



CANDIDATE BRIEF
LEARNING AND BEHAVIOUR MENTOR

LETTER FROM THE HEAD TEACHER



Dear Applicant

I am delighted that you are expressing an interest in working at Queensmead. I took up the position of Head Teacher in 2009 and it fills me with pride when I reflect on what we have achieved in this time and how we continue to build on our outstanding work. We are committed to ensuring that every student at Queensmead excels and has the very best start in life. Our standards are high and our expectations are clear and consistent.

During my time I have seen some exceptional teachers and also witnessed remarkable growth in teachers. I am proud that several members of my leadership team started their careers as NQTs in our school. We are committed to your development and providing you with the opportunities and support to progress in your career.

I wish you luck with the application process and invite you to visit us and see the school for yourself. Indeed, it was the students and the team that inspired me and many others to join Queensmead!

If you have any questions on the recruitment process, please email recruitment@qmschool.org.uk or visit our website:- www.queensmeadschool.org.uk

Yours sincerely

Rhona Johnston
Head Teacher



We have consistently achieved excellent results at Queensmead. See the table below for a summary of our 2019 predictions:

YEAR 11

Progress 8 score	0.38
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9-4 in English and Maths	81%
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Ebacc	51%
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Maths 9-4	85%
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English 9-4	86%
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YEAR 13

Average A Level Grade per Entry	B-
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Vocational Average Grade per Entry	Distinction-
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A Levels at Grade AAB or higher in at least two facilitating subjects	20%
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JOB DESCRIPTION



Purpose of Role

To work directly with identified individual or groups of students to help overcome barriers to learning, improve behaviour and raise achievement. To liaise with parents, appropriate agencies and the wider school community to support all concerned.

Principal Accountabilities

There are five key responsibilities by which the Learning and Behaviour Mentor will make a significant contribution to the achievement and wellbeing of students:

1. To improve the behaviour and wellbeing of individual students.
2. To support students who are experiencing learning difficulties.
3. To support the school in improving the attendance and punctuality of identified students.
4. To improve the process of transition into, within and beyond school settings.
5. To promote positive behaviour in line with Queensmead Core Values.

Key Tasks

1. Working with staff to identify existing and potential barriers to students' learning and progress.
2. Planning relevant and appropriate support to help remove identified barriers to learning that prevent students from achieving their full potential.
3. Working closely with all school staff, parents/carers and external agencies to achieve a shared understanding of the needs of individual students.
4. Working with key staff and identified students to develop, agree and implement an action plan for those students based on an assessment of their individual needs.
5. Keeping up-to-date records on the progress of students including observations and agreed targets.
6. Providing appropriate programmes of 1:1 or group support that enable students to take a full and confident part in all aspects of their learning and school life.
7. Developing effective exiting strategies for students in order that they continue to feel supported.
8. Liaising regularly with staff to provide and receive up-to-date feedback on the monitoring and progress of all identified students.
9. Developing, identifying and sharing strategies that have shown themselves to be effective in meeting the needs of individual and groups of students in order to ensure consistency and continuity of practice and the maintenance of positive outcomes.

10. Promoting students' equality, diversity, rights and encouraging responsibilities.
11. Maintaining appropriate professional boundaries in all contacts and support of students and their families.
12. Maintaining the health, safety, protection and wellbeing of students throughout the mentoring process.
13. Contributing to policies and practice which promote inclusion and engagement by students.
14. Developing a range of strategies that support students in making successful transitions from one key stage to another including providing support on preliminary visits, contact with families and conducting follow-up visits where necessary to students in their next key stage.
15. Helping to promote speedy and effective transfer of information from primary to secondary schools.
16. Being fully aware of school policies and following school procedures in maintaining regular contact with families/carers of children in need of support, keeping them informed of needs and progress, with the purpose of securing family support and involvement. This will include developing knowledge of Child Protection procedures.
17. Developing knowledge and making the best use of the range of activities, courses, external agencies and individuals that might be used and drawn on to provide additional support for students.
18. Monitoring the attendance of individual students where this has been raised as a concern.
19. Following school procedures to contact families and provide support where appropriate to improve attendance and punctuality.
20. Helping to identify those students at risk of exclusion.
21. Meeting regularly with the designated line manager to report on progress of referred students and other aspects relating to work.
22. Keeping up-to-date with latest initiatives, research and practice through local and national training and networking.
23. Other duties that the Head Teacher may from time to time ask the post-holder to perform.
24. At all times carry out duties with due regard to the school's Health and Safety policy.
25. To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies.

