



King's Academy  
**Prospect**



# Outreach and EBSA Mentor

SEND Department

ASPIRE • BELIEVE • ACHIEVE



King's Group  
*Academies*

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<http://www.kgaprospect.uk>  
Headteacher: Mr D Littlemore

Dear Candidate,

Thank you for your interest in joining us at King's Academy Prospect.

I am extremely proud to be Headteacher of this school. Our ethos is 'Aspire, Believe, Achieve', and you will see that this is very much more than a simple tag line. I expect every member of staff here to demonstrate these values in everything that we do with our students. It is my aim that every student will leave King's Academy Prospect fully equipped to make a positive contribution as young citizens in the twenty-first century.

We have high expectations for all; we are clear that our students need well-planned, challenging and exciting lessons that stretch and develop their skills, knowledge and understanding. In return for being an outstanding teacher, we will offer you the opportunity to develop your career beyond your own expectations, through a supportive working environment, excellent CPD opportunities, and collaboration with a range of partner schools and colleagues.

We are fortunate to have a truly inspiring site – our facilities are expansive and among the best in the region. We offer specialist classrooms that are well equipped, a balance of planning, preparation, teaching and development time, and a genuine commitment to staff well-being and work-life balance.

I do hope that our accompanying literature will help you to make the decision to apply to King's Academy Prospect. If you would like to visit the school in advance of this, we would be delighted to show you round. Please contact Headteacher's PA, Jo Clyne, to make an appointment.

With very best wishes,

David Littlemore  
Headteacher



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About our school



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About our school



Every student is treated as an individual and is encouraged to develop as a confident independent learner





From the Sixth Form to the lower school King's Academy Prospect encourages respect, resilience and rapport





Our curriculum is broad and balanced, so students can keep their options for future study as open as possible





Our facilities provide students with a high-quality learning environment in which to develop their skills



## Our School

*“Pupils are aspirational and rightly optimistic about their futures. Leaders set high expectations for pupils’ learning, behaviour and widely development, which are routinely put into practice” – Ofsted 2022*

Welcome to King’s Academy Prospect. We are a large, diverse and inclusive school, rightly proud of our students, whom we welcome from a wide range of backgrounds. We enable all our students, whatever their ability, background or heritage, to make excellent progress and achieve more than they believe to be possible. Our core values of ‘Aspire, Believe, Achieve’ are at the heart of everything we do, preparing our young people to be successful, fulfilled and great assets to their community in whatever they choose to do in the future.

We value educational excellence very highly and strive to ensure that we recruit the very best teachers to enable our students to progress onto the next stage of their educational journeys. We want our students to become young adults who understand the importance of respect and responsibility and who want to make a positive contribution to their school and the wider community. Equally important is our students’ social and emotional wellbeing. We provide a supportive and nurturing environment, with a wide range of extracurricular activities, school trips and experiences to broaden their horizons. We work closely with our local community and enjoy mutually supportive relationships with students and their parents, as well as with our neighbours and wider networks.

We are extremely proud of our fantastic site - one of the largest sites in Berkshire - with its excellent facilities and well resourced, specialist classrooms. We offer a broad and balanced curriculum, allowing students to follow individual pathways that best meet their needs, whether academic, vocational or a mix of both.

However, don’t just take our word for it! We’re on a really exciting journey at the moment and we want you to be a part of it. Come and meet us, our students and our teachers to see the great opportunities that await you, we are always happy to offer tours in advance of applications.

### Curriculum

*“The curriculum is ambitious and designed to include all pupils” – Ofsted 2022*

We offer a broad and balanced curriculum that really meets the needs of our students. We believe that a 3-year Key Stage Three is right for our students, allowing them the opportunity to study a broad range of subjects in Years 7, 8 and 9 before making a guided choice about the right pathway to follow in Key Stage Four.

We offer a wide range of subjects at all key stages. At Key Stage Four, students are able to make the choice from an offer of both academic and vocational qualifications, preparing them for further study or training post-16. Our curriculum has been carefully designed to ensure that they have a rich experience throughout their time at King’s Academy Prospect.

We are well resourced and have excellent facilities. All subjects teach in dedicated and specialist accommodation, with the vast majority of teachers teaching in their own rooms. A strong

foundation in literacy and numeracy underpins the curriculum, with dedicated support available for students with additional needs. More Able students are provided with stretch and challenge through a range of initiatives enabling them to make excellent progress.

