



King's Academy  
**Prospect**



# Learning Mentor

ASPIRE • BELIEVE • ACHIEVE



King's Group  
*Academies*

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Cockney Hill, Tilehurst, Reading

Berkshire RG30 4EX

Tel: 0118 959 0466

[enquiries@kgaprospect.uk](mailto:enquiries@kgaprospect.uk)

<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, Abi Davis, to make an appointment.

With very best wishes,

David Littlemore  
**Headteacher**



King's Academy  
Prospect



About our school



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





# King's Academy Prospect

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





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 NPQM/SL 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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The Department

## Learning Mentors/HLTA

Learning Mentors will be deployed to different areas, where they will develop particular specialisms and work with identified groups of students:

- Language (EAL) Support will work specifically with students receiving support for English as an Additional Language and will be line managed by the EAL Co-ordinator
- Learning Support working specifically with students who need support with literacy and/or numeracy, support with classwork/coursework/homework and other learning interventions and line managed by the SENCo
- Behaviour Support working specifically with students who need behaviour related interventions or support with social/emotional issues and line managed through the Hubs.
- 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.



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Job description

## Job Description –

This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.

**Responsible to:** SENCo/Student Services Manager

**Job Purpose:** To work under the direction of the SENCo/Student Services Manager as part of the Inclusion and Progress Team in supporting and including students with specific learning needs.

**Grade:** KGA Scale 6-9 (£20, 512 - £22,223, pay award pending) FTE

KGA Scale 10-15 (22,907 - 27,675, pay award pending) FTE for HLTA

31.25 - 37 hours per week term time plus INSET days only\*

### Main Duties:

- To be part of the team of Learning Intervention Mentors, supporting departments, year groups and interventions as directed by the SENCo
- Assist with the planning and preparation of intervention sessions with targeted students
- Work with students who have been removed from lessons to ensure that they understand the consequences of their behaviour
- Prepare resources for learning activities in accordance with lesson plans in response to students' needs within different subjects
- Support students in lessons, small groups and 1:1, enable students with specific learning needs to access their curriculum
- Lead on the delivery of small group interventions such as Catch-Up Literacy/Numeracy, behaviour support or ELSA support
- Monitor and evaluate students' progress within subject departments and suggest interventions as required
- Assess student responses to learning tasks and, where appropriate, modify tasks to meet the students' needs and advise the teacher
- Use specialist knowledge and experience to support students' learning
- Undertake administrative tasks at the direction of the SENCo, including assisting with routine and specific student testing
- Promote student independence and develop students' confidence and self-esteem
- Act as reader/scribe/invigilator for students with exam access arrangements
- 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.
- First Aider

\* In order to deliver a full range of interventions, some of these may be before or after school, or during the lunch break, in which case hours would be amended accordingly e.g.:

- 8.00 – 3.15 (before school interventions)

- 9.00 – 3.45 (after school interventions)
- 8.00 - 4.00 (before and after school interventions)

**Notes:**

Whilst every effort has been made to explain the main duties and responsibilities of the post, individual tasks undertaken may not be identified.

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 the job description.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holders professional responsibilities and duties.



# Personal Specification

## Person specification –

### Learning Mentor/HLTA Person Specification

<b>Experience, Education, Qualifications and Training</b>	<b>Essential</b>	<b>Desirable</b>
Experience of working with young people and families	✓	
Experience of working successfully with students with SEN and/or behaviour issues and/or EAL		✓
Experience of working within an educational/multi agency setting		✓
Good oral and written communication	✓	
Evidence of recent professional development relevant to the post.		✓
Recognition of the need for continuing development and training	✓	
Substantial successful experience working in a post/s which requires the delivery of specific intervention strategies, analysis and interpretation of data, high-level communication skills with students, high level of personal organisation, ability to empathise, ability to mentor.		✓
Educated to at least Level 3 minimum (A-Level/HND/NVQ3)	✓	
HLTA Qualification*		✓
Possession of a degree, preferably in a discipline relevant to the role		✓
<b>Knowledge, Skills and Abilities</b>	<b>Essential</b>	<b>Desirable</b>
Ability to engage constructively with, and relate to, a wide range of young people from different backgrounds	✓	
Ability to relate to young people, within different age groups about behaviour issues	✓	
Competent in the use of IT	✓	
Understanding of the education system and national curriculum		✓
Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers		✓
Ability to contribute to the monitoring of, and intervention in students with additional learning needs		✓
Excellent communication and interpersonal skills	✓	
Able to quickly establish positive working relationships with students	✓	
Ability to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm personality, a practical approach and sound judgement	✓	

