

Tapton  
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

# Learning mentor 1 year temporary Application Pack



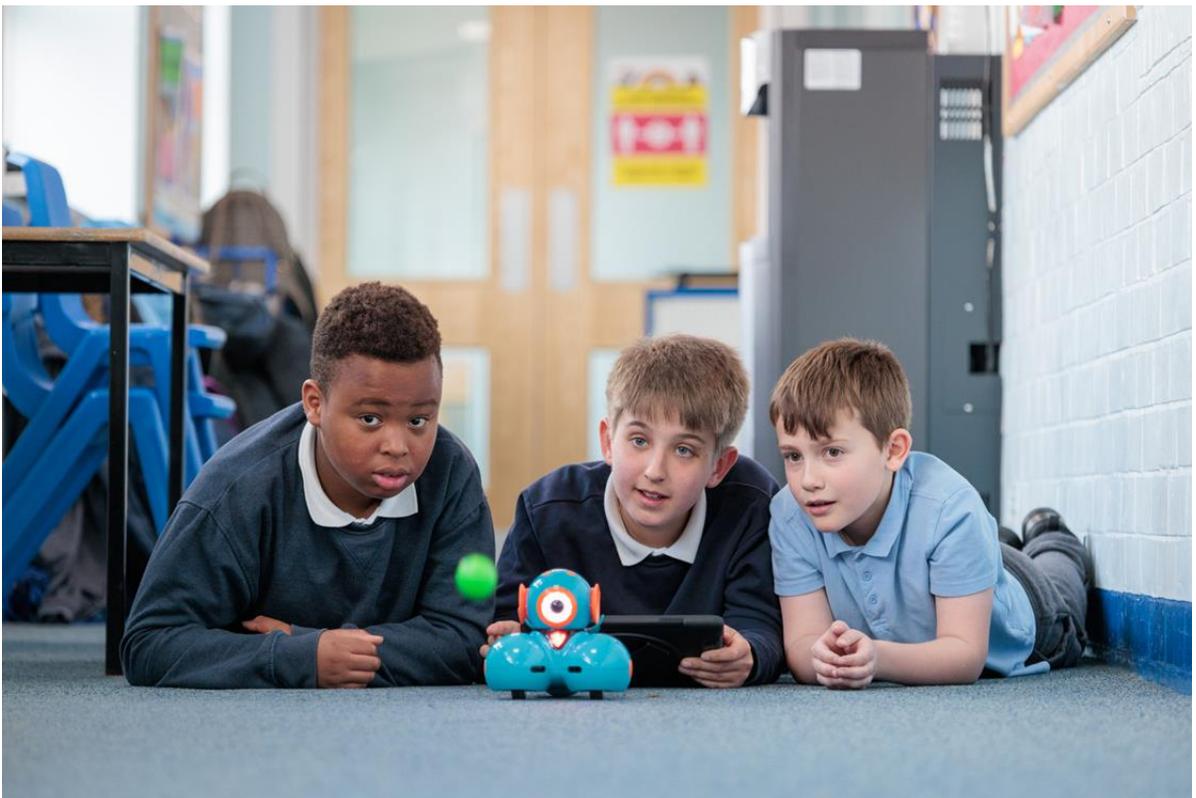
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## A Message from our CEO



David Dennis  
Chief Executive Officer

Thank you for your interest in joining Tapton School Academy Trust.

Through clear leadership and governance we plan to support and improve outcomes across all of our schools, transforming all our learners and becoming an outstanding Trust.

Engagement with every family is the touch stone for our work, ensuring a culture of high trust, common values, low threat and a shared moral compass. At the heart of all our endeavours is outstanding teaching, high quality learning and effective support for individual needs.

We employ over 900 staff and work hard to foster the right conditions to make the Trust a great place to work. We know that our staff are our greatest resource, and put in place support and opportunity to enable colleagues to progress within the Trust and reach their full potential.

Thank you again for your interest in joining us and the best of luck with your application.



# About Tapton School Academy Trust

**Tapton School Academy Trust** was formed in 2011 and has grown to 9 schools, 5 primary and 4 secondary, providing learning to over 7,500 learners from 2 – 18 and employing over 900 staff.

Children joining the Trust 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, and leave our schools fully prepared for successful lives.

