

# Learning Mentor /Attendance Lead Application Pack



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## Welcome from the Executive Headteacher

Dear Applicant,

The New Wave Federation consists of 4 high performing and innovative primary schools in Hackney, London. In all our schools we have a passion for high standards and want all our children to achieve their potential and be inspired to go beyond that. We aim to provide the best possible primary education in a stimulating and creative environment. This position is based at Thomas Fairchild Primary School.

We are looking to appoint a Learning Mentor/Attendance Lead to provide a complementary service to existing teachers and associated staff, addressing the needs of children to overcome barriers to learning both inside and outside the school in order to achieve their full potential. The role requires someone who is passionate about developing children's learning and building confidence through imaginative, structured and innovative interventions. Our drive is to support pupils overcome any social, emotional or behavioural barriers promoting resilience and embedding effective coping skills. You will also lead on attendance monitoring and reporting.

The right person will be someone who is up to date with 21st century education, who is a good listener, is able to encourage and motivate, can act as a role model and encourage the build-up of a mutually respectful relationship. Our parents and carers want the very best education for their children and so do we.

Our schools are vibrant, diverse and inclusive. There are challenges but also great rewards in the work here. If you are an effective communicator, have vision, energy and believe that every child can and will succeed, we would like to meet you.

This pack has been put together to help you with the application process. If you would like to visit the schools for a tour to learn more, we are happy for you to contact us. Please contact Ms Alia Choudhry, Federation Business Manager on 0207 254 1415.

Kind regards,



Mrs Nicole Reid  
Executive Headteacher

# About Our Schools



## Grazebrook Primary School – OFSTED 2012

Grazebrook Primary is a larger than average-sized school. The proportions of pupils from minority ethnic backgrounds and those for whom English is an additional language are well above average. The proportion of disabled pupils and those who have special educational needs is smaller than average. Most of this group have moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is above average. The school has gained many accreditations, including Primary Science Silver Quality Mark, Sing Up Silver, and the Rights Respecting School award. The school runs a daily breakfast club and after school club. The New Wave Teaching Alliance is based at the school. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

At its last OFSTED inspection (February, 2012) it was reported that the school is an Outstanding school.

## Shacklewell Primary School – OFSTED 2019

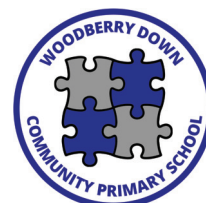
Shacklewell is larger than the average-sized school. The early years consists of two Reception classes and two part-time Nursery classes with provision for two-years-olds. The proportion of pupils with SEND is above average. The proportion of disadvantaged pupils is above average. The school's values of resilience, creativity and hard work are deeply embedded across the school. Pupils thrive as a result. Leaders have been strikingly successful in securing the consistent high quality of teaching and an effective curriculum that underpins learning across the school. This enables pupils of all ages to make substantial progress. Leaders and staff foster a positive environment and conditions which are highly conducive to successful learning. Pupils benefit from the technology that they are encouraged to use from a very early age. They develop high levels of skills in using computers.

At its most recent OFSTED inspection (March, 2019) it was reported that the school is an Outstanding school.

## Woodberry Down Community Primary School – OFSTED 2012

Woodberry Down Community Primary School is a larger than average sized primary school where most of the pupils are from ethnic minority backgrounds. The majority of pupils are learning English as an additional language. A significant minority of these are at the early stages of language acquisition. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. Many more pupils than in most schools join or leave partway through their primary education. The proportion of pupils known to be eligible for free school meals is well above average. A large minority of pupils are refugees. The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress. This is an outstanding school where the life chances of all pupils are maximized. Pupils' achievement is outstanding. The Apple Regional Teaching Alliance is now based at this school which was awarded to the New Wave Teaching Alliance.

At its last OFSTED inspection (June, 2012) it was reported that the school is an Outstanding school.



## Job Description

Post Title	Learning Mentor/Attendance Lead
Responsible to:	Headteacher
Reporting to:	Headteacher
Salary:	Scale S01 (point 23 – 25) £35,223.00 - £36,417.00
Times / Hours:	pro-rata term time only 36 hours a week 8.45am – 5.00pm

## Job Summary

- To provide a complementary service to existing teachers and associate staff, addressing the needs of children who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential.
- Work with one to one mentees
- Group work - including learning, anger management and self esteem
- Other mentoring activities which address/involve attendance, punctuality, transition, lunchtime and after school clubs, parents, outside agencies and school journey
- Lead the attendance provision at the school ensuring levels of attendance meet LA and national levels
- Work with colleagues, pupils and their families to improve attendance of a target group of pupils with unacceptable levels of absence