## **Professional Development**

*“Leaders provide teachers with the right training, which has a very positive impact in classrooms” - Ofsted 2022*

We offer a wide-ranging and highly regarded programme of professional development for all our teachers and support staff. For those joining us as NQT's, we offer a comprehensive programme of support and development, including professional studies sessions and a dedicated in-school mentor. Time for training is found using INSET days and Monday meeting times. Through our performance management and appraisal system, we identify and match individual needs and requests to the many training and development opportunities that we offer. These include both internal and external CPD programmes, which run continuously throughout the year. Our in-house sessions and workshops take place during dedicated training time and are planned and delivered by a highly effective teaching and learning team in the school. We encourage teachers at all stages of their careers to participate in external programmes, and many of our teachers have completed the NPQ qualifications. We are proud of the number of our support staff who have also completed further training to develop their roles, including teacher training and other professional qualifications.

## **Facilities**

We are fortunate to have a wonderful school site – extensive school fields and well-maintained purpose-built accommodation. All our subjects are taught in specialist classrooms, including recently refurbished science labs, a sports hall and gym, and a fantastic space for vocational courses including a construction yard, a hair and beauty salon and an engineering workshop.

## **Sixth Form**

*“Sixth-form students play an important part in school life, acting as mentors and role models for younger pupils.” - Ofsted 2022*

Our vibrant and successful sixth form is an excellent place for students to continue their learning with us. We offer a broad range of qualifications at Level 2 and 3, allowing students to follow both academic and vocational pathways. We are rightly proud of our successes in getting our students into the best universities and apprenticeships. Our Sixth formers are also leaders in the school, leading a broad range of enrichment activities across the school and providing leadership and role models to younger students.

## **Support for Students**

*“Staff make sure that pupils’ best interests are at the heart of all that they do. Staff look after pupils well and make sure they are safe.” - Ofsted 2022*

We want our students to be resilient and independent young people, able to take responsibility for their own learning and well-being. We recognise that all students need a supportive and caring environment in order to fully succeed and rise to the academic challenges we set them. Students are led by their Head of Progress, and supported by a team of people in our dedicated Student Services area who are accountable for the academic and personal growth of all their students. The school works with a wide range of additional and external providers, employing a full-time counselling team as well as working with alternative provision and specialist services. The vast majority of teachers are also form tutors, which is a key role in our school, providing a link between home and school.

### **Behaviour and Attitudes**

*“Pupils learn to be respectful and responsible. Most pupils enjoy school and are kind to each other. Bullying is not a major issue. Pupils recognise the diversity of their community, valuing the differences between people’s backgrounds.” – Ofsted 2022*

We have a distinctive school culture which all staff and students understand and buy in to. We have committed and highly visible school leaders who are ambitious for the future success of the school. All stakeholders share a clear understanding of the school culture – ‘this is how we do things here and these are the values we hold’. This ambitious and supportive school culture expects attention to detail and thoroughness in all that we do – from students, staff and all stakeholders, and a core belief that all students matter equally.

### **Staff Well-being**

*“Staff morale is high and they are supported well.” – Ofsted 2022*

We take the well-being of our staff very seriously. We recognise the importance of all staff having a sound work-life balance, and we aim to achieve this through the removal of unnecessary meetings, data collection and other tasks that do not contribute to the effective teaching and learning of our students. In addition, we have a vibrant staffroom culture with free tea and coffee daily, free gym membership, and a range of staff led clubs and activities.

### **King’s Group Academies**

King’s Academy Prospect is part of the King’s Group Academies MAT led by a team of former and current Ofsted ‘outstanding’ head teachers and Her Majesty’s Inspectors (HMI). Please note link to King’s Group Academies Vision and Mission - <https://kingsacademies.uk/aboutus/vision-and-mission/>



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SEND Department

## The SEND Department

We are very much committed to a model of inclusive education for all students. Our SEND department meets the needs of students through in class support, group and individual interventions and through bespoke alternative provision.

<b>Staffing</b>	SENCo – Mr James Birk SEND Manager – Mrs Jo Lannon Specialist SEND Teacher – Mr Tim Farrell Learning Mentors
<b>Resources &amp; Facilities</b>	Our SEND Department has specialist classrooms in the heart of the school.



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Job description

## Job Description – Outreach/EBSA Mentor

This job description forms part of the contract of employment of the successful applicant.

**Responsible to:** SEND Manager

**Purpose of Role:** As an Outreach Mentor, you will be working directly with students, either in their own home, in school or in the community, to support their school attendance. Our EBSA (Emotionally Based School Avoidance) model is based on a theory of ever-decreasing support and ever-increasing engagement. As such, our Outreach Mentors will be able to work independently, and as part of a small team, to proactively support students to increase their engagement with learning. The successful candidate will deliver 1:1 learning and pastoral sessions at home and in the community and be a trusted adult to support students' transitions into school. They will also assist students to engage in their learning through supporting remote digital access to lessons. The role will also require the post holder to support and engage with families and carers to share good practice and support students holistically. Candidates should have experience of delivering 1:1 sessions and/or interventions and should have high levels of emotional intelligence, resilience and excellent communication skills.

