
LEARNING MENTOR

Starting September 2024



CHARTERHOUSE

CANDIDATE INFORMATION

Welcome from the Head



Thank you for your interest in this role at Charterhouse.

Charterhouse is an exceptionally rewarding place for our pupils and staff. The developments in our academic and co-curricular provision, boarding and social spaces have facilitated a highly successful move to full coeducation, demonstrating an intentional and strategic drive to deliver a world-class, future-ready education, where every individual is empowered to reach their potential.

Our vision and values place kindness and belonging at the core, and our culture is one of welcome and acceptance. Open our doors and you will find a diverse and enriching range of people, experiences, thoughts and interests that all contribute to our thriving community. We nurture our talent and offer a myriad of opportunities to learn and grow together.

We warmly invite people from all backgrounds to share their passions, skills and ideas and who can help us to continuously lead and inspire the next generation, in an environment where everyone can flourish.

A handwritten signature in black ink that reads "Alex Peterken". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr Alex Peterken
Head



About Charterhouse

Charterhouse is a beautiful school in a 250-acre campus – a wonderful setting for the whole community to live and work together and a splendid backdrop for teaching and learning.

Founded in 1611, Charterhouse is one of the world's leading coeducational independent schools, welcoming boarders and day pupils at 13+ entry and 16+ entry.

Surrounded by a world of opportunity and connected by a feeling of belonging, each pupil at Charterhouse is educated to embrace life's full potential, and empowered to carry this into their future. A Charterhouse education prepares for both academic success as well as laying the foundations for future professional, social and personal fulfilment.

The School is academically ambitious for every pupil, with all strands of a Charterhouse education leading towards being fully prepared for the real-world of tomorrow and equipped to grasp future opportunity.

The curriculum is all about choice for the individual and is firmly rooted in academic rigour, intellectual curiosity and independent learning. Year 9 pupils follow a real breadth of academic subjects, with the curriculum in Years 10 and 11 culminating in (I)GCSEs.

Pupils benefit from the dual offer available in the Sixth Form: A Levels with an Extended Project Qualification or the breadth of the IB Diploma Programme. A wonderful range of academic electives are on offer, including the Charterhouse Entrepreneurship Diploma (accredited by the Institute of Enterprise and Entrepreneurs) and the Ivy House Leadership Award.

From an outstanding and varied academic education to the raft of co-curricular options – opportunities abound at Charterhouse. With over 80 activities, the co-curriculum is an essential strand of a Charterhouse education, combining opportunities for leadership development, creativity, exercise and team work.

The Boarding House teams are at the heart of supporting each young person on their journey through the School. The Heads of House live in the Houses, and are supported by a team of tutors and pastoral staff – two of whom are also residential. The House Teams are supported by a 24-hour Health Centre and pupils also have access to support through the Wellbeing team, counsellors and chaplaincy.

Shared values are central to life at Charterhouse, enabling each person to be themselves – everything at Charterhouse begins with kindness. We warmly welcome applicants who will share our values and with the enthusiasm and energy to make a significant and lasting contribution to life at the School. Together we can ensure that Charterhouse continues to be a world-class education provider.

PERSEVERANCE
CHARTERHOUSE
RESPONSIBILITY
MORAL COURAGE
OPEN-MINDEDNESS
KINDNESS

Our Values

At Charterhouse we recognise that we each have a responsibility to reflect upon everything we have been given and strive to make the most of the opportunities available to us in order to live our motto: *'Deo Dante Dedi'* – God having given, I gave.

Everything we do at Charterhouse is centred around living to our core set of values. They help steer how we behave, learn and treat each other. They are embedded in and reflected upon in all aspects of school life. Of these, kindness – to ourselves and to others – is the most important and something we encourage in all pupils from their very first day.

We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each child feels valued and can flourish. Every year we welcome children from a diverse range of backgrounds and experiences; this enriches our community and is vital in preparing all our pupils for today's world.

