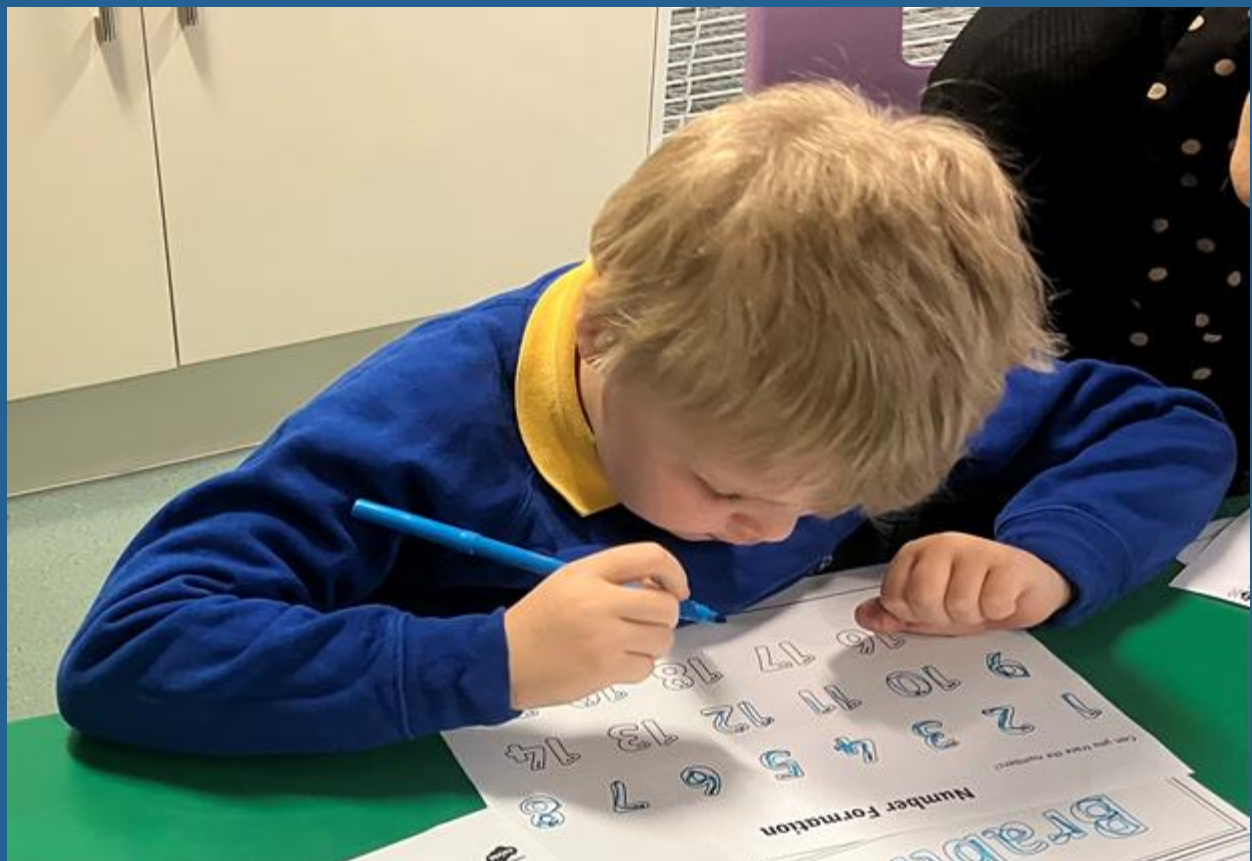


Teaching Assistant Level 4 (Learning Mentor)

APPLICATION PACK



Dear Applicant,

Thank you for showing an interest in joining The Bolton Impact Trust.

Bolton Impact Trust Academies have been delivering high quality Alternative Provision and Special Education to pupils in Greater Manchester and Lancashire for over 20 years and we are proud of our track record of making a real difference to children's lives in our area.

Our aim is to inspire every young person to acquire the knowledge, skills and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential. Developing self-esteem, confidence and resiliency are major goals for us and preparing our young people to enjoy worthwhile and fulfilling lives back in their own communities after attending the Impact Trust Academies is a crucial part of our work.

We think that our Trust is a very special place where we respect individuality, diversity and difference. Every child who joins us is afforded a fresh start and every adult who joins our team is given the opportunity to contribute. Staff Wellbeing is extremely important to us and we offer attractive support packages including Employee Assistance Programmes, Wellbeing Credits and enhanced CPD opportunities.

We are now looking to appoint a Teaching assistant Level 4 (Learning Mentor) at our Forwards Centre Academy. If you are a dynamic, motivated, conscientious professional who has a passion for working with children and young people and you feel you have the skills and personal attributes to work as part of an innovative, energetic and ambitious Academy Team we would love to hear from you.