PERSON SPECIFICATION

Key Skills and Abilities

- A good standard of language and numeracy skills.
- Ability to be proactive, to plan/organise and prioritise own workload.
- Ability to work effectively in a team and with individuals, institutions, multi-agencies and organisations.
- Ability to provide a good role model to children maintaining an approachable manner in dealing with adults and children.
- Ability to work flexibly.
- Ability to work with sensitivity and maintain confidentiality when working with families/carers.
- Ability to operate in networks, make links with and communicate effectively with individuals, institutions, multi-agencies and organisations.
- Ability to develop and maintain clear records, reports and share information appropriately.

Evidence and Qualifications

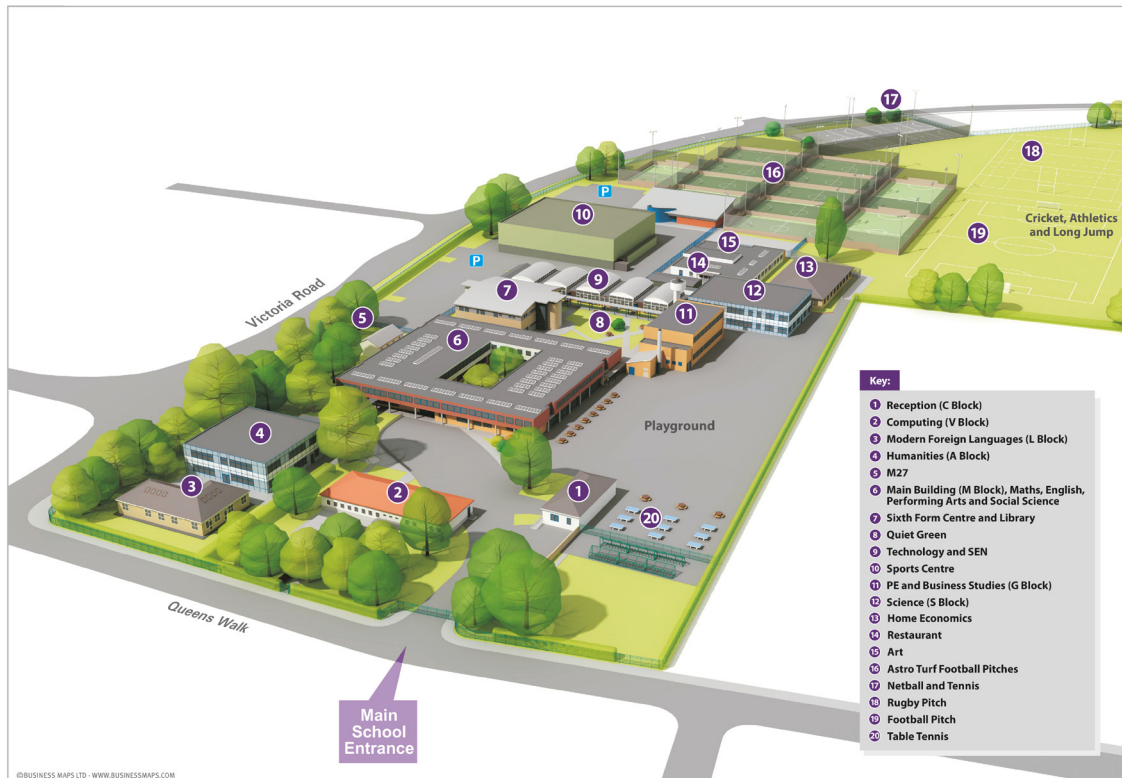
- Evidence of relevant training or professional development.
- Degree Level Qualification

Knowledge / Experience

- Knowledge and understanding of safeguarding and promoting the welfare of students.
- Experience of having worked with young people with behaviour and learning difficulties.
- Experience of working with children in a range of special educational needs, including G&T and EAL and from a range of multi-cultural backgrounds.

QUEENSMEAD

excellence through learning



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HOW TO APPLY



Applications must be received by **9am** on **Monday 15th July 2019**.

Please email your completed application form and covering letter for the attention of the Head Teacher to:
recruitment@qmschool.org.uk

If you have any questions, please email recruitment@qmschool.org.uk