



Parkstone Grammar School

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01202 605605

recruitment@parkstone.poole.sch.uk

Parkstone Grammar School

**Learning Support Mentor
Fixed-Term for One Academic Year
Applicant Pack**





Headteacher's Welcome

As the Headteacher of Parkstone Grammar School, it is my great pleasure to welcome you to our vibrant and dynamic school community. At Parkstone, we are committed to providing an exceptional educational experience that nurtures the intellectual, social, and emotional growth of every student.

We are immensely proud of our strong reputation for combining excellent pastoral support with high-quality teaching to achieve the very best outcomes for our students. Everyone who works at Parkstone is deeply committed to placing students at the heart of all decision-making.

We offer an impressive, broad and balanced academic curriculum at GCSE and A Level, complemented by an extensive range of extra-curricular and enrichment opportunities. Sporting excellence, musical performance, national competitions, and creative activities all flourish here, nurturing the whole child and supporting the well-rounded development we value so highly.

Parkstone Grammar School is a six-form entry selective girls' school with an intake of 192 students into Year 7 and a thriving Sixth Form of nearly 300 students. As a stand-alone academy, we are proud of our independence, yet we benefit greatly from collaboration with Poole Grammar School for Boys, which enables us to offer an outstanding range of A Level subjects. We are also an active member of a formal partnership of South West grammar schools, the South West Academic Trust (SWAT), sharing best practice and innovation.

Our most recent Ofsted inspection in May 2025 rated the school as Good with Outstanding for student behaviour and attitudes, and we continue to build on those strengths. Our financial position is strong, allowing us to invest significantly in our estate and facilities, creating modern, inspiring, and welcoming teaching and learning environments.

Our core values — Commitment, Courage and Compassion — underpin all that we do. They guide our mission to provide an education that not only inspires and empowers our students, but also equips them with the confidence, adaptability and ambition to thrive in an ever-evolving world.

At Parkstone, we believe that our staff are our greatest strength. We deeply value their expertise, commitment and care. The dedication of our teachers, support staff and leaders ensure that every student is known, supported and challenged. We are proud of the collaborative, caring and ambitious professional community that defines our school.

We are seeking an enthusiastic and inspirational Learning Support Mentor — someone who will build on our current successes, champion our values, and join our community with vision and compassion. This is an exceptional opportunity to be part of a thriving and forward-thinking school, helping to shape the lives of our remarkable young people and the dedicated staff who support them.

We look forward to hearing from you.

David Hallsworth, Headteacher



Commitment Courage Compassion



Our Guiding Principles

- Parkstone will be a seat of exceptional learning where great teachers enjoy autonomy in the classroom to inspire and challenge our able students.
- Very high-quality staff development and peer support to facilitate highly effective learning over time.
- Effective feedback to move students forward in their knowledge and skill development.
- Parkstone will achieve amongst the best schools in the country for the national progress measures at GCSE and A Level.
- A positive ethos underpinned by our values of Commitment, Courage and Compassion.
- Personalised support with highly effective intervention to enable equal access to learning.
- Students will have an understanding of global and national diversity and will be well prepared for life in an ever-evolving world.
- A strong community supported by the staff and student leadership teams.
- Compassionate, high quality advice and guidance to make informed and confident decisions regarding life after Parkstone.
- Opportunities outside the classroom which provide holistic development.
- To engage in initiatives and charity projects to contribute to the local and wider community.
- A broad, balanced and inspiring curriculum appropriate to Parkstone.
- An inspiring learning environment underpinned by a research culture and reflective practice.
- Our community will have high expectations of everyone in line with our Values and Charter.
- To instil a sense of stewardship towards our local, national and global environment.



Commitment *Courage* *Compassion*



Our School Charter

In our community it is important that we should maintain high standards and take responsibility for our own actions.

OUR COMMUNITY RESPONSIBILITIES

- To uphold the values of our school
- To treat all persons and the environment of the school with respect
- To apply ourselves to all areas of school life
- To empower all to do our best and to take care of each other
- To challenge any inequality and prejudiced attitudes

OUR RIGHTS

- To be treated with respect by all members of our community
- To feel safe both emotionally and physically in our school environment
- To participate in all the opportunities that our school offers
- To know where we can access support and guidance
- To be challenged appropriately where we fall short of our responsibilities



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Safeguarding

Parkstone Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All shortlisted candidates will be required to complete a Criminal Records Self-Declaration Form. This will allow the school to identify whether you may be ineligible for a role based on barring or a section 128 direction.

