



*'For the sake of one child, I would
have founded the Society'*

St Madeleine Sophie Barat

Application pack for the post of

LEARNING SUPPORT MENTOR

Closing Date: 9.00am Monday 9th October 2023

Required from: October 2023



Sacred Heart High School
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WELCOME FROM THE HEADTEACHER

Thank you for expressing an interest in the post of Learning Support Mentor at our unique school.

Sacred Heart High School is an outstanding Catholic School in the trusteeship of the Society of the Sacred Heart and is part of a network of Sacred Heart schools worldwide.

Situated in historic buildings on a site with a 330 year tradition of contributing to the education of young women, we have stood the test of time, with a cherished history.

Sacred Heart High School was described by Ofsted as an 'exceptional school'. The Headteacher and senior leadership team, supported by the governors, drive a culture of continuous improvement and are highly ambitious for the pupils in their care.

What makes Sacred Heart schools distinctive is that everything we do is driven by the same five goals of Sacred Heart Education, as set out on Page 9.

We value intellect and our results (page 5), placing us in the top 3% nationally, speak for themselves, but Sacred Heart Education is about far more than that.

Sacred Heart Education is rooted in the importance of relationships; recognition of the individual; building social awareness and the importance of acting on it. Kindness and responsibility is at the heart of this, both towards one another and to others beyond our own community.

We educate to develop students' recognition of their own worth and to ensure that they leave school with a sense of their own responsibility to stand up for others. We prepare students to become positive role models, agents of change

and leaders who will transform the world we live in, for the betterment of all.

We value the diversity of our school community and take pride in the achievements of each and every student under our care, both in school and in the wider community.

We have talented leadership and staff across the school who work hard to ensure the students are well looked after, encouraged, nurtured and educated to prepare for their future lives. In turn we provide our staff with opportunities to develop to their full potential and prioritise their well-being.

We have many exciting challenges ahead, including a focus on High Performance Learning, further development of our Sixth Form and the creation of a new performing arts centre.

The Learning Support Mentor will be an inspiring and friendly individual. We seek someone with both empathy and drive to join a talented, creative and good natured team, to forward our ambitious development plan.

We hope that the information given in this application pack, along with the school's website and the website for the Society of the Sacred Heart (<https://rscjinternational.org/>) will help you discover something of the richness to be found in this inner city Catholic school, and I look forward to receiving your application.

Sharon O'Donovan, Headteacher



MISSION STATEMENT

Sacred Heart High School Hammersmith is an 11-18 girls' comprehensive school. The school was founded in 1893 by the Society of the Sacred Heart and has always sought to promote the education of women and academic excellence. Today we are a community of faith and learning, based on the Gospel of Jesus Christ, His values and teachings. We seek constantly to improve everything we do so that we can make a difference for the young women who will shape the society of the future.

Above all else, this community works together to bring one another to an awareness of the fullness and meaning of their life, rooted in the love of God.

We do this through

- Providing an excellent education which inspires a life-long love of learning;
- Respecting the uniqueness, worth and development of each individual, both as a learner and as a person called by God in dignity and faith;
- Offering a broad and balanced curriculum which meets the needs of each student;
- Challenging and supporting each other to achieve our full potential and to develop gifts and talents for the service of others;
- Recruiting excellent, committed and highly qualified staff who are valued and respected for their contribution and development as learners and educators;
- Building upon our partnership with parents, the Society of the Sacred Heart, governors, the Church and the local education authority;
- Strengthening and extending collaborative links with the international network of Sacred Heart schools and colleges, other learning institutions, including universities and the wider community;
- Creating a well-ordered, stimulating, and secure learning environment, which encourages personal growth in an atmosphere of wise freedom; and
- Making effective use of all our resources on behalf of the young people who come here.