Why Choose Charterhouse

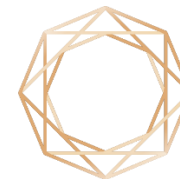
Charterhouse is an exceptional place to work. You will be part of a vibrant and inclusive community with a teaching career in a world-class school at the forefront of educational innovation. Throughout this job description you will see the many reasons to join us. Below are some practical benefits that are offered, complementing a generous remuneration package:

- Competitive contributory occupational pension scheme
- Death in service benefit up to the age of 70 (if not already included in occupational pension scheme)
- Cash Health Plan currently provided by +Medicash
- Payment for eye tests for users of visual display screen equipment, and a contribution currently amounting to £50 to the cost of any corrective eye wear (normally claimable once every 3 years)
- Personal Accident insurance
- Access to an Employee Assistance Programme
- School fee remission (subject to eligibility)
- Membership of the School Sports Centre
- Membership of the School's 9-hole golf course at a reduced subscription
- Participation in a 'Cycle to Work' scheme (subject to eligibility)
- Salary sacrifice on electric vehicles (subject to eligibility)
- Lunches, during your normal working day
- Free on-site parking
- Invitations to school productions and concerts throughout the year
- Use of the School Library to borrow books & other media
- Continuing professional development as part of our talent management programme.



'Dynamic and energetically ambitious'

- CARFAX TOP 120 SCHOOLS IN THE WORLD



PRINCESS ROYAL
TRAINING AWARD
2023

'Crackling with dynamism, this is a place
where things are always happening.'

- TATLER SCHOOLS GUIDE 2023



Learning Mentor

Charterhouse seeks to appoint, for September 2024, an inspirational and passionate Learning Mentor on a fixed-term basis for two academic years (until early July 2026). There may be an opportunity to extend this beyond the two years for the right candidate.

This post is a superb opportunity for an experienced Learning Support Assistant, Teaching Assistant, recent graduate or someone considering a career in education at one of the country's finest schools. The successful candidate will show the potential to support and develop our neurodivergent pupils to meet their potential and achieve their goals. Candidates may wish to play a full and active role in many aspects of school life.

Educational Support Department at Charterhouse

The Educational Support Department at Charterhouse aims to support pupils with a Neurodiversity develop their learning skills to that they can fully access the School's curriculum and achieve their potential of outstanding examination performance at GCSE, A Level and IB Diploma.

Its aims are in line with those of the School: to promote independent learning, stimulate intellectual curiosity and create a pupils who is 'future ready'. In every case, the goal is to produce in pupils the ability and confidence to take responsibility for their own learning – a prerequisite for success later at university and in the world of work.

The Department is currently staffed by a Head of Educational Support (SENCo), an additional EAL teacher, a learning mentor and an administrator. Although, this is an exciting time to join the department as we are developing and growing our team.

The school has approximately 140 pupils who are on the School's Learning Support Register. Their needs encompass those seen in all schools: dyslexia, dyspraxia, ADHD, Autism, etc. The majority of pupils on the register are supported with Exam Access Arrangements, in class teacher adjustments and need little further support by the Department. Only approximately 10% of pupils on the register need further interventions. These may include short-term small group work, specific 6-week interventions, study skills, touch-typing, Maths tutoring etc.

The Educational Support Team is housed in the heart of the beautiful 1872 campus in the Learning Centre: its physical centrality is reflective of the importance of its work in ensuring that all pupils fulfil their academic potential.

It works very closely with the Wellbeing Centre, recognising that pupils' emotional, social and mental health needs are closely entwined with their academic performance.

The Department also works collaboratively with many areas of the school; the Houses, Heads of Year, Heads of Departments and more. Ensuring a Child-Centred approach to supporting any pupil. We also work closely with parents as another area of knowledge and support for the pupils.



Overall Purpose and Responsibilities

The Learning Mentor will work, under the guidance of the Head of Educational Support (SENDCo), with individual pupils and small groups to support and develop their learning skills and confidence. Each intervention will be linked to the pupils Neurodiversity needs and designed specifically to support their learning.