Any successful applicant will be required to undertake an Enhanced DBS Check with Children's Barred List information. They will also be required to provide the relevant criminal record checks for time spent living or working outside of the UK within the last 10 years. Applicants can find further information via gov.uk. Please note that any cost for these checks will not be covered by the school.

Further information on safer recruitment processes can be found on our website and we encourage you to read these before submitting your application. Alternatively, please contact our HR Manager if you have any questions by calling the school on 01202 605605.

Our Child Protection Safeguarding Policy can be found on our school website.



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Equality and Diversity

We are committed to maintaining a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, trustees and parents/cares.

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination. Advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education and Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups, which is also covered within our spiritual, moral, social and cultural activities.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

- All pupils, families and staff are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships, and a share sense of cohesion and belonging
- We observe good equalities practice in relation to staff
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve ensuring views are heard
- We aim to foster greater community cohesion
- We base our practices on sound evidence
- We set ourselves specific and measurable equality objectives



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Benefits

Parkstone is pleased to be able to offer all staff members:

Core Benefits

- A contributory pension scheme relevant to your role (including access to Teacher and Local Government Schemes).
- Occupational sick pay.
- Tailored Continuous Professional Development (CPD) through the South Central Teaching Hub.
- Free access to the Employee Assistance Programme (EAP) - confidential support network that offers expert advice and compassionate guidance 24/7 covering a wide range of issues, such as: Legal Information, Bereavement Support and Online CBT among much more.
- All staff are entitled to a 'Golden Day' once a year – a paid day off or part time equivalent.
- Specsavers voucher for eye test and amount towards glasses if needed for DSE use.
- Four additional non-teaching days throughout the year, allowing for department planning time.
- Two disaggregated INSET days, allowing for an earlier finish at the end of the Summer term.
- Free Yoga and Pilates sessions throughout the term.
- Termly Staff Wellbeing and Workload groups to raise and solve issues.

Flexible Benefits

- Cycle to work scheme
- Eligibility to join The Blue Light Card discount scheme



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Leadership Structure

Headteacher
David Hallsworth

- Vision
- Staffing
- Finance
- Governors
- Staff Wellbeing
- Community
- BCP Links
- SWAT – Directors
- Middle Leadership
- SDP/SEF
- Network and Website
- Marketing and Publicity
- Line Management of LG

Deputy Headteacher

- Teaching and Learning
- Curriculum
- Key Stage Manager Year 11
- Pedagogy
- Homework
- Literacy
- Numeracy
- Admissions
- Activities Week
- PFSA
- SWAT
- Line Management



Assistant Headteacher

- Key Stage Manager Year 7
- Personal Development
- Student Wellbeing
- Senior Mental Health Lead
- SEND
- Examinations
- EVC
- Role of Tutor
- SMSC and British Values
- Assemblies
- DFTW
- Extra-curricular monitoring and intervention
- Anti-Bullying
- Line Management

Assistant Headteacher

- Staff Development
- Key Stage Manager Years 8 + 9
- Appraisal
- CPD
- Timetable
- Cover
- House System
- Student Voice
- Whole School Calendar
- Equality
- Line Management

Assistant Headteacher

- Assessment
- Key Stage Manager Sixth Form
- Student Tracking and Reporting to Parents
- Poole Grammar Link
- UCAS
- Pupil Premium
- Alumni
- Senior Awards
- Line Management

Assistant Headteacher

- DSL
- Key Stage Manager Year 10
- Behaviour and Rewards
- Safeguarding
- Prevent
- E-Safety
- CLA
- Junior Awards
- Attendance and Punctuality
- Line Management



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Learning Support Mentor

The main purpose of this post is to provide academic support to students of all ages who are identified as having additional Educational Needs, working with a range of stakeholders, parents, teachers and support staff to ensure progress and continuity. The post holder will provide general support to identified students in lessons and in the Student Support Room and should be an emotionally available adult for students when required.

Scale D, points 5-6

Actual Salary: £20,103.16 - £20,422.16 gross per annum pay award pending

(25,583 - £25,989 FTE gross per annum) pay award pending

35 hours per week

8.15am to 3.45pm Monday to Friday with half an hour unpaid lunch.

38 working weeks per year, which is term-time only.

Fixed-term for one academic year until 16 July 2027.

To apply for this role, please complete the application form, which can be found on our school website, and send to recruitment@parkstone.poole.sch.uk



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MAIN JOB PURPOSE

- The main purpose of this post is to provide academic support and pastoral support to students of all ages who are identified as having additional Educational Needs
- Work with a range of stakeholders, parents, teachers, support staff to ensure the continuity and progress of individual students.
- To provide general support to identified students in lessons and in the Student Support Room.
- Be an Emotionally Available Adult for students when required.