EXAM RESULTS

GCSE 2022 Headline figures

Based on first entry result, (not including discounted pupils)

	No. of pupils	%
Pupils in Year 11 achieving 9-4 in English	194	99%
Pupils in Year 11 achieving 9-5 in English	192	98%
Pupils in Year 11 achieving 9-4 in mathematics	185	94%
Pupils in Year 11 achieving 9-5 in mathematics	167	86%
Pupils in Year 11 achieving 9-4 in English and mathematics	186	95%
Pupils in Year 11 achieving 9-5 in English and mathematics	167	86%
Pupils achieving the English Baccalaureate (based on grade 5 'standard passes')	127	65%
English Baccalaureate average point score per student		6.6

GCSE Progress and Attainment Measures, 2022

GCSE Performance Measures	
Attainment 8 score	67.97
Progress 8 score	0.96

A-Level Results 2022

	2017 %	2018 %	2019 %	2020 %	2021 %	2022 %	2022 National Av.	Diff. from National Average
A*	12	10	8	11	28	15	15	0%
A*-A	35	33	30	37	68	32	36	-4%
A*-B	64	58	58	71	88	57	63	-6%
A*-E	100	99	99	100	100	99	98	+1%



FROM THE HEART

MESSAGES FROM OUR HEADGIRLS

Soraya

Sacred Heart is so much more than a school. It represents an ethos and a manual for life which extends far beyond the confines of the garth or the chapel. The essence of Sacred Heart is 'respect, love and moral compass' and I have grown in these since my arrival in Year 7.

Academic life at the school is rigorous and thriving and characterised by the nurturing and caring learning environment espoused by all teachers towards their pupils.

There was never any doubt in my mind that this school would be where I would complete my A-level studies. Sacred Heart is an inclusive and welcoming school where all girls have the ability to thrive and acquire a skill set which will accompany them for the rest of their lives. I have felt supported and nurtured in my formative academic and personal years. I will take the role models of my teachers with me as I enter the next stage of my life.

Areanne

When I think of Sacred Heart, I think of the word 'family'. Just like a family, the school has seen me through sad and happy moments. I have always felt supported and know that Sacred Heart will always be there for me.

It is a place where I have been able to grow academically and explore all my talents and passions. The number of opportunities that Sacred Heart provides is immeasurable. These experiences along with the constant motivation from the teachers have allowed me to develop not only my knowledge but also my skills.

The community has allowed me to find my voice, going from a shy girl in Year 7 to now. I have gained confidence and above all, I have strengthened my faith.

I am proud to call myself a student of Sacred Heart because it has shaped me into the person I am today by bringing out a part of me that I didn't know I had.

Although my journey at Sacred Heart is coming to an end, I know that like a family, the school has become a part of me and if I ever need help, I know where to go.