The Department strives to be experts in the field by adopting a proactive hands-on approach and keeping up-to-date with upcoming changes and requirements relating to educational support offering. The team is very well organised and acts in a structured and timely fashion to offer the needed support. The Learning Mentor will contribute to this by planning and running interventions (small groups and for individuals), monitoring and completing Pupil Personalised Development Plans and being open to training and development to further expand current services and practices. Integral to this is leading by example and actively promoting the values of Charterhouse.

The successful candidate will be responsible for the quality, success and development of his/her interventions (although training and support will be provided). They will have experience of and an enthusiasm for working with pupils, and some experience of working with pupils with Neurodiversities.

Main Duties

- Plan and deliver interventions to support pupils in reaching their potential and effectively measure their successes.
- Provide constructive feedback from tasks, and maintain accurate records of pupils' attainment and progress as required.
- Support the writing, circulation and maintaining of Pupil's Personalised Learning Plans.
- Help screen and review pupils for traits of Neurodiversity.

- Maintain effective communication with relevant colleagues (tutors, pastoral staff, teachers etc.) and parents throughout the pupil's learning support journey.
- Contribute to ensuring that departmental areas provide a stimulating and attractive learning environment which project a positive image of the department.
- Be aware of and ensure compliance with all Health and Safety requirements.
- Develop and share resources and good practice with the rest of department, contributing to departmental meetings and the development of the on-line departmental handbook.
- Attend meetings, including (but not limited to) staff meetings, INSET days, and parent meetings.
- Communicate with parents about pupils on an 'as-needs-be' basis (either by email or face-to-face).
- Participate in the Professional Development Review (appraisal) system.
- Ensure that sessions are covered, in conjunction with the Head of Department, when colleagues in the Department are absent
- Invigilate exams (internal and external) as reasonably requested Head of Department.
- Take a proactive role in ensuring the pastoral wellbeing of pupils by promptly drawing the attention of the core staff supporting each pupil to any issues affecting their welfare.
- Actively support the developing relationship between Wellbeing and Educational Support.
- Promote the School's values so that pupils acquire the attitudes, skills and knowledge needed to make a positive contribution to society
- An interest in participating in the School's extensive co-curricular programme would be appreciated, and would help to develop strong relationships with the pupil body.

Safeguarding

- Demonstrate the highest levels of commitment and compliance to safeguarding and promoting the welfare of children and young people.

No job description can fully cover all aspects of the role and consequently the responsibilities are likely to evolve and change over time. This description does however give an overall view of the position





Person Specification

Qualifications

Essential:

- a degree or other post-18 qualification
- Good GCSE or equivalent pass in Maths and English

Desirable:

- any other qualifications in SEND, Neurodiversity or Mental Health

Relevant Experience/Knowledge & Technical Competencies

The successful candidate will possess a track record or potential for achievement in:

- working successfully with young people
- nurturing and supporting pupils' wellbeing with well-developed pastoral instincts
- problem solving – analysing the task to be undertaken, and the ability to review and evaluate the outcomes

- communicating concepts articulately, positively and sensitively to pupils of different ability and age, developing a working relationship of mutual trust and respect
- working with others to achieve goals by negotiating and allocating tasks
- designing and running intervention programmes such as revision skills, brick Based Therapy, ELSA, touch-typing, handwriting improvement, reading comprehension, social communication etc. to a high standard (individual sessions and 6-week programmes)
- knowledge of Neurodiversities such as Dyslexia, Autism, ADHD, Dyspraxia, Dyscalculia and their impact on learning.

Personal Competencies / Skills

- ability to relate to, motivate, engage with and encourage young people
- able to communicate effectively with pupils and colleagues
- enthusiastic and resilient
- proactive in encouraging pupils to access support
- flexible and willing to help in different settings
- able to use initiative
- excellent organisational, time management and administrative skills
- an understanding of the boarding school ethos
- awareness of an individual's educational needs and the ability to direct teaching accordingly
- high levels of literacy and numeracy
- enthusiasm and confidence, and a good level of humour when necessary
- well established familiarity with Office 365 and an interest in developing understanding of SEND-specific software packages as well as modern classroom technology
- capable of turning a vision into results
- patience and enjoyment of attention to detail

Application Process



Applications should be made in accordance with the School's application and safer recruitment procedures, via the School's website, selecting the relevant vacancy. The selected vacancy link will take you to our online recruitment system and give you the opportunity to register and complete an application form. You will also have the opportunity to upload your latest CV.