## Main Duties

- With teaching and associate staff to assist in the comprehensive assessment of all children selected by the head teacher or his/her nominated representative, to identify those needing extra help to overcome barriers to learning inside and outside school.
- To identify those children who would benefit most from a Learning Mentor and working with others, to take the lead to draw up an action plan for each pupil who needs particular support. In order to achieve the goals defined in a personal action plan, to develop a 1:1 mentoring relationship with children who are demonstrating:
  - Falling motivation or confidence
  - Falling punctuality or attendance
  - Deteriorating behaviour
  - Experiencing difficulties with relationships with staff and peers
  - Significant underachievement
- To maintain regular contact with families/ carers of children in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- To assist pupils and families, new to the country and the school, in understanding the education system, school routines and how best they can support achievement.
- Provide information and advice to enable pupils to make choices about their own learning/ behaviour/attendance.
- Assist the teaching and all other staff in the assessment of all children entering or returning to school in order to identify those needing extra help to overcome barriers to learning.
- Assist the teacher with the development and implementation of mentoring plans.
- Provide objective and accurate feedback reports as required, to other staff on pupil's achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Maintain a database of information and provide reports for monitoring and evaluation purposes as required to feed into general school reports.
- Take a lead role in the development and implementation of appropriate behaviour management strategies.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- To draw up individual action plans and review all targeted pupils and ensure that all action plans cohere with other plans produced by staff and other agencies.
- To actively seek information regarding, and utilise the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- To ensure that the needs of a young person are met in a focused and integrated way by working closely with the local community and mentors, taking an active role in co-ordinating and supporting the work of voluntary mentors working with pupils both in and out of school.

## Main Duties

- To make links with nursery providers, parents/carers to ensure that continuity through the foundation phase is as effective as possible.
- To network with other Learning Mentors and share best practice.

### Main duties and responsibilities managing the Attendance Provision

- Promote a positive image of education in the wider community through contact with families and pupils.
- Promote an expectation of good attendance with pupils, colleagues and families.
- Be involved in assemblies that recognise good or improved attendance. Contribute to displays to support good attendance.
- Build positive working relationships with colleagues, pupils and families.
- Support a commitment to the importance of good attendance.
- Work in liaison with the school staff and education welfare service to provide attendance monitoring and support.
- Work directly with targeted pupils and their families who have low attendance including class provision to support good attendance.
- Order and monitor awards and prizes for attendance ceremonies
- Ensure appropriate processes for the recognition of good or improved attendance are implemented.
- Manage manual and computerised record/information systems.
- Analyse and evaluate data/information and produce reports/information/data as required.
- Keep detailed records of pupils' attendance, monitoring and action taken.
- Identify target groups of pupils for intensive intervention for attendance
- Maintain constructive relationships and communicate with other colleagues, pupils, parents, agencies and professionals. Attend and participate in meetings as required.
- Be aware of and support differences and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.

## General Duties

- Must be willing to undertake a DBS or any other background check as appropriate.
- Attend after school meetings with agreement.
- To comply with all the requirements of Health and Safety legislation and LEA policy, taking appropriate action where necessary.
- Ensure that all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos of the school.
- Attend and participate in regular meetings, training and mentoring of other staff in the school as required to share expertise.
- To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the Line Manager.





# Person Specification

	Essential
Qualifications	NVQ 3 or equivalent qualification or experience in relevant discipline
	Appropriate first aid training
Experience	Experience working with pupils of relevant age
Knowledge	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
	Working knowledge effective teaching and learning and other relevant learning programmes/strategies (including courses, organisations and agencies)
	Understanding of issues related to under-achievement and the barriers to learning that some pupils face
Skills	Very good numeracy/communication/literacy skills
	Ability to write clear reports including analysis of data
	Effective use of ICT and other specialist equipment/resources
	Ability to plan, prioritise effectively to meet deadlines and targets
	Ability to act on own initiative and be well organised
	Ability to communicate effectively with pupils, adults, families and colleagues
	Ability to work constructively as part of a team and independently, understanding classroom roles and responsibilities and your own position within these
	Ability to develop a school programme for learning mentor work and to collaborate with colleagues in developing an effective pupil support programme
	Ability to facilitate multi-agency working
	Ability to develop effective working partnerships with pupils and their families, including the ability to motivate and support by developing a wide range of strategies to meet pupils' needs
	Ability to self-evaluate learning needs and actively seek learning opportunities
Displays commitment to the protection and safeguarding of children and young people	

## Application Process

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all the criteria identified in the selection criteria.

Candidates are advised that when completing the references section on the application form to please ensure that:

- Your first referee is your current, or most recent, employer;
- You provide a referee who can attest for your ability to work with children; and
- If you do not have an employment referee, please provide details of a tutor, lecturer or someone who can provide an appropriate character reference.

Please explain any gaps in your employment/education history and reasons for these gaps, continuing onto an additional page if necessary.

Candidates must ensure that if they are successful at interview, that they are able to provide evidence of their Right to Work and Remain in the UK. We are fully committed to following all safeguarding procedures. The school is not able to employ any person who cannot validate their Right to Work and Remain in the UK in line with the Asylum, Immigration and Nationality Act 2000.

Completed application forms must be received by **12pm Friday 15<sup>th</sup> September 2023**. Please be advised that if you do not hear from us within two weeks of the closing date, you have not been short listed on this occasion. Interviews are week commencing **Monday 25<sup>th</sup> September 2023**.