Tyfenn

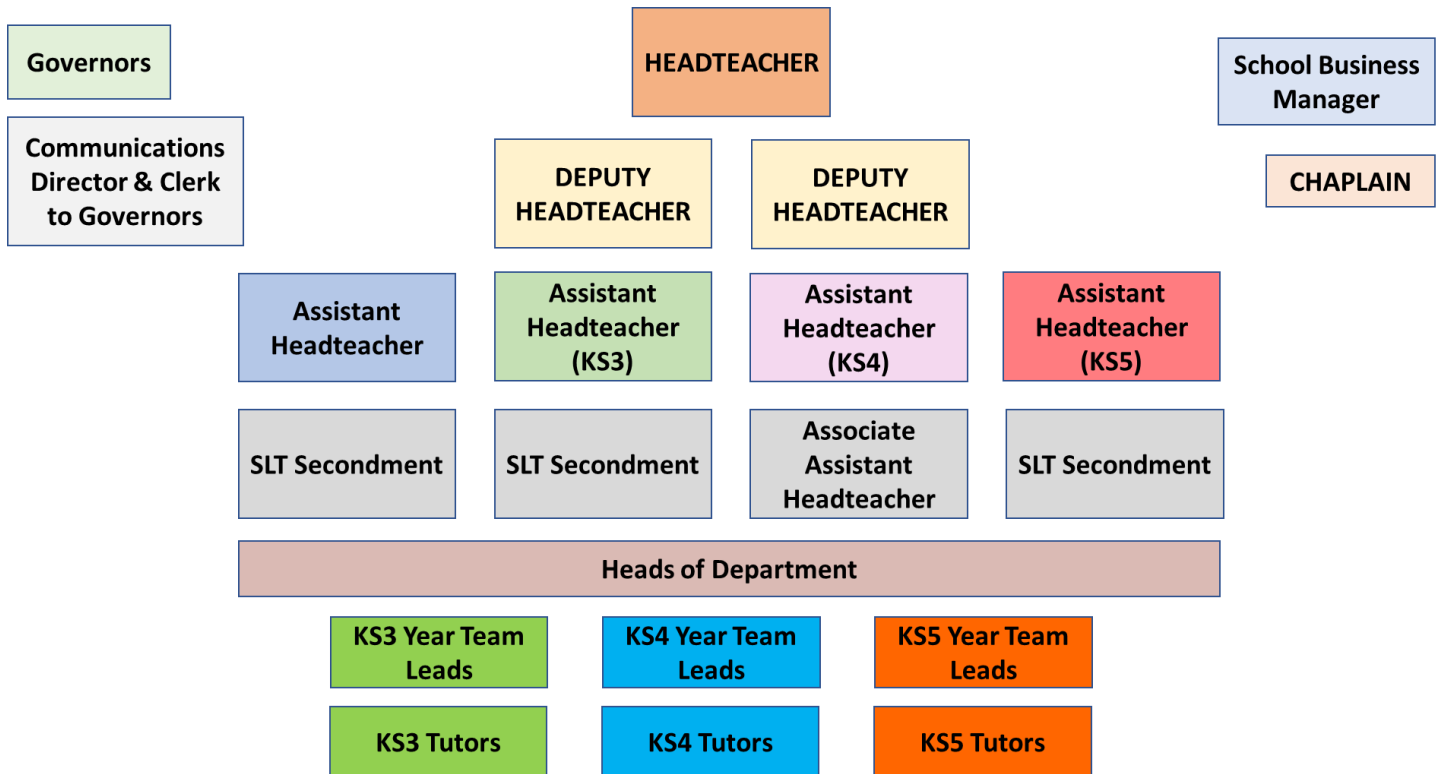
The symbol of devotion that the 'Sacred Heart' represents is ever-present in the life of our school and I have grown to love it dearly. This sense of dedication perpetuated by Jesus is perfectly applied to our education, enrichment and personal growth.

Sacred Heart has allowed me to develop my intellectual curiosity and self-reflection in a way that I don't believe any other school can, due to its unique fusion of the High Performance Learning Initiative and Five Sacred Heart Goals.

One thing that I have learnt from my time here is how a community truly thrives. This involves the collective force of pupils and staff, each using their individual voices and talents to contribute to Sacred Heart, for us all to be a part of.

When the time comes for my journey here to end, I will leave with confidence and in the knowledge that I could not possibly forget my Sacred Heart family.

STAFFING STRUCTURE



JOB DESCRIPTION AND PERSON SPECIFICATION

LEARNING SUPPORT MENTOR, SACRED HEART HIGH SCHOOL

INTRODUCTION

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with canon law, the teachings of the Roman Catholic Church and the trust deed of the Society of the Sacred Heart. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

This appointment will be made under the terms of the Catholic Education Service contract signed with the board as employers. It is subject to the current conditions of service for teachers in Catholic Schools and other current education and employment legislation.

JOB SUMMARY

Person reports to the SENCO; liaising with school colleagues, Teaching and Support Staff and Students.

MAIN PURPOSE OF THE LEARNING SUPPORT MENTOR

- ◆ To work with class teachers to improve the learning and attainment of pupils with EHCPs, particularly in maths and English.
- ◆ To promote pupils' independence, self-esteem and social inclusion.
- ◆ To give specialised support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement.
- ◆ To follow all school's procedures and policies ensuring highest standards of service, integrity and confidentiality to the whole school community.
- ◆ To actively uphold and engage with the School's Mission Statement.
- ◆ To participate in the schools' commitment to safeguarding and promoting the welfare of child and young people.

RESPONSIBILITIES AND COMMITMENTS

Teaching and Learning:

- ◆ Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND).
- ◆ Deliver literacy intervention on a one to one or small group basis for maths and English.
- ◆ Work with teaching staff providing support in the classroom.
- ◆ To help take responsibility for identified pupils in supporting them to achieve their targets through the implementation of agreed strategies.
- ◆ To establish and develop a good rapport with designated pupils in order to develop a relationship which will enable them to make progress with their learning as well as monitoring progress and achieving the identified short-term and long-term goals
- ◆ To bring enthusiasm and a willingness to work in a variety of ways to support, motivate and challenge pupils to raise levels of achievement
- ◆ Support the identification of those pupils who need extra help to overcome barriers to learning.
- ◆ Use student tracking performance data to identify targets and evaluate progress, implement testing and review processes.
- ◆ Implement behaviour and discipline policies and procedures.
- ◆ Support pupils to access facilities and resources such as after school clubs.
- ◆ Support the development of study support activities.
- ◆ Under the guidance of the SENCO, coordinate resources to support pupils with long term medical needs.

