



Liberty
Academy Trust

Learning Mentor

Vanguard School

Location: Vanguard School, Lambeth, London
Basis: 37 hours per week | Term Time Only
Salary: Actual Salary Range | £22,500 to £24,165
Plus: Includes London Weighting



About Us

Liberty Academy Trust is an education charity established in 2022. Our purpose is to deliver an education for our children that meets their needs, aspirations, and interests, and which prepares them well for adulthood. Our values of courage, determination and teamwork are the key drivers to bring about positive change, so that all our children and young people can be successful now and, in their future, lives.



We are currently a small Trust of three academies, with plans to grow so that our reach and impact can extend further. Committed to providing an excellent education for autistic children and young people, our approach is to support the whole child, offering a balance of personalised teaching and therapeutic support as standard.



The Vanguard school in Lambeth opened in 2020 and provides a curriculum for students from across the spectrum who have a range of learning needs. The school provides opportunities for the development of a wide range of independent living skills, focusing on community inclusion.



Thank you for your interest in this role within Liberty Academy Trust. This is a hugely exciting time for our family of academies as we seek to grow and extend our reach so that we can make a real difference to the lives and life chances of children – and particularly those who are autistic – so they receive the educational opportunity they deserve.

The Trust currently has three academies based in the local areas of Cheshire East, Reading and Lambeth; all of which are at different stages of development. As a Trust, we are clear about the importance of achieving long-term sustainability for our academies.

Our vision is to lead through moral purpose, whilst taking advantage of collaborative opportunities and partnership work, to secure an excellent educational offer for our children and young people. Employees within the Trust belong to a community of professionals and benefit from an increasingly wide range of networks and development opportunities across the Trust, which will increase further as we grow.

With high expectations for staff and pupils alike, those we recruit can demonstrate that they share our values, are highly motivated to work with colleagues to continuously develop their skills, pursue professional excellence, and are committed to providing the highest standards.

If you see yourself in that description, then we would be delighted to receive your application.

Dr Nic Crossley, Chief Executive



Passionate about making a difference in the lives of young people with autism? We have opportunities to join our team. More than a job – this is a chance to transform lives, support growth, and be a part of an innovative approach to education.

Our Learning Mentors work closely with teachers to help us provide an exceptional education to our children and young people. They complement the professional work of teachers to give the highest standard of support and expectations.

We challenge any notion that, as a special school, our children's aspirations and achievements are limited academically, socially or personally. Our core values of courage, determination, and teamwork drive positive change, ensuring that all our children and young people can be successful now and in their future lives.

Rachael Clements, Principal

Learning Mentor

Job Description

Purpose

The main purpose of the role is to work with our children and young people to help them address barriers to learning through supportive one-to-one relationships and small group work.

Principal Accountabilities

Student-focused work

- Live the vision and values of Liberty Academy trust every day.
- Provide the highest standard of support and expectations, assisting children in achieving their full potential through the implementation of the SPELL framework and Quality of Life Frameworks.
- Support the teacher to plan, teach and review against the outcomes outlined in pupils Education Health and Care Plans (EHCPs).
- Carry out small group and individual learning activities under the direction of the Teacher / HLTA / Senior Learning Mentor.
- Have specific responsibility for supporting the learning and development of named pupils as their key worker to support and collaborate in partnership with parents and carers and engage their key children in preparation for adulthood and independence skills building
- Provide support for individual learners in a range of environments to enable them to participate fully in activities.
- Support learners to identify and resolve a range of issues that create barriers to their learning.
- Maintain challenging and high expectations and promote self-esteem and independence.
- Contribute to the process of implementing and evaluating individual support and education plans.
- Provide timely updates to teachers and the wider staff team, as required, to support the planning and assessment of pupils
- Implement strategies and support learners to develop their social skills, confidence and self-esteem.
- Contribute to the development and implementation of learners' inclusion plans.
- Contribute to the development and implementation of combined records
- Co-ordinate and organise pupils attending extra-curricular activities / work experience or other out of school activities under the guidance of the class teacher, instructor

Wider work

- Attend daily debriefs and weekly staff and team meetings.
- Contribute to the school's enrichment and extended education programme, after school and lunchtime activities. Accompany children in a wide range of offsite visits.
- Contribute to curriculum planning.
- Use digital technology to support delivery of learning activities.
- Support the class team in the management and preparation of resources and displays.

Working with staff, parents/carers and relevant professionals

- Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Communicate effectively with parents and carers under the direction of teachers
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Other

- Always comply with Trust policies and procedures; including, but not limited to, Safeguarding, Health and Safety and employment policies.
- Work within the Trust's Equality and Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, and conduct; and maintain positive, courteous relations with students, parents and colleagues.
- Engage actively in the appraisal and performance review process, and in relevant continuing professional development.
- Be willing to travel to the Trust's schools and other sites as needed.

Person Specification

Essential

Qualifications, Training and Knowledge

1. Minimum of 3 GCSEs or equivalent at grades 4/C or above, including English Language and Mathematics.

2. A relevant further qualification to at NVQ Level 2 or above (eg NVQ 2 for Teaching Assistants), or demonstrate equivalent knowledge, skills and experience.
3. A basic understanding and interest in autism
4. An understanding of the principles of Health and Safety

Skills and Experience

5. Ability to use common software applications; knowledge of best practices for protecting personal and organisation data; and an aptitude for adapting to emerging technologies
6. Previous experience in a role involving supporting or caring for others (either in a paid or voluntary capacity).
7. Ability to communicate effectively and sensitively with different people using a variety of appropriate methods, including a good standard of written and spoken English.
8. Ability to report and record accurately.
9. Ability to form and maintain effective working relationships as part of a team.

Personal Qualities and Attributes

10. An understanding of and commitment to the aims, vision and values of the Liberty Academy Trust and the principles of public life
11. An enthusiasm for and a positive attitude towards supporting people with autism to lead independent and fulfilling lives.
12. A commitment to equality, diversity and inclusion.
13. A patient, caring and supportive nature.
14. High degree of professionalism in dealing with sensitive information, maintaining confidentiality where necessary.
15. Self-motivated and able to demonstrate initiative when required.
16. An ability to work flexibly to adapt to change, needs and circumstances.
17. Resilience maturity; able to work effectively in challenging situations
18. A demonstrable commitment to continuing professional development.

Desirable

19. Experience of working with people with autistic spectrum disorders.
20. An awareness of vulnerable adults and young people's safeguarding issues and legislation

21. Knowledge of educational practices, policies and expectations, ideally to include in relation to pupils with special educational needs.

All members of the Liberty Academy Trust community are driven by the three core values of courage, determination, and teamwork.

Recruitment Process

Application deadline: 16th January 2026 (midnight)

Interviews: TBC

Anticipated start date: As soon as possible

We are dedicated to equality, diversity and inclusion. Applications for this job are encouraged from anyone who is suitably qualified and experienced for the role - including those with protected characteristics, and particularly welcome from neurodivergent individuals.

To apply, please submit a fully completed application via our [recruitment portal](#) on the Times Education Supplement (TES) website. Your application should explain why you are interested in this opportunity and, with reference to the person specification, the attributes that make you a suitable candidate. Note that we can only consider applicants who are legally entitled to work in the UK.

For shortlisted applicants, the selection process will be designed to provide opportunities for you to demonstrate your strengths, qualities, and experience in relation to the role. The details will be made clear at invitation stage. We are very happy to discuss adjustments to the recruitment process for those that need it.

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2025. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust, who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors.

For practical reasons, we are unable to provide feedback to candidates who are not shortlisted. However, we will always offer feedback to those who take part in a selection process.