## 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.

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

Further information about the Trust, including full governance structure and current performance, is available in our [Annual Report and Accounts](#).

## Our School

Southey Green are committed to giving our children the very best education. We recognise the individuality of every child and young person and aim to ensure that each one achieves their full potential. The curriculum is unique and personalised to Southey as it incorporates a range of key elements aimed to remove specific barriers to children's learning and enrich children's experiences to ensure that they leave our primary school as successful learners.

**Our aim is that children leave our school:**

- **As **responsible** members of society.**
- **With curious minds and a developing understanding of the world around them.**
- **Articulating ideas while being **respectful** and considerate of others views.**
- **With raised aspirations – children are **ready** to take on new challenges.**
- **Literate and numerate.**

The school was inspected in October 2021 and was graded 'Good' in all areas. Ofsted stated that 'Pupils are happy, keen and engaged. Pupils, staff, parents and carers appreciate the family feel of the school.' Pupils said, 'School is just marvellous.' Staff have high expectations and aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils live up to these expectations; they are ever mindful of being 'Ready, Respectful and Responsible'. They have positive attitudes to learning and enjoy all that they do.

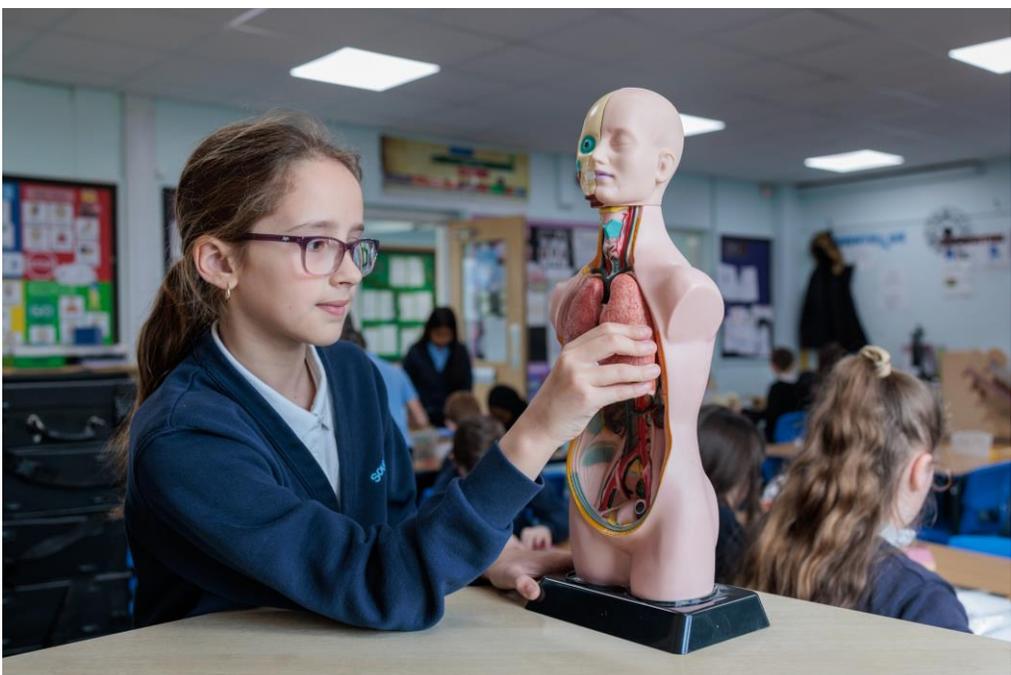
The school has a 32 place two year old provision and a three/four year old nursery with a 78 place capacity often giving 156 children on roll in the nursery. The Senior leadership team is made up of a Headteacher, six assistant Headteachers, and an inclusion lead. It also has a large Inclusion/SENCO team. This is the third school who have a joint governing body



# The Role

The Local Governing Board are seeking to appoint a learning mentor to join Southey Green Primary.