- ◆ Deliver catch up sessions to support pupils returning to school after extended periods of absence
- ◆ Attend meetings as directed to share information, discuss progress and set targets for individual and small groups of pupils.
- ◆ Support with transition arrangements for pupils entering/leaving the school.
- ◆ To comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

Planning

- ◆ Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- ◆ Read and understand lesson plans shared prior to lessons, if available
- ◆ Prepare the classroom for lessons

Staff Development & Communication

- ◆ To work closely with the SENCo
- ◆ To support the SENCo in maintaining a database of information in relation to the individual pupil's needs and progress
- ◆ To monitor, evaluate and report on the implementation of Student learning profiles, identifying progress clearly specified short-term and long-term goals
- ◆ To work closely with others (LSAs, teachers, tutors and SENCo) to ensure that the learning support needs of pupils are met in accordance with their long and short term outcomes by regular communication with teachers regarding differentiation and LSM role.
- ◆ Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- ◆ To keep a detailed monitoring and progress record and to make it available to the SENCo when requested
- ◆ To attend meetings as appropriate, participating in note-taking when required.
- ◆ To help implement internal exam concessions for pupils in KS3 and KS4.

Health and Safety

- ◆ Promote the safety and wellbeing of pupils and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy.
- ◆ Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- ◆ Promote the safeguarding of all pupils in the school

Multiple Agency Development & Communication

- ◆ To acquire and maintain a knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
- ◆ Be active about updating yourself in initiatives relevant to Learning Support for students with EHCPs.
- ◆ Work closely with others to support pupils for whom barriers to learning and learning differences may be outside the school's direct control.
- ◆ Participate fully in the sharing of information in school within the framework of the school's agreed protocols and practice.

Generic Responsibilities

- ◆ To deliver day to day duties consistently within the agreed service level
- ◆ To adhere to the professional conduct expected of all teaching staff regarding punctuality, e-technology and communication, health and safety, equal opportunities and dress code
- ◆ To commit to, and contribute to, improving standards for pupils as appropriate
- ◆ To contribute to the maintenance of a caring and stimulating environment for pupils
- ◆ To undertake other duties commensurate with the job level

SUPPORTING INFORMATION

HOW TO APPLY

Completed application forms should be submitted via TES by 9.00am Monday 9th October 2023. CVs will not be accepted.

SELECTION PROCESS

Shortlisting will take place w/c 9th October 2023 and interviews will take place shortly after.

SALARY

This is a fixed term appointment until 31st July 2024, offering a term-time salary of £21,555 pa. You will be paid on the 15th day of each month.

HOURS OF WORK

36 hours per week to be worked over the period Monday to Friday. The exact times of attendance will be determined by the Headteacher.

PENSION

You may be eligible to join the Local Government Pension Scheme (LGPS). If you are already a member of the LGPS or another pension scheme you can apply for your pension to be transferred, you only have 12 months to do this. If you qualify a Pension contribution is deducted from your monthly pay depending on your annual salary.

MEDICAL CLEARANCE

Your appointment is subject to pre-

employment medical clearance. If you are successful at interview you will be issued with a medical questionnaire that must be completed and returned before your appointment can be confirmed.

EQUAL OPPORTUNITIES

As an equal opportunities employer, we welcome applications from all sections of the community, including persons with disabilities.

TERMS AND CONDITIONS

The appointment will be conditional upon you satisfying the standard employment checks for a support staff including references, enhanced DBS, health checks, right to work in UK, etc.

QUERIES

We encourage candidates to look at our website <https://www.sacredhearhigh.org.uk/>

If you require further information please contact HRdept@sacredh.lbhf.sch.uk

We reserve the right to close this advertisement early if we receive a high number of suitable applicants.

