



*'For the sake of one child, I would
have founded the Society'*

St Madeleine Sophie Barat

Application pack for the post of

LEARNING SUPPORT MENTOR

Closing Date: 9.00am Monday 11th May 2026

Required from: As soon as possible



Sacred Heart High School
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WELCOME FROM THE HEADTEACHER

Thank you for expressing an interest in the post of Learning Support Mentor at our unique school.

Sacred Heart High School is an outstanding Catholic School in the trusteeship of the Society of the Sacred Heart and is part of a network of Sacred Heart schools worldwide.

Situated in historic buildings on a site with a 330 year tradition of contributing to the education of young women, we have stood the test of time, with a cherished history.

Sacred Heart High School was described by Ofsted as an 'exceptional school'. The Headteacher and senior leadership team, supported by the governors, drive a culture of continuous improvement and are highly ambitious for the pupils in their care.

What makes Sacred Heart schools distinctive is that everything we do is driven by the same five goals of Sacred Heart Education, as set out on Page 9.

We value intellect and our results (page 5), placing us in the top 3% nationally, speak for themselves, but Sacred Heart Education is about far more than that.

Sacred Heart Education is rooted in the importance of relationships; recognition of the individual; building social awareness and the importance of acting on it. Kindness and responsibility is at the heart of this, both towards one another and to others beyond our own community.

We educate to develop students' recognition of their own worth and to ensure that they leave school with a sense of their own responsibility to stand up for others. We prepare students to become positive role models, agents of change

and leaders who will transform the world we live in, for the betterment of all.

We value the diversity of our school community and take pride in the achievements of each and every student under our care, both in school and in the wider community.

We have talented leadership and staff across the school who work hard to ensure the students are well looked after, encouraged, nurtured and educated to prepare for their future lives. In turn we provide our staff with opportunities to develop to their full potential and prioritise their well-being.

We have many exciting challenges ahead, including a focus on High Performance Learning, further development of our Sixth Form and the creation of a new performing arts centre.

The Learning Support Mentor will be an inspiring and friendly individual. We seek someone with both empathy and drive to join a talented, creative and good natured team, to forward our ambitious development plan.

We hope that the information given in this application pack, along with the school's website and the website for the Society of the Sacred Heart (<https://rscjinternational.org/>) will help you discover something of the richness to be found in this inner city Catholic school, and I look forward to receiving your application.

Sharon O'Donovan, Headteacher



MISSION STATEMENT

Sacred Heart High School Hammersmith is an 11-18 girls' comprehensive school. The school was founded in 1893 by the Society of the Sacred Heart and has always sought to promote the education of women and academic excellence. Today we are a community of faith and learning, based on the Gospel of Jesus Christ, His values and teachings. We seek constantly to improve everything we do so that we can make a difference for the young women who will shape the society of the future.

Above all else, this community works together to bring one another to an awareness of the fullness and meaning of their life, rooted in the love of God.

We do this through

- Providing an excellent education which inspires a life-long love of learning;
- Respecting the uniqueness, worth and development of each individual, both as a learner and as a person called by God in dignity and faith;
- Offering a broad and balanced curriculum which meets the needs of each student;
- Challenging and supporting each other to achieve our full potential and to develop gifts and talents for the service of others;
- Recruiting excellent, committed and highly qualified staff who are valued and respected for their contribution and development as learners and educators;
- Building upon our partnership with parents, the Society of the Sacred Heart, governors, the Church and the local education authority;
- Strengthening and extending collaborative links with the international network of Sacred Heart schools and colleges, other learning institutions, including universities and the wider community;
- Creating a well-ordered, stimulating, and secure learning environment, which encourages personal growth in an atmosphere of wise freedom; and
- Making effective use of all our resources on behalf of the young people who come here.

EXAM RESULTS

GCSE 2024 Headline figures

Provisional results based on first entry result, (not including discounted pupils)

	No. of pupils	%
Pupils in Year 11 achieving 9-4 in English	188	95
Pupils in Year 11 achieving 9-5 in English	168	85
Pupils in Year 11 achieving 9-4 in mathematics	176	89
Pupils in Year 11 achieving 9-5 in mathematics	154	78
Pupils in Year 11 achieving 9-4 in English and mathematics	176	89
Pupils in Year 11 achieving 9-5 in English and mathematics	154	78
Pupils achieving the English Baccalaureate (based on grade 5 'standard passes')	114	58
English Baccalaureate average point score per student		8.2

GCSE Progress and Attainment Measures, 2024

GCSE Performance Measures	
Attainment 8 score	6.3
Progress 8 score	0.81

A-Level Results 2024

	2019	2020	2021	2022	2023	2024	2024	Diff. from
	%	%	%	%	%	%	National Av.	National Average
A*	8	11	28	15	5	5	9	-4
A*-A	30	37	68	32	20	24	28	-2
A*-B	58	71	88	57	56	58	54	4
A*-E	99	100	100	99	97	99	97	2



FROM THE HEART MESSAGE FROM OUR HEADGIRLS

Sacred Heart is an ethos that goes beyond the walls that make up the school; it encompasses the students, families and teachers that build up our community. The five Sacred Heart goals encourage pupils in their religious, social and academic lives and have shaped me as an autonomous person since my first day in Year 7.