<b>Salary Range:</b>	Grade 5 37 hours 42 weeks (111 hrs worked out of term time)
<b>Responsible To:</b>	Assistant Headteacher for Inclusion / Headteacher
<b>Responsible For:</b>	Pastoral support for children across the school.  To address the individual needs of children and help them overcome barriers to learning both in and outside school in order to achieve their full potential
<b>Benefits:</b>	<ul style="list-style-type: none"><li>• Salary Sacrifice Car Scheme</li><li>• Cycle to Work Scheme</li><li>• Discounted membership for Westfield Health</li><li>• Occupational Health</li><li>• Continuous CPD and Training.</li></ul>



# Responsibilities

<p><b>Work with children</b></p>	<ul style="list-style-type: none"> <li>• Complete activities linked with weekly planned timetable of support.</li> <li>• Undertake intervention support for small group and individual children</li> <li>• Support within the classroom environment to ensure that children are regulated and accessing learning.</li> <li>• Support individuals within breakfast club, after school provision and holiday provision.</li> <li>• Develop a 1:1 mentoring relationship with children needing particular support where necessary aimed at achieving the goals/targets.</li> <li>• Undertake new starter induction support with children, new to school within the year, to gather all necessary to ensure they have a positive start.</li> <li>• Mediating between children where relationships and friendships have broken down.</li> <li>• Being a champion, advocate and voice for students, valuing their opinion and involvement in school activities.</li> </ul>
<p><b>Identification Responding Reporting</b></p>	<ul style="list-style-type: none"> <li>• Follow school systems of recording to ensure that they are rigorous, accurate and in line with school/Trust policies.</li> <li>• Monitor and respond to the school reporting systems (CPOMS) to ensure that incidents are followed up and dealt with in an appropriate and timely manner.</li> <li>• Complete minutes of meetings attended and add records of all meetings to the school cpoms systems.</li> <li>• Complete case studies and intervention logging to show progress of individuals and small group intervention support.</li> </ul>
<p><b>Working with others</b></p>	<ul style="list-style-type: none"> <li>• Represent the school by liaising with external agencies, colleagues and multi-agency teams as required.</li> <li>• Explore and build relationships with other educational providers that would be of benefit to the school, children and parents.</li> <li>• Support the extended services lead in planning and delivering holiday provision, in particular for vulnerable children.</li> <li>• Support referrals to multi agencies and where appropriate act as the lead in such referrals.</li> <li>• Facilitating home/carer – school links where appropriate and agreed, including phone call, letters, meetings and home visits.</li> </ul>
<p><b>Additional Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• The ability to converse at ease with members of the public and students and provide advice in accurate spoken English is essential to the role.</li> <li>• To undertake any additional responsibilities and duties, commensurate with the post, as requested by the Headteacher.</li> <li>• To maintain high levels of confidentiality and professionalism at all times.</li> <li>• Support the vision, ethos and policies of the Trust, ensuring the school meets all statutory safeguarding requirements.</li> <li>• Any other related duties and responsibilities as may arise</li> </ul>

## The Person

<b>Knowledge and Experience</b>	Experience of working with primary aged children
	Safeguarding and pastoral qualifications
	Up to date knowledge of what research and inspection findings tell us about effective pastoral support
<b>Experience</b>	Experience in working with vulnerable and/or disadvantaged children to secure the highest outcomes
	Experience of delivering pastoral interventions
	Has worked successfully with children, parents and staff
	Has experience of working effectively with children with a wide ability range including higher attainers/SEND children
	Has experience of working in classroom settings offering pastoral support so that children can engage in their learning.
<b>Skills</b>	Excellent time management, motivational and communication skills that inspire high ambition throughout school.
	A highly effective person who is able to work as part of a team.
	Personal skills to establish excellent working relationships with all members of the school and wider community
<b>Personal Characteristics</b>	Conviction that all children can succeed and a commitment to securing the highest care for all.
	The personality to engage and enthuse staff, children and parents.
	Be flexible and approachable, remain resilient under pressure and show a positive and energetic attitude to work.
	An ability to analyse and interpret information to make informed decisions and exercise good judgement
	Be personally committed to the development and welfare of every child
	A commitment to the safety and safeguarding of children and staff.
	Show total commitment to the school's wider community.

## How to apply

Applications are available from the school or the TES website.

Please email/phone the school enquiries to arrange a visit:

[enquiries@southeygreen.sheffield.sch.uk](mailto:enquiries@southeygreen.sheffield.sch.uk)

0114 2326879

The closing date for applications **25<sup>th</sup> November 2022**

Interviews will be held on the **2<sup>nd</sup> December 2022**

**Please note:**

- References for short-listed candidates will be requested before the interview.
- Successful applicants will be required to undertake a DBS Enhanced Disclosure check.