If you have any queries or require any further information, please contact Ms Alia Choudhry, Federation School Business Manager on 020 7254 1415 or [achoudhry@newwavefederation.co.uk](mailto:achoudhry@newwavefederation.co.uk)

If you would like to have an informal discussion about the post then please contact me via email at [nreid@newwavefederation.co.uk](mailto:nreid@newwavefederation.co.uk)

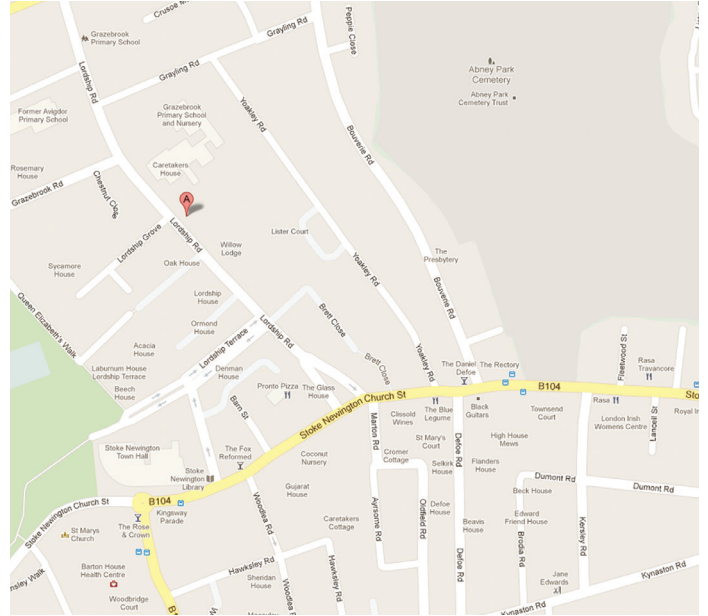
We look forward to receiving your application.

# Contact Details



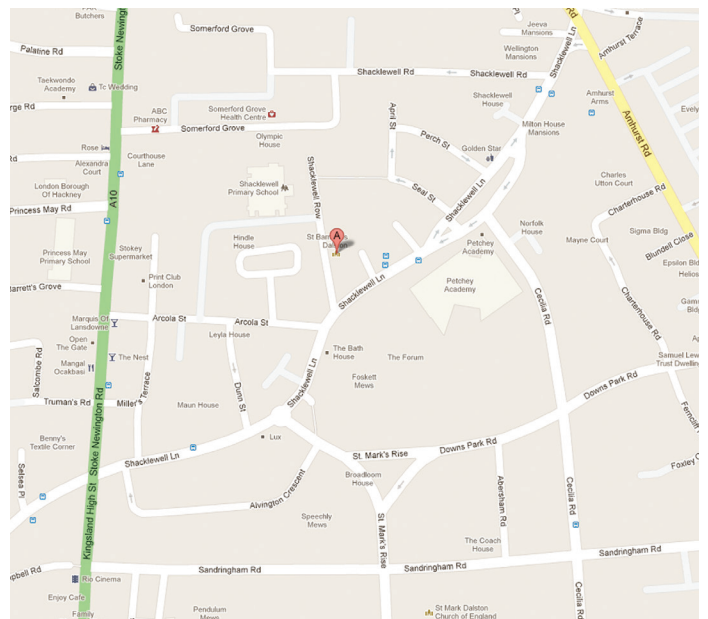
**Grazebrook Primary School**  
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Web: [www.grazebrook.hackney.sch.uk](http://www.grazebrook.hackney.sch.uk)



**Shacklewell Primary School**  
Shacklewell Row, London E8 2EA

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Web: [www.shacklewell.hackney.sch.uk](http://www.shacklewell.hackney.sch.uk)



# Contact Details



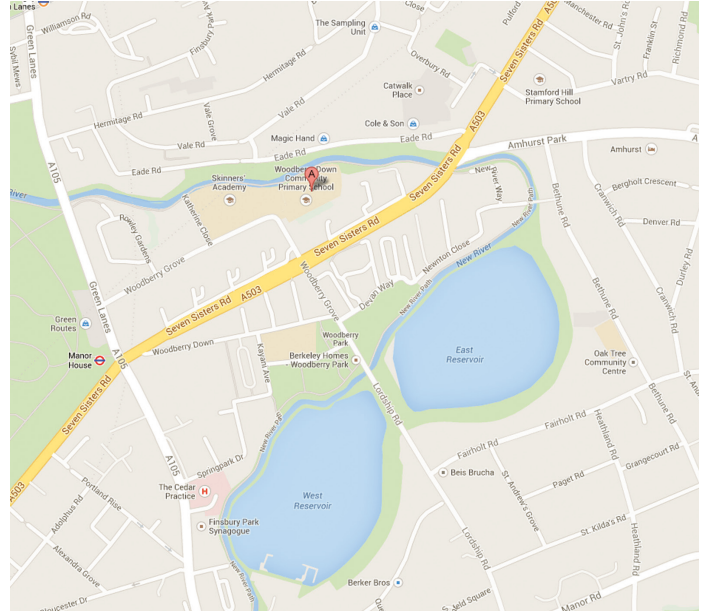
**Woodberry Down Community Primary School**  
Woodberry Grove, London N4 1SY

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Fax: 020 8211 0029

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