



**St Clare's School**  
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# Specialist Learning Mentor

**GRADE: F (SCP 15-20)**

**ACTUAL SALARY: £21,148 - £23,711 (Pending NJC  
Pay Award 2023-24)**

**Contract: 35 hours per week, term time only (39  
weeks)**

**Start Date: As soon as possible**

## CANDIDATE INFORMATION PACK





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## What is included within this pack?

Within this pack you will find both information and advice on applying for a role with Esteem Multi-Academy Trust including:

- Welcome from the CEO
- About Esteem Multi-Academy Trust
- Welcome from The Headteacher
- Job advertisement
- Job description and person specification
- Safeguarding and checks
- Application process and timeline



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## Welcome from Esteem Multi-Academy Trust



Dear applicant,

Thank you for your interest in Esteem Multi-Academy Trust (MAT). The Specialist Learning Mentor position presents a fantastic opportunity for somebody who shares our values and beliefs to join our team at a very important time.

We are eager to appoint an outstanding Specialist Learning Mentor, working under the guidance teaching/senior staff, within an agreed system of supervision. Supporting access to learning with individuals/groups, in or out of the classroom focusing on high quality learning and student achievement.

St Clare's school is proud to offer personalised education to students aged 11-16 with moderate learning difficulties and associated needs including ADHD, Autism, communication, social, emotional and mental health and challenging behaviour. St. Clare's school is based in Mickleover, Derby.

If you think you have got what we are looking for, we look forward to receiving your application for consideration.

For further information, please contact the school office on 01332 511757, via email to [ssawford@stclaresschool.co.uk](mailto:ssawford@stclaresschool.co.uk) or visit our website at [www.esteemmat.co.uk/jointheteam](http://www.esteemmat.co.uk/jointheteam). Please use the relevant application form on the MAT website; CVs alone will not be accepted.

I wish you well in your application.

Yours faithfully

Julian Scholefield  
Chief Executive Officer



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## About Esteem Multi-Academy Trust

Esteem Multi-Academy Trust currently comprises of twelve academies throughout Derbyshire, Derby City, and east Staffordshire. Formed by a group of like-minded school leaders in August 2018, the MAT is currently responsible for the education and care of approximately 1,200 students and employs around 850 staff. The total revenue budget for the MAT is approximately £23 million and plans are in place to expand further.

Esteem Multi-Academy Trust now includes 7 special schools and 4 support centres (PRUs) and a primary school with enhanced resource provision educating young people with a range of additional needs. We wish to grow further to fulfil our vision to become a centre of excellence for special educational needs and disabilities (SEND). We have a well-defined set of values and a clear vision for the MAT to become a regional hub for expertise in SEND and inclusion. We share a collaborative ethos, believing that our collective efforts will achieve a better outcome than we can as individual schools. Our academies focus on the holistic needs of the young person, due to students' vulnerabilities. So, 'joined-up thinking', between our academies and different agencies, is essential to deliver the right support for our students.

The main aims of Esteem MAT are to:

- Provide an ambitious, inspirational, bespoke education, setting the foundation for the future and ensuring our young people are ready for the world;
- Deliver high standards and value for money from our support services, resources, estate and technology; and
- Invest in and support our people, exploiting opportunities for collaborative, continual professional development, sharing of expertise and best practice.

As a group of academies working together, we can share and deliver better practice. We will be able to commission health, care and therapy services in a fully 'joined-up' way.



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## Welcome from the Headteacher

Dear applicant,

I am delighted and honoured to be the Headteacher at St. Clare's School and I am seeking enthusiastic, a dedicated specialist learning mentor to join our school team. I am very pleased that you are considering applying to work in such a fun, innovative school.

As a school, our main job is to make sure the children are safe, happy and reaching their potential. Families make an important contribution to their child's achievements at school and from my experience I know that a successful and happy school depends on all of us working together.

At St. Clare's we hold a strong belief in the power of education to change children's lives and the right of every child to receive an excellent education. The staff team are dedicated to building opportunities for students to achieve the highest academic standards, ensuring that they are known well as individuals and that their unique personality, talents and interests are nurtured and developed to the full.