Hard-work and perseverance is rewarded and encouraged at Sacred Heart. Not only are pupils stimulated and challenged to achieve their highest potential academically, they are also provided with immeasurable teacher support as well as a multitude of enrichment opportunities, such as the school rowing club. My experience as a rower has given me countless treasured memories. I have found many cherished friendships, and unfaltering support from coaches and teachers.

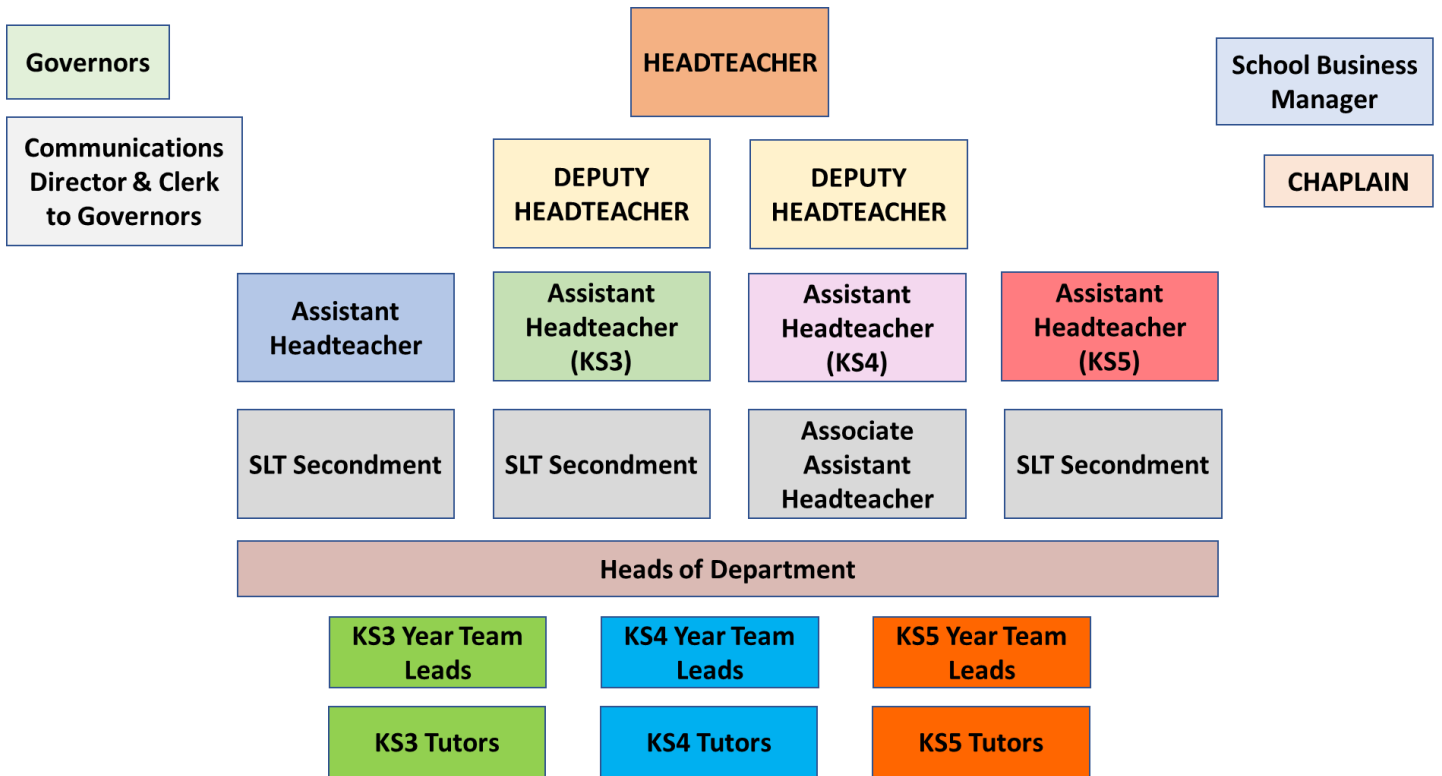
Amidst substantial standards and high expectations, school life at Sacred Heart has offered me more than just academic achievement. Student-teacher discussions and supra-curricular pro-

grammes have helped me to grow as a strong and independent young woman. The significant emphasis placed on female-empowerment has especially helped me find my confidence as an individual person in society. I strongly believe that my formative years at Sacred Heart will be the perfect formula for future success in life.