Early applications are warmly encouraged, and a bespoke invitation to interview may be offered in advance of the closing date.

All successful job applicants will be required to undertake a Criminal Record check and to undergo child protection screening.

[Visit our website – Employment Opportunities](#)

We are creating an inclusive culture where all forms of diversity are seen and valued – for our pupils, for our staff. A culture that supports the enduring Charterhouse education provided to pupils in our global and multi-cultural environment. Join us now to be a part of it.

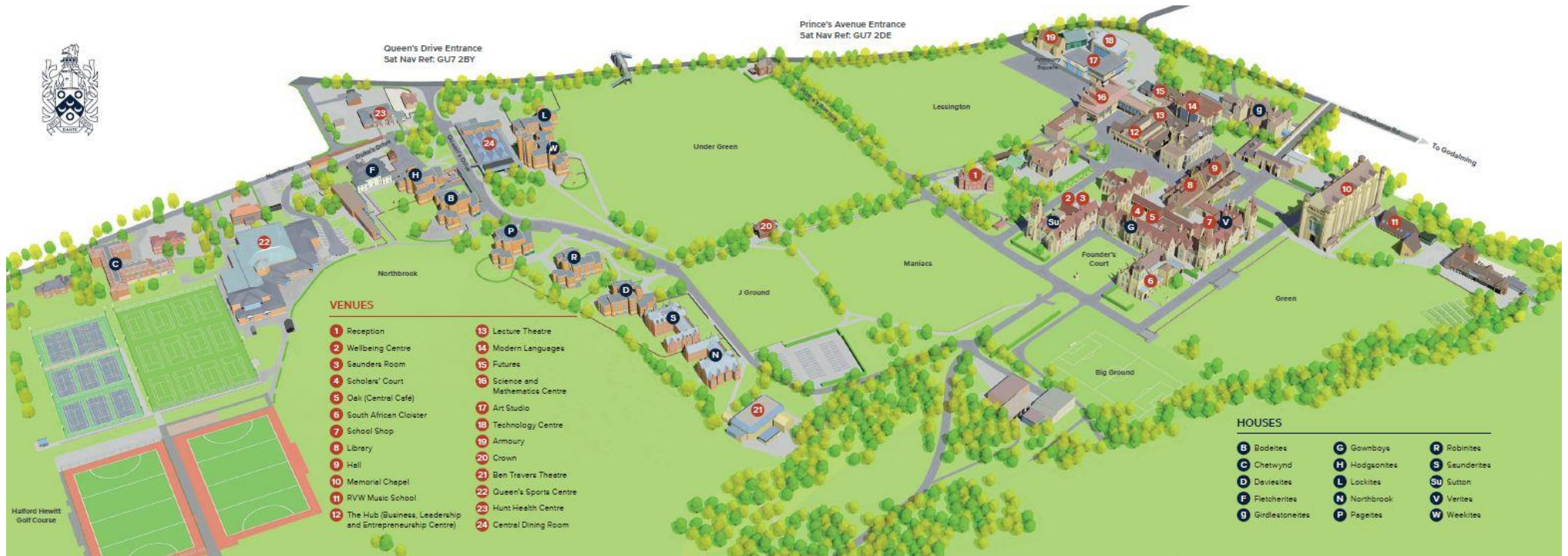
If candidates would like an informal conversation before applying, Becky Lawrence (Head of Educational Support, SENDCo) would be very happy to talk with you. Please contact her by email (rsl@charterhouse.org.uk) to arrange a mutually convenient time.



Closing date for applications is 12 noon on 26 April 2024.

Interviews will be held shortly after the closing date.

The Charterhouse Campus



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