At St Clare's School education is about developing the whole child and providing opportunities for them to flourish within and beyond the classroom. It is the aim of the whole school team to help each child become a successful learner and well-rounded individual who is ready to make the next steps in their journey.

We welcome applications from candidates who, having read the application pack, feel they have the necessary skills, experience, and strength of character to fulfil the challenges of the role. The closing date for applications is 23:59 on 12 November 2023. Visits to the site are encouraged, please contact the school on 01332 511757 to arrange this.

I wish you well in your application.

Yours faithfully,

Laura Russell  
Headteacher



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## About St Clare's School

St Clare's school is proud to offer personalised education to students aged 11-16 with moderate learning difficulties and associated needs including ADHD, Autism, communication, social, emotional and mental health and challenging behaviour. All students have an Education, Health and Care (EHC) Plan which sets out the provision required to meet their individual needs.

Located in Mickleover we have 152 students on roll from across the City of Derby and southern Derbyshire.

In response to our student's needs, we offer a full and diverse curriculum with specialist support designed to address the holistic needs of our students. The progress that our students make is judged as outstanding as a result of the teaching and support available to them and the progress that they make academically, socially and emotionally.

Transition arrangements with feeder schools are in place to ensure a smooth move between schools for all pupils. Transition to Post 16 provision is also effectively developed to support student success.

Further information about our academy can be found on the website at:

<https://stclaresschool.co.uk>



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## The advertisement

**Job Title:** Specialist Learning Mentor

**Location:** St Clare's School, Rough Heanor Rd, Mickleover, Derby DE3 9AZ

**Grade/Scale:** Grade F (SCP 15-20) £21,148 - £23,711 (Pending NJC Pay Award 2023-24)

**Start date:** As soon as possible

**Contract:** 35 hours per week, term time only (39 weeks)

We are seeking a Learning Mentor to assist and complement the great team of classroom support.

Reporting directly to the Headteacher and Senior Leadership Team.

The ideal candidate will be calm and understanding, patient and able to work with students of 11-16 year-olds with an education, health care plan.

Within a safe, structured and predictable environment, we deliver a personalised curriculum. We teach the full range of national curriculum subjects and support students to develop independence, confidence and life skills. We strive to enable our students to participate fully in experiences both in school and in the wider community, to help them make informed life choices.

Benefits include: LGPS Pension Scheme, 25 days/school holidays, Westfield Health membership and free parking.

For further information, please contact the School Business Manager, at St Clare's School on 01332 511757, via email to [ssawford@stclareschool.co.uk](mailto:ssawford@stclareschool.co.uk) or visit our website at [www.esteemmat.co.uk/vacancies](http://www.esteemmat.co.uk/vacancies). Please use the relevant application form on the MAT website; CVs alone will not be accepted.

**Closing date for applications: 12 November 2023 (23:59)**

**Interview date: 17 November 2023**

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.



## Job description and person specification

### Job Description: Specialist Learning Mentor Esteem Multi-Academy Trust

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

#### AREAS OF RESPONSIBILITY AND KEY TASKS

##### Main responsibilities

The postholder will demonstrate essential professional skills and characteristics, and in particular will:

- Engage and motivate students
- Improve the quality of students' learning
- Inspire trust and confidence in students and colleagues
- Build team commitment with colleagues and in the classroom
- Implement specific interventions to meet students needs
- Demonstrate empathy with and an appreciation of the care needs of students

##### Supporting Teaching and Learning

- Have a clear and precise understanding of how children with Special Needs, Autism and complex behaviour learn

Work under the direction of the class lead to:

- Support students in attaining learning objectives
- Write quality annotation to support the assessment of student attaining learning objective
- Report on observed progress of students
- Develop an understanding of different learning styles
- Adapt learning activities appropriately
- Report on the impact curriculum and intervention strategies has on individual students.

In all cases, indicative tasks at the competency level specified within the Teaching Assistant agreed Framework, will be the reference point for the competencies listed below.