EXPERIENCE, KNOWLEDGE AND SKILLS REQUIRED

- Have a passion for/experience of working with children with special educational needs in a Secondary School setting;
- Have an interest in how children learn and behave;
- Provide an appropriate role model of behaviour, control and resilience at all times;
- Really care about students, particularly those who have barriers to learning effectively;
- Respect and maintain professional confidentiality but have regard to the safeguarding protocols of information sharing where necessary;
- To attend in service training and meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.

MAIN RESPONSIBILITIES AND DUTIES

SUPPORTING STUDENTS:

- To work 1-2-1 with students, with either individuals or small groups outside of the classroom. The make-up, timing and frequency of these groups will be directed by the SENDCo.
- Establish positive relationships with the student/s supported;
- Maintain high expectations for the student/s being supported;
- To develop knowledge of the particular needs of the students and seek advice from the SEND Team, Pastoral Teams, Teachers and outside agencies as required;
- Provide positive reinforcements, praise and rewards to students;
- Facilitate inclusion in small group activities with peers and support interaction between them.

IN-CLASS SUPPORT ASSISTANT:

- Under supervision of the class teacher enable identified pupils to access learning activities as directed by the teacher.
- Prepare materials / resources to help identified students access the learning in class



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- To motivate and support students, helping them to finish work set.
- Using students' Individual Education Plans where applicable to support individual student needs.
- Developing student's self-esteem and independence in their learning.

EMOTIONALLY AVAILABLE ADULT

- Use a Trauma Informed Approach to support students in tackling the challenges which they face during the school day – full training will be provided based on the Trauma Informed Schools UK approach.
- Maintain supportive working relationships with students;
- Liaise with school pastoral teams and SEND staff
- Take responsibility for some tutor time support in the Student Support Room to establish a good focus for the day and enable a positive and effective start to the day.

OTHER DUTIES:

- The post holder may be required to perform duties other than those given above. These may vary from time to time without changing the general level of responsibility. Such variations would not justify the re-evaluation of the post.
- Support the school's security procedures by challenging anyone on the premises without a school visitor ID badge and ensuring that the School Office is informed.
- Retain the confidentiality of all aspects of school life.
- Comply with all decisions, policies and standing orders of the school; comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the school's agreed procedure.

CREATIVITY AND INNOVATION:

- Creativity and innovation are an essential feature of the post. The post holder will design materials and approaches for engaging students in class and in small group settings.
- The post holder will develop solutions for individual student issues in liaison with the Special Educational Needs Department

ACCOUNTABILITY

- The role will be Line Managed by SENDCo or Deputy SENDCo
- The post forms part of the team providing support to the Leadership Group and teaching staff at this forward-thinking girls' grammar school.



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Person Specification

Attribute	Essential	Desirable
PROFESSIONAL		
Numerate/literate to at least GCSE standard or equivalent	✓	
Competent within Microsoft Word		✓
Competent within Microsoft Outlook		✓
Strong interpersonal and communication skills	✓	
Experience of working with young people	✓	
Knowledge of working with students with Special Educational Needs		✓
Knowledge of Trauma Informed Approaches, or willingness to attend training in this area		✓
Knowledge of working with Hearing Impaired students or willingness to attend training in this area		✓
PERSONAL		
Proactive	✓	
Professional attitude	✓	
Smart, professional appearance	✓	
Ability to work effectively under pressure	✓	
Strong team player, being aware and supportive of colleagues	✓	
Ability to use initiative	✓	
Flexible/adaptable approach	✓	
Ability to relate positively with young people in one to one or small group settings	✓	
Ability to communicate effectively with groups of students and staff	✓	
Sense of humour	✓	
Reliable	✓	
Enthusiastic and keen to embrace new opportunities	✓	
Willingness of spirit	✓	
Commitment to the school	✓	



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Applying for the Learning Support Mentor post

Candidates should apply by school application form only. Application forms are available on the school website, or upon request from the HR Manager by emailing recruitment@parkstone.poole.sch.uk

Closing Date: 9.00 am Friday 3 July 2026

Interviews: w/c 6 July 2026



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Contact us

If you would like more information about Parkstone Grammar School please email recruitment@parkstone.poole.sch.uk

Alternatively, if you wish to discuss the vacancy please call 01202 605605 8.00 – 4.30 Monday to Thursday and 8.00 – 4.00 on a Friday.

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