**Band:** Learning Mentor: KGA Scale Band 4 (£24,420 - £25,562 FTE)\*  
HTLA: KGA Scale Band 5 (£25,652 - £27,363 FTE)\*  
\*pay award pending

**Hours:** 31.25 or 37 hours per week, term-time plus 2 INSET days

### Main Duties:

- Plan, prepare and deliver learning to individuals and occasionally small groups
- Modify and adapt activities to advance pupils' learning as necessary
- Contribute to high quality learning experiences using a variety of teaching and supporting methods
- Support students to access online learning where necessary
- Plan, prepare and deliver off-site learning sessions and interventions
- Assess, record and report on development, progress and attainment and use this knowledge and understanding to extend and challenge pupil's learning
- Create and adapt student timetables
- Provide academic and pastoral support to students in accordance with agreed procedures
- Work with a small team to increase student engagement and independence
- Create an outstanding student experience which leads to progression

- Deliver high-quality handovers with other school staff
  - Undertake necessary training on the delivery of specific interventions as needed.
  - Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person

A recognised HLTA qualification will be required to be appointed as an HLTA. Any successful applicants will be supported to achieve this qualification from the position of Learning Mentor.

At times, Outreach Mentors may be required to work outside their normal area of specialism. In order to deliver a full range of interventions, some of these may be before or after school, or during school breaks, in which case hours would be amended accordingly.

#### Notes:

The above duties are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.



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Person specification

# Person specification

This person specification outlines the essential and desirable criteria for the Outreach/EBSA Mentor position. Candidates will be assessed against these criteria throughout the application and selection process.

## 1. Qualifications & Training

- **Essential:**
  - Educated to GCSE level (or equivalent) including English and Maths at Grade C/4 or above.
  - Evidence of continuous professional development relevant to working with young people, pastoral care, or educational support.
- **Desirable:**
  - A recognised Higher Level Teaching Assistant (HLTA) qualification (essential for appointment as an HLTA).
  - Training in specific interventions related to social, emotional, and mental health (SEMH) or attendance.
  - Full UK driving license and access to a vehicle (due to off-site work).

## 2. Experience

- **Essential:**
  - Proven experience of delivering one-to-one sessions or interventions with young people, particularly those facing challenges with school engagement or attendance.
  - Experience of working with children or young people in an educational or pastoral setting.
  - Experience of supporting individuals to access online learning platforms or digital resources.
  - Experience of working collaboratively as part of a team.
- **Desirable:**
  - Experience of supporting students with Emotionally Based School Avoidance (EBSA) or similar attendance issues.
  - Experience of working with families and carers to support a young person's holistic development.
  - Experience of planning and delivering learning activities outside of a traditional classroom setting (e.g., home or community).
  - Experience of assessing, recording, and reporting on student progress.

## 3. Knowledge & Skills

- **Essential:**
  - High levels of **emotional intelligence** and the ability to build rapport and trust with young people and their families.

- Excellent **communication skills** (written and verbal), with the ability to adapt communication style to suit different audiences (students, parents, staff).
- Strong **resilience** and the ability to remain calm and empathetic in challenging situations.
- Ability to **work independently** and manage a caseload of students effectively.
- Strong **organisational and planning skills** to prepare and deliver tailored learning and pastoral sessions.
- Proficiency in using digital tools and platforms to support learning.
- Understanding of strategies to promote student engagement and independence.
- Knowledge of safeguarding and child protection procedures and the ability to act on concerns.
- Ability to maintain **confidentiality** and adhere to data protection regulations.
- **Desirable:**
  - Understanding of the factors contributing to school avoidance and strategies for reintegration.
  - Knowledge of the UK secondary school curriculum, particularly at key stages 3 and 4.
  - Ability to modify and adapt activities to meet diverse learning needs.

#### 4. Personal Qualities

- **Essential:**
  - A genuine passion for supporting the academic and pastoral development of young people.
  - A proactive and flexible approach to work, including willingness to adapt hours and locations as required.
  - High levels of empathy, patience, and a non-judgemental attitude.
  - Commitment to promoting an inclusive and supportive learning environment.
  - Ability to work effectively both autonomously and as part of a small, dedicated team.
  - A commitment to continuous professional development and willingness to undertake necessary training.

Appointment will be subject to enhanced DBS check, qualifications and experience checks and satisfactory references.

We are not looking for the impossible! If you think you have at least some of these attributes, we would very much like to hear from you.

Applications should be made directly via the School website or through TES; we are unable to consider applications without the correct form.

Visits to the school ahead of application are warmly welcomed, please the Headteacher's PA Jo Clyne ([jcayne@kgaprospect.uk](mailto:jcayne@kgaprospect.uk)) to make an appointment.



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