance for your time and trouble in making this application. Due to time constraints, it would be impossible to respond to everyone individually - we hope that you will understand.

Greenhead College is committed to creating a welcoming, inclusive and supportive environment for all. We value diversity in our community and actively encourage applications from individuals of all backgrounds.



Person Specification – Inclusive Learning Mentor (ASC)

	Essential	Desirable
QUALIFICATIONS:		
Educated to degree level or relevant experience	x	
Competence in use of IT and data	x	
First aid qualification or willingness to undertake one		x

	Essential	Desirable
EXPERIENCE:		
Supporting young people with Autistic Spectrum Condition	x	
Working collaboratively with families	x	
Experience of mentoring, coaching, or supporting young people to develop independence and confidence	x	
Working within an educational, youth work, or support setting	x	
Maintaining accurate records and monitoring student progress or support interventions		x

	Essential	Desirable
SKILLS / KNOWLEDGE:		
Good understanding of inclusion, accessibility, and barriers to learning for students with physical or medical needs	x	
Ability to develop supportive and professional relationships with students, staff, families and external services	x	
Strong communication and organisational skills with the ability to manage competing priorities	x	
Ability to work collaboratively	x	
Confidence in delivering staff training, guidance, or awareness sessions	x	
Understanding of reasonable adjustments and strategies to support students	x	
Knowledge of safeguarding, equality, disability legislation, and SEND practice		x

	Essential	Desirable
ATTRIBUTES		
Empathetic, approachable, and student-centred in practice	x	
Committed to promoting inclusion, independence, and positive student outcomes	x	
Calm, resilient, and able to respond appropriately in challenging or sensitive situations	x	
Proactive and solution-focused with flexible approach to supporting students	x	
Professional, reliable and able to maintain appropriate boundaries and confidentiality	x	
Willingness to undertake ongoing training and professional development	x	
Ability to work independently while contributing positively to the wider team	x	

The above criteria will be assessed by the: Letter of Application, Interview & Assessments.