#### STUDENT PROGRESS

- Establish constructive relationships and use a variety of methods to communicate with parents and other relevant professionals, in liaison with teacher, to support students' learning and progress.
- Promote the inclusion and acceptance of all students within the classroom, school and wider community.
- Encourage students to interact and work co-operatively in learning activities
- Promote independence and employ strategies to recognise and reward its achievement



## TEACHING ASSISTANT AGREED FRAMEWORK REQUIREMENTS

- In all cases, indicative tasks at the competency level specified within the Teaching Assistant agreed Framework, will be the reference point for indicative tests within the competencies listed below.

## PROFESSIONAL PRACTICE

- Maintain, develop and apply professional knowledge to enable effective teaching and learning support
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners or organisation of the school including pastoral arrangements and assemblies
- Share such knowledge with colleagues to improve whole school effectiveness
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Provide a proactive consistent approach to challenging behaviour, implementing and contributing to behaviour support plans and using physical intervention if necessary
- Respond quickly and appropriately to demands made by individual students to meet general care, mobility, and personal hygiene needs
- Understand and apply the principles of good classroom management
- Understand and apply a range of appropriate support strategies

## WHOLE SCHOOL ETHOS

- Where appropriate contribute to the formulation of school policies
- Execute school policies
- Use the performance management process to drive school improvement through the raising of standards of teaching and learning
- Promote the wider aspirations of the school

## SAFEGUARDING

- Demonstrate a commitment to safeguarding and promoting the welfare of students and young people
- The work within the safeguarding and child protection policies of the school and act within the best interests of students at all times
- To undertake relevant training as set by the safeguarding team
- The post is subject to satisfactory references and enhanced DBS clearance

## OTHER DUTIES AND RESPONSIBILITIES

Other duties that the Headteacher may ask the post-holder to perform may include but not limited to:

- Medicine and/or first aid administration
- Support in implementation of SALT/OT programmes
- Use positive intervention to support behaviour where appropriate support with personal and intimate care

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.



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### **Purpose of the post**

Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's improvement plan.

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work/intervention programmes with individuals/groups, in or out of the classroom, including assisting with the general care, mobility and personal hygiene needs of students. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning and recording cycle, and the management/preparation of resources. The Specialist Learning Mentor will take responsibility for planning for regular groups/sessions, agreed between the Specialist Learning Mentor and teacher, and authorised by the Headteacher. The Specialist Learning Mentor may also supervise and lead whole classes during the short-term absence of teachers, managing behaviour and assisting students to undertake set activities. The primary focus will be to ensure continued high quality learning and student achievement. Specialist Learning Mentors will cover teacher PPA and other teacher time spent out of class, including sickness cover up to one week. The Specialist Learning Mentor will be expected to support and line manage grade E Learning Mentors and will support induction of Learning Mentors to site. The Specialist Learning Mentor will engage fully in CPD activities (including coaching) as directed by the Headteacher.



## Person Specification: Specialist Learning Mentor St Clare's School, Esteem Multi-Academy Trust

QUALIFICATIONS AND EXPERIENCE		
<b>Essential</b>		<ul style="list-style-type: none"> <li>• Qualification to Level 3 or equivalent in education/childcare</li> <li>• GCSE or equivalent passes level in Maths and English</li> <li>• Experience of working in special schools with a range of students with SEN (including Autism, ADHD and PDA)</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>• Qualified in aspects of SEN specific provision</li> <li>• Experience of working in special schools with a range of students with SEN (including Autism, ADHD and PDA)</li> <li>• Experience of managing challenging behaviour, including leading on and implementing appropriate interventions to support students with a range of needs</li> </ul>
KNOWLEDGE AND ABILITIES		
<b>Essential</b>		<ul style="list-style-type: none"> <li>• Knowledge of strategies to support students with SEN</li> <li>• Knowledge of child protection and appropriate health and safety regulations</li> <li>• Knowledge of behaviour support strategies</li> <li>• Willingness to engage in any professional development activities which will aid the effective completion of tasks required by the post</li> <li>• Ability to support and line manage grade E teaching assistants</li> <li>• Ability to work collaboratively as part of a team under the direction of a variety of teaching staff</li> <li>• Ability to contribute to planning, teaching and assessment under the guidance of the class teacher.</li> <li>• Ability to prepare and run core subjects, learning activities, monitor, modify and record as appropriate</li> <li>• Proficiency in the use of ICT to support teaching and learning</li> <li>• Ability to support students to make progress in their learning in order to work alongside the teacher in evaluating and recording student progress and setting appropriate learning targets</li> <li>• Willingness to engage in any professional development activities which will aid the effective completion of tasks required by the post</li> <li>• Ability to work alongside the teacher in evaluating and recording student progress</li> <li>• Use alternative methods of communication where required</li> <li>• Use ICT to support teaching and learning</li> <li>• Ability to promote student independence in personal care</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>• Trained in aspects of SEN specific provision, e.g. PECS, Makaton, TEACCH, behaviour management and knowledge of sensory processing needs</li> <li>• Knowledge and understanding of government legislation in safeguarding and child protection</li> <li>• Ability to lead an agreed area of the school's activity</li> </ul>



