

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

Reading Mentor

Application Pack



Registered address: Tapton School Academy Trust, Darwin Lane, Sheffield, S10 5RG
Tel: 0114 267 1414 Email: enquiries@taptontrust.org.uk Web: www.taptontrust.org.uk

Charitable Limited Company Registration Number: 07697171.
Registered office: England and Wales. VAT Number: 134392225.

Contents

1. Joining our School

2. A message from our CEO

3. About TSAT

4. Our Schools

5. The Role

6. Responsibilities

7. The Person

8. How to apply

Joining Our School

Bradfield School is an 11-16 school with around 1100 students, situated in beautiful Peak District surroundings.

Our vision is 'where all people thrive' and we strive to deliver an education that supports students to fulfil their potential, and to be successful, confident people who are equipped to explore what life and the world have to offer.

Our belief is that school should be a fun place to be - where the activities, teaching and facilities foster enthusiasm, enjoyment and strong relationships. Happiness and success at school are closely related and so most of all we want our students to be happy to come to school.

We are a member of Tapton School Academy Trust (TSAT). TSAT is a Sheffield, cross-phase multi-academy trust currently consisting of nine schools. Our commitment to building a fully inclusive school is shared by the Trust, who's vision is to 'realise the life chances and dreams of every child.'

About TSAT

Since forming in 2011 TSAT has grown to 9 schools, 5 primary and 4 secondary, providing learning to over 7,500 learners from 2 – 18.

Collaboration is at the heart of our Trust. Our aspiration, with distributed leadership across TSAT, is to be greater than the sum of our parts.

Our Vision : To realise the life chances and dreams of every child.

Our Mission : To provide a safe place to be; provide great teaching and learning; create an environment where all opportunities are in reach.

Our Values

- A culture of professionalism.
- A focus on nurture as well as achievement.
- Involvement of the family and wider community in everything we do.
- Make visible those who feel invisible through disability, poverty, ethnic or cultural disadvantage.
- Mutual support and development.
- The health, well-being and safety of all our people.

Our ways of working

- Schools sign up to our 'Mission, Vision and Values' and collaborative ways of working.
- Schools collaborate 'in partnership for excellence with TSAT'
- Each has something to bring to the table and can lead on this.
- Schools retain their identity and are part of something special.
- Differentiated solutions according to support needs.
- Mentoring, coaching, directing.
- A clear [scheme of delegation](#) and decision making to ensure that all our children get the best educational experience.

For further information please visit the Trust website: [TSAT - Home \(taptonttrust.org.uk\)](https://taptonttrust.org.uk)

Our Strategy

The Trust Board are responsible for the schools within the Trust and determine the mission, vision and MAT improvement strategy. Local context and community links are provided by Local Governing Boards.

Our strategic objectives sit within 4 key aims:

Aims	Objectives
Effective Schools	<ul style="list-style-type: none">• Securing high levels of attendance and low levels of persistent absence.• Ensure safeguarding policies and practices operate effectively.• Build relationships further between schools and vulnerable families.• Further focus on vulnerable learners to reduce suspensions and exclusions.• Close the attainment gap between disadvantaged learners and other learners
Outstanding Outcomes	<ul style="list-style-type: none">• Improving the quality of education in each school.• Provide learning in every classroom for every learner that is at least good and addresses each learners need.• Continue to develop a Trust in which learners achieve high rates of progress.
Sustainable Trust	<ul style="list-style-type: none">• Actively communicate and engage with all stakeholder groups• Continue to ensure best value and use of all resources• Develop revenue raising opportunities• Future proofing buildings and facilities.
A Great Place to Work	<ul style="list-style-type: none">• Continue to build capacity through cross Trust collaboration and support. With an emphasis on improving workload and subject level collaboration to further develop common approaches.• Develop a Trust talent management plan. Continue to create opportunities for staff to develop and gain further experience.• Develop a succession plan with an emphasis on executive leadership.• Further develop our approach to staff wellbeing.

Our Schools

Our five primary and four secondary schools work in close partnership with the aim of realising the life chances and dreams of every child and becoming an outstanding Trust.

Each of our schools has its own distinctive character, reflecting the local community it serves. Children joining us have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, leaving our schools fully prepared for successful lives.

Primary Education

Each of our primary schools are Ofsted rated 'Good' giving our children an excellent start to their education and preparing them fully for their secondary transition.

[Primary Education](#)

Secondary Education

Our secondary schools work in close collaboration to further develop our curriculum and outcomes.

Our sixth form provision is Ofsted rated 'Good' or 'Outstanding'

[Secondary Education](#)

Central Services

Our support staff are highly valued, and we offer a range of central services to our schools to enable them to concentrate on outstanding teaching, high quality learning and effective support for individual needs. Services include:

- Catering
- Communications and Marketing
- Facilities
- Finance
- Governance
- HR
- IT
- School Improvement.

The Role

Reading Mentor

This is an exciting opportunity to Bradfield School as a Reading Mentor and work under the direct instruction of Senior Leadership in order to support pupils reading development. The role aims to build pupil confidence with reading and close gaps in reading age to ensure that pupils can access the full curriculum. The successful candidate will possess emotional resilience and be able to enthuse, engage, motivate and challenge pupils to raise achievement at all levels in KS3 and KS4. The delivery of effective literacy programmes to close attainment gaps is a key priority for the school this year, and this role is essential for us to be able to meet that priority. The candidate must have a clear understanding of effective strategies to close reading gaps and be willing to undertake relevant training to bring the school's vision to eradicate illiteracy into fruition. There will be an awareness that pupils may experience different difficulties when reading and reading strategies may be different depending on pupil need. Effective collection of data to evaluate progress and identify impact will also be required as part of the role. Liaising with Subject Leaders about individual pupil progress will also be a part of the role, specifically working alongside the English Department to drive pupil progress.

