JOB OPPORTUNITY

Learning Mentor

Chellaston Academy, Derby

Permanent

37 hours per week, 39 weeks per year

Pay Scale 5: £25,814 - £27,976 pro rata (£29,885 - £32,389 FTE)

Join us on an exciting journey of transformation and excellence.

At Tapestry Learning Partnership, we believe in the power of education to change lives. Formed in January 2026 through the merger of two strong trusts, QEGSMAT and Djanogly Learning Trust, we are building a future where every child succeeds and flourishes. Now, we are looking for a passionate and committed LEARNING MENTOR to play a vital role in supporting this vision at Chellaston Academy

About the Role

The Learning Mentor at Chellaston Academy plays a key role in supporting students who need additional help to thrive academically, socially and emotionally. It's a hands-on, student-focused role that sits within the wider Tapestry Learning Partnership vision of inclusion, care, and excellence.

Who We're Looking For

Chellaston Academy is looking for a caring, resilient, and dedicated Learning Mentor who can make a real difference to young people particularly those who need help overcoming social, emotional, or learning barriers.

About Chellaston Academy

At Chellaston Academy, children are at the heart of everything we do. Our vision is to create mature, confident and successful global citizens who can thrive in an ever-changing world, guided by our shared values of Integrity, Care and Excellence.

While strong academic outcomes matter, we believe success is defined by far more than examination results. We are committed to developing the whole person, nurturing qualities such as self-confidence, self-belief and self-esteem, and recognising and celebrating individual talents.

Our students benefit from a broad and balanced curriculum, and we work closely with parents and carers to ensure that, when expectations are high and shared, every child can achieve great things. This includes promoting an excellent attitude centred on respect, high standards of appearance, good manners, full attendance and punctuality.

Chellaston Academy is a school where:

- Diversity is celebrated and inclusion shapes everything we do.

- Children feel safe, happy and supported.
- High expectations drive achievement for all.
- Relationships between staff and students are strong, respectful and built on trust.
- Staff wellbeing is valued, and colleagues genuinely enjoy being part of our community.

Why Join Tapestry?

As part of our Trust, you'll benefit from:

- A supportive network of professionals who share your commitment to excellence
- High-quality professional development and career progression opportunities
- A caring, inclusive organisation that values staff wellbeing and work–life balance
- Access to a range of employee benefits designed to promote health and wellbeing

This is your chance to be part of something special. Help us shape the future and make a lasting impact.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: Tapestry Learning Partnership

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore shortlisted applicants are required to declare all unspent cautions or convictions, and any adult cautions or convictions that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020)

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call 01332 702502.

Further details about our school can be found on our website: https://www.chellaston.derby.sch.uk/

To apply for this position, please visit our careers page via our website: Tapestry Learning Partnership

JOB DESCRIPTION

Post Title: LEARNING MENTOR

Reporting to: DEPUTY SENCO/SENCO

Grade: SCALE 5

Disclosure Level: Child Workforce - Enhanced, Children's Barred List

Purpose of the Post

- To support identified students both in the classroom and in the Extended Learning department, (this may include physiotherapy and hydrotherapy sessions) and within our CONNECT provision. CONNECT is the academy's onsite provision for a small number of students who face difficulties which primarily fall under the 'social and emotional mental health' area of need.
- Work closely with teaching staff at the Academy to address the needs of students requiring particular help to overcome barriers to learning, and to provide a range of strategies to help pupils achieve their full potential by further developing their skills.
- To Support learning and behaviour for individual and for groups, as directed.
- Support the corporate life of the Trust and project a positive image of the Trust.
- To work collaboratively with the Trust colleagues and to contribute towards the quality of teaching and learning and achievement and behaviour for all students to encourage self-esteem and progress so students can be the best they can be.
- Support the efficient, effective, economic, and safe use of resources, having due regard to the policies of the Trust.
- Contribute to the production, monitoring and review of effective resources and action plans in line with the Trust's defined objectives and performance targets.
- Develop skills to meet the requirements of the post and to respond flexibly in order to meet the needs of the Trust and identified students with SEND.
- Act responsibly in order to build mutual confidence and respect and foster effective working relationships with all.
- Act as a role model, challenge and motivate, promote and reinforce self-esteem and establish productive relationships with students.
- Be committed and sensitive in ensuring equality of opportunity for pupils.
- Ensure that the legal, statutory and other relevant provisions governing of affecting the Trust are strictly observed.
- Ensure that target groups of students are supported.
- Ensure that senior staff, the line manager, SENCO and relevant teaching staff and year heads are kept informed about each student's progress and that all support is in line with the Trust's expectations, policies and practice.