Yours faithfully

Paul Hodgkinson



CEO – Bolton Impact Trust

WELL-BEING AT THE BOLTON IMPACT TRUST

The Bolton Impact Trust recognises that staff are our most important assets and we wish to support them fully to thrive both personally and professionally. We recognise that there is a correlation between the wellbeing of our staff and the quality of provision that we offer to our pupils so we wish to promote a consistent trust-wide approach to wellbeing for our staff. We want our staff to thrive, come to work happy and leave work happy.

Our whole Trust vision is for all staff to enjoy successes at work and to develop their experience and skills to become excellent at what they do. Our wellbeing mission and aims are built in culture rather than as a set of stand-alone wellbeing activities. We believe that wellbeing is a constant state of botheredness for all.

Our wellbeing pledges

- We demonstrate compassionate leadership at all times
- We promote the concept of 'it's nice to be nice'
- We challenge any instances of non-compassionate leadership
- We create a constantly open 'support window' for staff
- We survey staff regularly
- We recognise outstanding staff performance regularly (praise culture)
- We offer high-quality CPD
- We consistently apply Trust policies
- We ensure that scrutiny leads to support, not judgement
- We look to create better environments for staff to work in
- We put resources aside for wellbeing activities
- We create Leadership Spaces for staff to work without external interference
- We provide opportunities for staff to collaborate with colleagues from across the trust and from external networks

Some examples of wellbeing activities include:

- Workload reduction strategies being reviewed regularly
- Making adjustments to working conditions for staff when required
- Clear email expectations – we do not expect our staff to read or respond to emails outside of working hours unless they want to
- Providing free refreshments each day
- Access to 'wellbeing' credits which allows agreed time off work
- Access to free counselling and Occupational Health
- Access to free physiotherapy
- Providing pastoral drop-ins and confidential supervision sessions for staff
- Fresh water dispensers on all sites
- Providing creative opportunities for connecting with staff and promoting their wellbeing (e.g., breakfast meetings, shared lunches,)
- Employee Assistance programme
- Menopause support
- Men's Health promotions
- Extensive opportunities for staff development (CPD programme)
- Equality Champions
- Wellbeing Champions

ADVERT – TEACHING ASSISTANT LEVEL 4 (LEARNING MENTOR)

Bolton Impact Trust (BIT) is seeking to appoint a compassionate and skilled Teaching Assistant Level 4 (Learning Mentor). This role will be based at the Forwards Centre, where the focus will be on supporting pupils in accessing the curriculum while promoting their emotional well-being. The Learning Mentor will play a key role in helping pupils overcome barriers to learning, fostering a supportive and nurturing environment to ensure both their academic and personal development.

The Forwards Centre is an alternative educational academy for primary aged pupils with social, emotional and mental health (SEMH) needs.

The centre's values and ethos are built on the trust's founding values of Believe, inspire and transform. We believe that all children, regardless of their prior experiences can achieve success. We aim to reconnect pupils with a love of learning and transform that into long-lasting success.

The children at the Forwards Centre are looking for a Teaching Assistant Level 4 (Learning Mentor) who is caring, fun, trustworthy, patient and good at listening.

They have asked for someone who can spot when they are having a bad day, is consistent, fair and has rules. They would like someone who is able to support them in their lessons and does their best to understand them.

This role offers the successful candidate a real chance to make a difference to the lives of our children.

Why you?

- You have the flexibility to support pupils across the primary age range
- You are highly organised and an effective communicator.
- You have experience of working with young people and a commitment to raising pupils' levels across the breadth of the primary curriculum.

The successful applicant will be enthusiastic, positive, optimistic, flexible and motivated, with personal drive. You will be able to communicate effectively with adults and pupils and have an ability to work as part of a team.

Why choose us?

- At BIT we value all members of staff. We have a strong focus on staff wellbeing, providing access to wellbeing support services via a dedicated wellbeing charter
- We are a growing Multi Academy Trust (MAT)
- Guidance of a supportive and experienced executive leadership team who invest in the development of their teams and the Trust
- Encouragement of further and continued professional development
- Competitive salary

- Fantastic Local Government Pension Scheme and continuous service from other local government roles

This role is Term Time plus 3 days

To apply, please follow the link and complete an online application form. The link can be found on the vacancies page of our website.

<https://www.boltonimpacttrust.org.uk/join-us/vacancies>

Visits to the Academy are welcome by prior arrangement. Candidates should contact the Academy Lead Dr Chris Fielding on 01204 333660 or email:

FieldingC@boltonimpacttrust.org.uk

Applications should be submitted by Monday 4th November at 8:30am to Debbie Smith, Office Supervisor email SmithD1@boltonimpacttrust.org.uk

Interviews will be held week commencing 18th November

Candidates should ensure that they and their referees are easily contactable, with the correct phone number and email address and able to reply promptly if references are requested.