Salary Range	Grade 4 - £24,294 – £26,421 (pro-rata)
Responsible to :	Lead Practitioner English
Hours of Work :	37 per week
Holidays :	Term Time Contract
Benefits	<ul style="list-style-type: none">• SYPA Pension• Salary Sacrifice Car Scheme• Cycle to Work Scheme• Discounted membership for Westfield Health• Occupational Health• Wellbeing Programme• Continuous CPD and Training

SPECIFIC DUTIES AND RESPONSIBILITIES

- Here to engage individual pupils and small groups in identified literacy interventions, primarily reading based programmes.
- To deliver reading intervention programmes such as paired reading and Thinking Reading.
- To manage pupils in accordance with behaviour expiations.
- To promote pupils' self-esteem and confidence.
- To prepare and maintain resources and teaching environments.
- Maintain records on each child as a basis for instruction and monitoring, providing written reports and attending meetings as necessary and provide regular feedback to staff as appropriate.
- To submit data as specified.
- Plan for the 'exit' from the intervention programme and support the senior management in monitoring the progress of children who have been discontinued from the programme.
- Maintain close and regular links with the class teachers of children receiving intervention to ensure that progress is maintained, and independence promoted in lessons.
- Where appropriate work alongside class teachers on strategies to promote increased learning within the classroom e.g. comprehension or reading strategies.
- To support other staff in delivering intervention strategies.
- To communicate with parents/carers about pupil development.
- To attend meetings, training and development activities, as required by the Senior Leadership Team.
- To take part in relevant training/CPD to help build a greater understanding of supporting pupils to improve their learning and deliver Think Reading Programme.
- Maintain high levels of professional conduct at all times.
- Undertake any reasonable requests as negotiated with the line manager.
- Following Health and Safety requirements and initiatives as directed.
- Ensuring compliance with Data Protection legislation
- The school is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.
- At all times operating within the schools Equality policies
- Commitment and contribution to improving standards for pupils as appropriate.
- Contributing to the maintenance of a caring and stimulating environment for young people.

Person Specification

Minimum Essential Requirements	Method of Assessment
Skills/Knowledge	(e.g. Interview, Application form, test, assessment, etc)
The ability to communicate clearly and assertively, both orally and in writing, with staff, students and parents	Application form / Interview
Be proficient in the use of Microsoft Office packages, email and the internet	Application form / Interview
Understanding of relevant policies/codes of practice and awareness of relevant legislation	Application form/Interview
Ability to relate well to children and adults	Interview/References
Work constructively as part of a team, understanding classroom roles and responsibilities	Application form/References/Interview
Understanding of how to run effective 1:1 and small group interventions	Application form/References/Interview
Ability to evaluate the effectiveness of interventions and consider ways they may need to be adapted for specific cohorts of pupils	Application form/References/Interview
Able to prioritise their own workload, working accurately and to deadlines	Application form/Interview
Good understanding of issues of equality and diversity	Application form/Interview
Good understanding of safeguarding policy and practices	Application form/Interview
Experience/Qualifications/Training etc. (if any)	
GCSE Grade C in English and Mathematics (or equivalent).	Application form / Document Evidence
Evidence of strong interpersonal skills	Application form / Document Evidence / Interview
Safeguarding in Education training	Application Form / Document Evidence
Proficient in reading/literacy-based interventions or the ability to learn these skills effectively	Application form/References/Interview
Experience with working with children who have specific needs	Application form/References/Interview
Work Related Circumstances (including Working Conditions)	
Tapton Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment	

How to apply

Applications for this role are via the TES website.

The closing date for applications is Wednesday 13th November 2024 at 11:59pm and interviews will be held w/c 18th November 2024.

Safeguarding

Tapton School Academy Trust is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All candidates will be subject to the following employment checks:

Shortlisted Candidates:

- References will be requested before interview.
- A Criminal Convictions Disclosure Form will be requested at interview.
- Evidence of right to work in the UK will be requested at interview.
- Qualification certificates will be requested at interview.
- Disclosures concerning child protection investigations, relationships with pupils, employees, governors or trustees, prohibition orders and section 128 directions (where applicable) will be requested at interview.
- We may conduct online searches for shortlisted candidates prior to making our final decision. If any information obtained from the online searches raises concerns around someone's suitability for the role or to working with children, then this may be raised with the candidate at interview and/or we may take advice from the local authority children's services.

Successful Candidates:

- Successful candidates will be required to undertake a DBS Enhanced Disclosure (with barred list) check.
- Successful candidates will be required to be asked to complete a Childcare Disqualification under the Childcare Act 2006 Declaration (for applicable posts).
- Pre-employment medical screening

Please note: Canvassing of any employee, Trustee or member of the Local Governing Board directly or indirectly is prohibited and your application will be disqualified.

Policies

Our approach to safeguarding and school safeguarding policies can be found on the Trust website: [TSAT - Safeguarding \(taptonttrust.org.uk\)](https://taptonttrust.org.uk)

Equality & Diversity

We are committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair and that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. [Click Here](#) to access TSAT`s Equality and Diversity Statement.

Data Protection

As part of the recruitment process, we need to collect your personal data. For more information about what we do with your personal data, please see our Recruitment Privacy Notice on the [policies page](#) of our website.

Tapton SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child



Registered address: Tapton School Academy Trust, Darwin Lane, Sheffield, S10 5RG
Tel: 0114 267 1414 Email: enquiries@taptonttrust.org.uk Web: www.taptonttrust.org.uk

Charitable Limited Company Registration Number: 07697171.
Registered office: England and Wales. VAT Number: 134392225.