	<ul style="list-style-type: none"><li>• Trained in aspects of SEN specific provision, e.g. Makaton, TEACCH, behaviour management, Lego Therapy</li><li>• Experience of managing challenging behaviour, including implementing appropriate interventions</li><li>• Ability to promote and reinforce student's self-esteem, independence and participation within the community</li><li>• Experience in attending to intimate and personal care</li><li>• Ability to lead interventions in Maths and English to ensure progress of students as expected</li></ul>
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<p><b>Other Generic Responsibilities:</b></p> <ul style="list-style-type: none"><li>• Represent and promote the ethos and values of Esteem Multi-Academy Trust</li><li>• To take and be accountable for all decisions made within the parameters of the job description</li><li>• Participate with performance management and training and activities that contribute to personal and professional development</li><li>• Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities</li><li>• Provide a high standard of customer service in all dealings internal and external to the MAT</li><li>• Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified</li><li>• Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description</li><li>• The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition</li></ul>
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## Safeguarding and checks

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Esteem Multi-Academy Trust's Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT.

Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs and disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world positively. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all students within our academies.

The MAT pays full regard to the DfE 'Keeping Children Safe in Education September 2023' guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the MAT who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practises, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant's health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings.

If you are not currently working with children, but have done in the past, your previous employer will be asked about any offences.

Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered "not applicable", where appropriate, if your work has not brought you in to contact with children or young people.



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## Application process and timeline

Application forms are available on our website at <https://www.esteemmat.co.uk/vacancies>.

After the closing date, shortlisting will be conducted by a panel who will match your skills and experience against the criteria in the Person Specification. You will be selected for interview purely on your application form, so please ensure that you read the Job Description and Person Specification carefully before you complete your application form.

All candidates invited to the interview and assessment day must bring the following documents; original documents only, copies will not be accepted:

- Documentary evidence for your right to work in the UK
- Documentary evidence of identity which meets the DBS requirements i.e. current photocard driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address i.e. utility bill, financial statement etc.
- Where appropriate, documentation evidencing a name change
- Educational or professional qualifications that are necessary or relevant for the post

Further information relating to DBS check documentation requirements can be found on the Government website at <https://www.gov.uk/guidance/documents-the-applicant-must-provide>.

If you are not the successful candidate, all your personal information will be destroyed, in a secure way, in line with General Data Protection Regulations (GDPR May 2018) guidelines.

References will be sought for shortlisted candidates for any central office-based positions and we may approach previous employers for information to verify experience or qualifications prior to interview. Any relevant issues arising from references will be discussed at interview.

Your completed application form and supporting letter should address and evidence the essential and desired criteria in the Person Specification.

**Closing date for applications: 12 November 2023 (23:59)**

**Interview date: 17 November 2023**

For further information, please contact the School Business Manager, at St Clare's School on 01332 511757, via email to [ssawford@stclausschool.co.uk](mailto:ssawford@stclausschool.co.uk) or visit our website at [www.esteemmat.co.uk/vacancies](http://www.esteemmat.co.uk/vacancies). Please use the relevant application form on the MAT website; CVs alone will not be accepted.