Sacred Heart has sculpted me in such a way I believe no other school can. The essence of Sacred Heart is rooted in growth, development and love for one another. Not only have I been able to academically grow, with immeasurable opportunities to satisfy my curiosity, I have also grown socially within my community specifically as a senior debater. I believe Sacred Heart is more than just a school, it is a fulfilling environment where pupils receive unwavering support, whether that includes awe-inspiring events or meaningful learning experiences.

Undeniably, this school has offered me a plethora of opportunities which I believe I have progressed from a timorous young girl to a confident, driven young woman.

STAFFING STRUCTURE



SACRED HEART SCHOOLS

The Society of the Sacred Heart's charism is based on the Heart of Jesus. Our foundress Saint Madeleine Sophie Barat desired nothing more than to share God's love with her students and to inspire them to share that love with the world. Her hope was for all to grasp fully the experience of being loved by God.

The school's logo epitomises this as it represents the heart of Christ, with a cross at the opening. It is an open heart that is welcoming to all, with the world at its centre, showing both our internationality and our desire to make a difference in the world.

Following what St Madeleine Sophie wanted, our aim is that the students of this Sacred Heart school recognise God's love and share it with others, making it a place where the attitudes of Jesus' Heart are lived.

OUR SACRED HEART EDUCATIONAL GOALS AND NETWORK

Sacred Heart Hammersmith is part of a network in England comprising five schools and a college. All were originally founded by the Society of the Sacred Heart.

There are two co-ordinators in the English network who support the schools and the college in the development and promotion of their distinctive Sacred Heart ethos.

Conferences and events are organised for school leaders, goals co-ordinators, chaplains, staff and pupils including a student leaders' conference and a bi-annual Heart Fest in which pupils from all schools come together.

The English network is part of a global network. There are Sacred Heart schools and universities in 31 countries across the world. The links with our global network give the Sacred Heart educator opportunities for professional development.

Our school chaplain, who is also the Goals Co-ordinator, supports the school to embrace the Sacred Heart ethos and charism; and embed the goals in the everyday life of the school.

THE GOALS

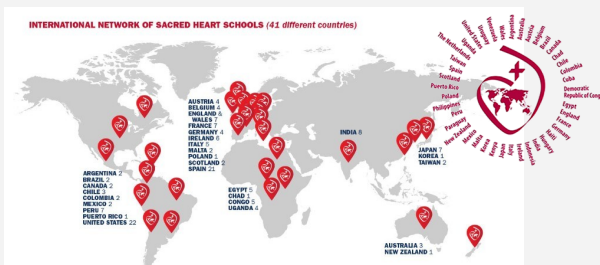
As part of an international network of schools, each school is committed to a set of principles shared by many Sacred Heart schools, known as the Goals. The five Goals of Sacred Heart Education outline the essential principles and values of Sacred Heart education.

They are based on the Sacred Heart philosophy of education: to educate the whole person as a member of society, confident of their personal worth and actively living out Christ's call to know and share His love.



The five goals used by schools in the Sacred Heart Network in England are:

- Goal I:** a personal and active faith in God.
- Goal II:** a deep respect for intellectual values.
- Goal III:** a social awareness which impels to action.
- Goal IV:** the building of community.
- Goal V:** personal growth.



JOB DESCRIPTION AND PERSON SPECIFICATION

LEARNING SUPPORT MENTOR, SACRED HEART HIGH SCHOOL

INTRODUCTION

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with canon law, the teachings of the Roman Catholic Church and the trust deed of the Society of the Sacred Heart. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

This appointment will be made under the terms of the Catholic Education Service contract signed with the board as employers. It is subject to the current conditions of service for teachers in Catholic Schools and other current education and employment legislation.

JOB SUMMARY

Person reports to the SENCO; liaising with school colleagues, Teaching and Support Staff and Students.

MAIN PURPOSE OF THE LEARNING SUPPORT MENTOR

- ◆ To work with class teachers to improve the learning and attainment of pupils with EHCPs, particularly in Maths and English.
- ◆ To promote pupils' independence, self-esteem and social inclusion.
- ◆ To give specialised support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement.
- ◆ To follow all school's procedures and policies ensuring highest standards of service, integrity and confidentiality to the whole school community.
- ◆ To actively uphold and engage with the School's Mission Statement.
- ◆ To participate in the schools' commitment to safeguarding and promoting the welfare of child and young people.