Ability to be a good role model to young people – demonstrate and promote positive values, attitudes and behaviour	✓	
Ability to maintain a non-confrontational approach	✓	
Planning and prioritising own workload and managing conflicting demands	✓	
A commitment to Equal Opportunities	✓	
<b>Attributes</b>	<b>Essential</b>	<b>Desirable</b>
Excellent record of attendance	✓	
Ability to work well in a team	✓	
Commitment to raising achievement and improving the educational experiences of all students	✓	
Physical and emotional resilience and reliability under pressure	✓	
Energy as a convincing role model	✓	
The ability to model the behaviour, values and attitudes we expect of young people and the ability to do so with integrity	✓	
Knowledge and understanding of the range of potential barriers to learning and attending school faced by young people and how they can be overcome	✓	
Full DBS check	✓	
Ability to be flexible re hours at times of pressure	✓	
Ability to work confidentially and with discretion	✓	

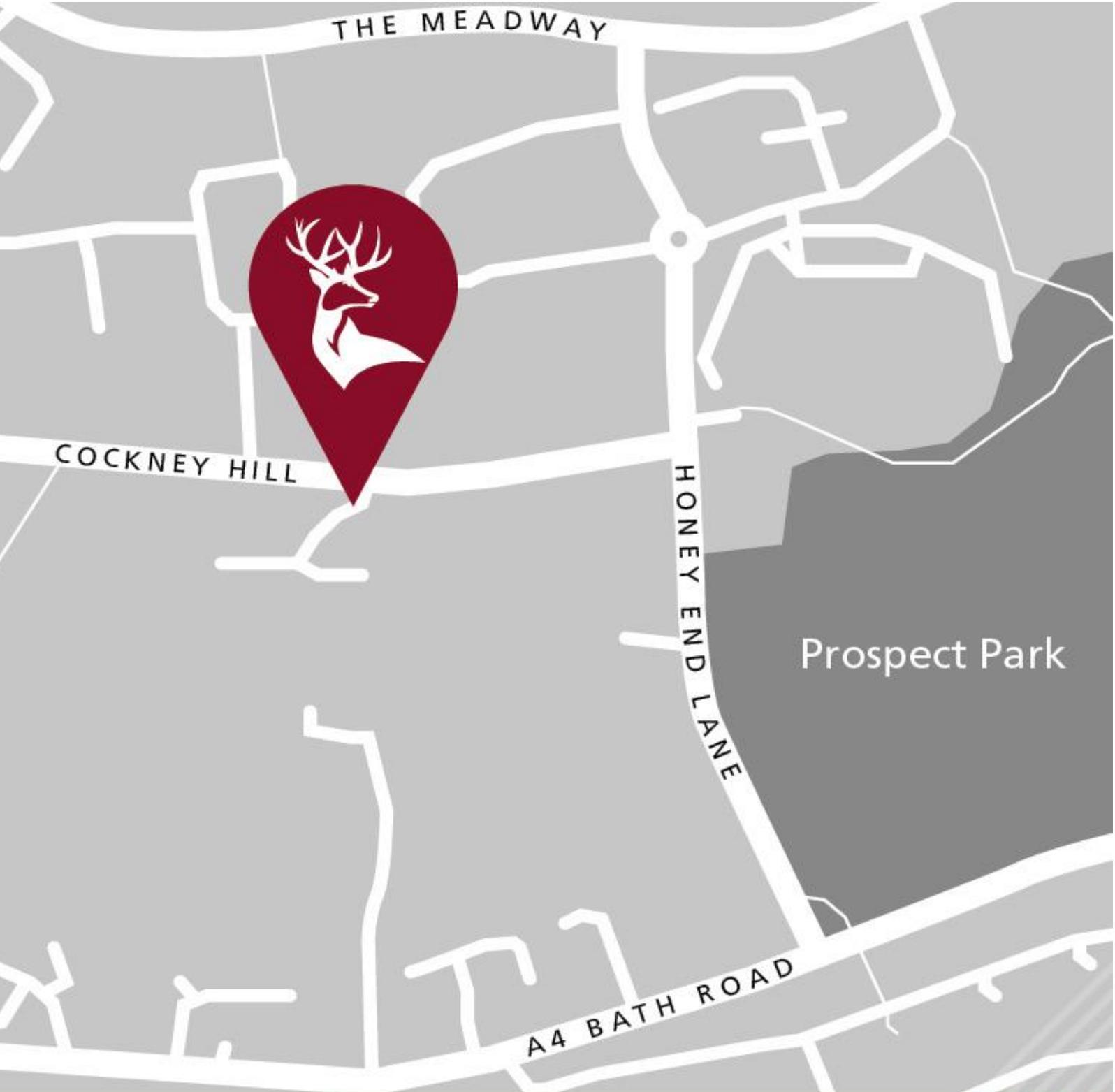
\*required for HLTA role

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 contact Clare Lewis ([clewis@kgaprospect.uk](mailto:clewis@kgaprospect.uk)) to make an appointment.



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