- Have a clear focus with a target group of pupils of improving their attainment and behaviour.
- Provide senior staff with relevant information about students in order that students needing support can be identified effectively and appropriate interventions agreed.
- Work with other staff to draw up and implement action support and interventions for students with SEND, specifically SEND students accessing our CONNECT provision.
- Provide a range of opportunities for the target group of pupils to support them in achieving their targets, both in a 1:1 or group setting
- Maintain regular contact, where appropriate, with families of SEND STUDENTS to keep them informed of the student's progress. To secure positive family support and involvement in the pupil's education.
- Work closely with the SENCO and Class Teacher to ensure that the needs of the students are planned for and met.
- Monitor, evaluate and report on the success of all interventions and support the SENCO.
- Have full knowledge and appreciation of the range of activities and interventions in an academic setting.
- Take part in all appropriate INSET as identified by the Trust.

The post holder is expected to:

- Maintain strict confidentiality and adhere to data protection legislation and associated Trust policies at all times.
- Demonstrate a clear understanding of, and commitment to, safeguarding and child protection, maintaining an awareness of relevant procedures and responsibilities.
- Comply with the Trust's Health and Safety Policy and ensure safe working practices in the performance of all duties.
- Uphold and promote the principles of the Trust's Equal Opportunities Policy in all aspects of the role.
- Adhere to all other relevant Trust and school policies and procedures.
- Undertake any training and professional development necessary to effectively carry out the duties of the post.
- Perform any other reasonable duties commensurate with the level and responsibilities of the role, as required by the Trust.

Person Specification

Post requirements	Essential	Desirable	Evidence and Assessment
Qualifications			
Good basic education to GCSE level in literacy and numeracy, or the equivalent GCSE English and Maths A* - C or equivalent	✓		Application form, certificates
A relevant qualification in Childcare and/or Education		✓	Application form, certificates
Knowledge and experience			
Experience of working with children	✓		Application form, references
Being a paid worker in play schemes, crèches, midday supervision, after-school clubs or similar Currently working as a teacher, learning mentor, teaching assistant or healthcare assistant. Experience supporting children with a range of needs, including, ADHD, Pathological Demand Avoidance (PDA), Oppositional Defianance Disorder (ODD) and trauma, and attachment-related difficulties.		✓	Application form, references
Have knowledge and understanding of: • the needs of young children; • child development and the ways in which children learn; • the roles played by various adults in a child's education; • behaviour management strategies; • equal opportunities • safeguarding	✓		Application form, references
Experience supporting primary and/or secondary students with Special Educational Needs and Disabilities (SEND), with particular expertise in addressing social, emotional, and mental health (SEMH) needs		✓	Application form, references

Personal skills and qualities			
Able to: • help professional staff to achieve their objectives; • assist children on an individual basis, in small group and whole class work; • explain tasks simply and clearly and foster independence; • supervise children, and adhere to defined behaviour management policies; • accept and respond to authority and supervision; • work with guidance, but under limited supervision; • liaise and communicate effectively with others; • demonstrate good organisational skills; • reflect on and develop professional practice; • display work effectively, and make and maintain basic teaching resources.	✓		Application form, references
Able to: • monitor, record and make basic assessments about individual progress • suggest alternative ways of helping children if they are unable to understand; • describe, in simple terms, the process of behaviour management with children; • identify gaps in their own experience that they need help in filling; • demonstrate the ability to learn and adapt from past experience. • Be a confident swimmer		✓	Application form, references

• Ability to work flexibly in order to meet the demands of the job. • Enthusiastic, hardworking and assertive • Excellent attendance and timekeeping record • Meet deadlines and respond to unplanned situations • Ability to work as part of a team and on own initiative • Self-motivating with the ability to multitask • Commitment to the highest standards of child protection • Recognition of the importance of personal responsibility for Health & Safety	✓		Application form, references
• Desire to enhance and develop skills and knowledge through Continuous Professional Development		✓	Application form, references