RESPONSIBILITIES AND COMMITMENTS

Teaching and Learning:

- ◆ Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND).
- ◆ Deliver literacy intervention on a one to one or small group basis for maths and English.
- ◆ Work with teaching staff providing support in the classroom.
- ◆ To help take responsibility for identified pupils in supporting them to achieve their targets through the implementation of agreed strategies.
- ◆ To establish and develop a good rapport with designated pupils in order to develop a relationship which will enable them to make progress with their learning as well as monitoring progress and achieving the identified short-term and long-term goals
- ◆ To bring enthusiasm and a willingness to work in a variety of ways to support, motivate and challenge pupils to raise levels of achievement
- ◆ Support the identification of those pupils who need extra help to overcome barriers to learning.
- ◆ Use student tracking performance data to identify targets and evaluate progress, implement testing and review processes.
- ◆ Implement behaviour and discipline policies and procedures.
- ◆ Support pupils to access facilities and resources such as after school clubs.
- ◆ Support the development of study support activities.
- ◆ Under the guidance of the SENCO, coordinate resources to support pupils with long term medical needs.

- ◆ Deliver catch up sessions to support pupils returning to school after extended periods of absence
- ◆ Attend meetings as directed to share information, discuss progress and set targets for individual and small groups of pupils.
- ◆ Support with transition arrangements for pupils entering/leaving the school.
- ◆ To comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

Planning

- ◆ Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- ◆ Read and understand lesson plans shared prior to lessons, if available
- ◆ Prepare the classroom for lessons

Staff Development & Communication

- ◆ To work closely with the SENCo
- ◆ To support the SENCo in maintaining a database of information in relation to the individual pupil's needs and progress
- ◆ To monitor, evaluate and report on the implementation of Student learning profiles, identifying progress clearly specified short-term and long-term goals
- ◆ To work closely with others (LSAs, teachers, tutors and SENCo) to ensure that the learning support needs of pupils are met in accordance with their long and short term outcomes by regular communication with teachers regarding differentiation and LSM role.
- ◆ Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- ◆ To keep a detailed monitoring and progress record and to make it available to the SENCo when requested
- ◆ To attend meetings as appropriate, participating in note-taking when required.
- ◆ To help implement internal exam concessions for pupils in KS3 and KS4.

Health and Safety

- ◆ Promote the safety and wellbeing of pupils and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy.
- ◆ Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- ◆ Promote the safeguarding of all pupils in the school

Multiple Agency Development & Communication

- ◆ To acquire and maintain a knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
- ◆ Be active about updating yourself in initiatives relevant to Learning Support for students with EHCPs.
- ◆ Work closely with others to support pupils for whom barriers to learning and learning differences may be outside the school's direct control.
- ◆ Participate fully in the sharing of information in school within the framework of the school's agreed protocols and practice.

Generic Responsibilities

- ◆ To deliver day to day duties consistently within the agreed service level
- ◆ To adhere to the professional conduct expected of all teaching staff regarding punctuality, e-technology and communication, health and safety, equal opportunities and dress code
- ◆ To commit to, and contribute to, improving standards for pupils as appropriate
- ◆ To contribute to the maintenance of a caring and stimulating environment for pupils
- ◆ To undertake other duties commensurate with the job level

SUPPORTING INFORMATION

HOW TO APPLY

Completed application forms should be submitted via TES by 9.00am Monday 11th May 2026 CVs will not be accepted.

SELECTION PROCESS

Shortlisting will take place 11th May 2026 and interviews will take place shortly after.

SALARY

This is a fixed term appointment offering a term time salary on Support Staff Pay Scale 6 Pt 26 £31,039pa (FTE £37,675pa). You will be paid on the 15th day of each month.

HOURS OF WORK

36 hours per week to be worked over the period Monday to Friday. The exact times of attendance will be determined by the Headteacher.

PENSION

You may be eligible to join the Local Government Pension Scheme (LGPS). If you are already a member of the LGPS or another pension scheme you can apply for your pension to be transferred, you only have 12 months to do this. If you qualify a Pension contribution is deducted from your monthly pay depending on your annual salary.

MEDICAL CLEARANCE

Your appointment is subject to pre-employment medical clearance. If you are successful at interview you will be issued with a medical questionnaire that must be completed and returned before

your appointment can be confirmed.

EQUAL OPPORTUNITIES

As an equal opportunities employer, we welcome applications from all sections of the community, including persons with disabilities.

TERMS AND CONDITIONS

The appointment will be conditional upon you satisfying the standard employment checks for a support staff including references, enhanced DBS, health checks, right to work in UK, etc.

QUERIES

We encourage candidates to look at our website <https://www.sacredhearhigh.org.uk/>

If you require further information please contact HRdept@sacredh.lbhf.sch.uk

We reserve the right to close this advertisement early if we receive a high number of suitable applicants.