Shortlisted candidates will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of the interview. You may be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure & Barring Service before your appointment is confirmed. Following shortlisting we will also undertake an online search on all applicants to confirm a candidate's eligibility, and to identify any potential safeguarding concerns or risks to the Trust's reputation.

This post is subject to an enhanced DBS check.

Bolton Impact Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

JOB DESCRIPTION

Job Title	Teaching Assistant Level 4 (Learning Mentor)
Salary	NJC Scale 17-23 Grade 6 Term Time Plus 3 days £28,770-£32,076 Actual Salary £24,384- £27,549 <i>Pay award pending</i>
Location	Forwards Centre Stephens Street Bolton BL2 5DX
Hours of Work	37hrs Term time plus 3 days
Contract	Full time, Permanent
Responsible to	Academy Lead

Job Purpose:

Teaching Assistant Level 4 (Learning Mentor) will assist and support in the delivery of teaching and learning, to support students in their academic studies and to mentor students so that they can meet their social and emotional and pastoral targets.

Main Duties:

- The duties and responsibilities listed below are indicative of the tasks the learning mentors of BIT will perform and are not intended to be an exhaustive list. The post holder will be expected to take on additional responsibilities appropriate to the role as they arise.
- To support children and young people in the curriculum
- To contribute to building sustainable networks with other learning mentors, school staff, other agencies and partners
- To contribute to the positive destinations of pupils
- To contribute to the design development and review of provision for identified children and young people
- To participate, with other staff, in the comprehensive assessment of children and young people to identify and address barriers to learning.
- To develop and maintain 1:1 mentoring relationships with children and young people needing particular support to achieve goals defined in the action plan and to act as key worker to a targeted group of pupils

- To work with groups of children and young people in diverse settings
- To maintain appropriate relationships and communication with families/carers
- To model positive relationships and interventions with a range of colleagues in diverse learning environments.
- To have knowledge and appreciation of the range of activities, courses, opportunities organisations and individuals that could be drawn upon or signposted to as additional resources to work with children and young people.
- To contribute to child welfare and protection utilising the Framework for Action and Common Assessment Framework.
- To contribute to the maintenance of records and information systems both computerised and manual with due regard for data protection and confidentiality.
- To promote the speedy and effective transfer of information on identified children and young people between schools, the setting and other agencies as appropriate.
- To comply with all relevant legislation and Academy policy and procedures.
- To undertake additional duties as required by the Academy Lead.

Duties Specific to the Grade:

- Contribute to EHA/EHCP and CP processes
- Lead on Early Help activities
- Deliver booster sessions to small groups
- Support the planning and delivery of enrichment programmes
- Record rewards and sanctions and report to the leadership team
- Produce individual target sheets and contribute to PLPs
- Key work identified cohorts of pupils
- Utilise pupil performance data to instigate interventions
- Liaise with parents and carers
- Support with the application of behaviour and attendance strategies
- Support form leaders with SMSC and enrichment tasks
- Support schools with pupil re-integration activities

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Person Specification	
Essential	Desirable
Qualifications and Training	
GCSE English & Maths (Grade 4/C or above)	Evidence of CPD linked to SEMH
NVQ Level 2 or equivalent in a relevant field	Driving Licence
Experience	
Proven track record as a Teaching Assistant/ Learning Mentor.	Experience of delivering practical subjects
Experience of working with pupils with Social, Emotional, Behavioural and Mental Health issues.	Experience of supporting mainstream Colleagues
Proven track record of raising pastoral standards.	
Evidence of excellent planning, assessment and record keeping.	
Experience of key working processes.	
Experience of successfully working with specialist agencies.	
Experience of writing detailed reports.	
Excellent record of attendance and punctuality.	
Experience of Early help processes	
Knowledge and Skills	
Knowledge of relevant staff development and training opportunities.	Working knowledge of CPOMS.
Thorough knowledge of child protection regulations.	
Knowledge of Early help systems	
Flexibility and an ability to respond creatively to the challenges of working in a SEMH setting	
Excellent ICT Skills.	
Excellent communication skills both written and oral, with staff and pupils.	

Personal Qualities

Committed to the development and values of the Trust	Willingness to work across the trust and share good practice.
Clear dedication to teaching pupils with complex needs	
Committed to impactful and effective communication	
All year-round commitment to performance management and CPD	
The highest professional expectations of yourself, colleagues and pupils.	
Work effectively as part of a team developing positive relationships with colleagues, pupils, parents/carers and other agencies, as appropriate.	
Comfortable working with young people and families with challenging behaviours	
Be flexible in response to the needs of the school	
Commitment to impactful networking and research activity	
Enthusiasm, commitment, determination	
Committed to the well-being of yourself and others	