

SIDMOUTH COLLEGE
Learning Mentor

believe • inspire • succeed



Dear Applicant

Thank you for your interest in the post of Learning Mentor at Sidmouth College. The College currently has 733 students on roll of whom approximately 95 are in the Sixth Form. The majority of our students are drawn from four local feeder Schools, in Sidmouth, Sidbury, Newton Poppleford and Branscombe. The College is in a beautiful setting within the Sid Valley and the East Devon area of outstanding natural beauty.

Our vision is for vibrant and inspirational teaching that raises aspirations; challenges and engages, and prepares every student for lifelong learning. At Sidmouth College learners *believe* they can *succeed*, staff that they can *inspire* and everyone strives to be the best that they can be.

The College buildings sit within an attractive 13 acre campus and staff take every opportunity to make use of the natural environment on our doorstep to support students' learning and creativity. We are about to embark on a very exciting programme of redevelopment under the Priority Schools Building Programme with building works starting in January 2019. This will see the vast majority of our 1960s buildings replaced with modern, state of the art facilities, including seven new Science laboratories and preparation facilities and new technology workshops to create, without doubt, a fantastic modern learning environment.

We were delighted to be again judged as Good in the most recent Ofsted report in 2016, which recognised our continuous improvement in achieving positive outcomes for all students.

The enclosed job description outlines the responsibilities of the role.

If you have any questions please contact the Leadership Team Assistant, Mrs Jo Liddle, on 01395 514823 or jliddle@sidmouthcollege.devon.sch.uk

Yours faithfully

Mrs Sarah Parsons
Principal

Introduction



Sidmouth College is a thriving 11-18 community college located in the Devon countryside.

At Sidmouth College the individual is right at the heart of what we do. Students achieve academic success, develop their creativity, excel on the sports field and encounter a multitude of new experiences in a safe and enjoyable environment, encouraged by a team of dedicated and highly experienced professionals. At Sidmouth College we believe that the vibrant learning community, coupled with a culture of high standards and expectations, brings out the very best in every student and establishes abundant possibilities for their future.

Our Ethos—Believe, Inspire, Succeed

- Every learner believes and succeeds in fulfilling their potential and is inspired to lead a happy, healthy and successful life within a challenging and rapidly changing world.
- All learners have access to inspirational teaching that leads to outstanding learning and achievements which continues beyond the classroom.
- All learners have access to a high quality, relevant and appropriate curriculum that fully meets their needs and supports an engaging and inspiring learning experience.
- We inspire learners to believe in the contribution they can make to their learning, the College and the wider community. Learners take responsibility and develop resilience throughout their learning journey with clear support and guidance.
- All levels of leadership are focused on providing a vision, direction and culture in which all are inspired to believe and succeed.

A caring and supportive community

Care, guidance and support are strengths of the College. Students are organised in vertical tutor groups led by a tutor who monitors academic progress, student well-being and student development. Each tutor group is in one of four Houses - Drake, Grenville, Raleigh and Scott. The tutor group meets at the beginning of each day for registration, support and guidance and on a Friday to deliver Personal Development (PHSE).

The team of tutors is led by a Head of House who maintains a close overview of the work and wellbeing of the students. In addition, the School Counsellor and the Student Support/ pastoral team make a valuable contribution.

A stimulating and exciting learning journey

Learning is an adventure to be enjoyed; a journey that stretches, challenges and opens minds. Our stimulating and engaging curriculum delivers exciting opportunities in the classroom and beyond. Our overarching aim is to provide our young people with the skills and qualifications they need to become happy, successful adults with a passion for lifelong learning. Our Key Stage 3 programme aims to raise the ambitions of all students; developing knowledge, skills and understanding and promoting confidence in their abilities. At Key Stage 3 we ensure students experience learning in a wide range of subjects, including the Arts, Technology, Computer Science and Modern Foreign Languages.

In Key Stage 4 students have the opportunity to study a range of personalised pathways, designed to support their individual talents and interests and maximise their achievement and success. At Key Stage 4 all students study a core curriculum of English Language and English Literature, Maths, Chemistry, Physics, Biology, PE and RE in addition to three option subjects.

At Key Stage 5 we offer a wide range of A Level qualifications and the vast majority of students choose three linear subjects, with some choosing to study four.



Appointment Information

This is an exciting opportunity for an experienced, skilled, enthusiastic and reliable person to join the Student Support Department as one of our Learning Mentors/Teaching Assistants.

The successful candidate will be a flexible and motivated person with high expectations of all students. You will also be expected to build good relationships with children, their parents, teachers and other professionals. You will be able to use your own initiative, have good communication skills, be professional and have a high standard of education.

The post holder will work under the instruction guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for students and to assist the teacher in the management of students and the classroom. Work may be carried out in the classroom or may regularly take place outside the main teaching area

SEND Department

The SEND department is a vibrant and energetic place to work. No two days are ever the same and staff are positive, friendly, hardworking and always up for a challenge.

The staff within the department have a wide range of skills which help support a number of students both in and out of the classroom, with a wide variety of needs. Regular assessment throughout the year help students make good progress across the curriculum.

We also run a homework club on two evenings per week to help support the link between home and College.

Application Process

This post is offered on a fixed term basis until 31 August 2020 to cover a temporary increase of workload in the College due to the admission of additional SEN students.

The closing date for applications is **Friday 5th July 2019**

Interviews will be held in the **week commencing 8th July 2019**

Completed applications should be submitted to vacancies@sidmouthcollege.devon.sch.uk

We are committed to safeguarding the welfare of our students and, if successful, you will be required to undertake an enhanced Disclosure & Barring check.



Learning Mentor

Post: **Learning Mentor - Temporary from September 2019**

Scale: **Grade C £18,426 (actual salary £12,153)**

Hours of work: **28.75 hours per week for 39 weeks per annum (5 days per week— 8.50am to 3.20pm with 3/4 hour for lunch)**

Responsible to: **Director of SEND**

Job Purpose

- To work under the instruction guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or may regularly take place outside the main teaching area.

Key tasks and responsibilities are as follows but may vary in accordance with the demands of the appointment:

MAJOR RESPONSIBILITIES

To work under instruction/guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils including those with special educational needs
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy programmes
- Assisting with the planning cycle
- Undertaking general clerical/administrative support for the teacher/department

DUTIES

Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of pupils work
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assisting with the planning of learning activities on a regular basis
- Monitoring pupils responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
- Administering routine tests, invigilating exams and undertaking routine marking of pupils work.



Learning Mentor Contd...

DUTIES

Support the teacher by:

- Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc.

Supporting pupils by:

- Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes
- Establishing constructive relationships with pupils and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, KS4 and KS5, recording achievement and progress and feeding back to the teacher
- Supporting the use of ICT in learning activities and developing pupils competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher





Person

Requirement	Essential	Desirable
Education/Training		
Good standard of education with 5 GCSEs at pass or above, including English and Maths, with English at Grade A*-C	√	
Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	√	
NVQ 3 for Teaching Assistants or equivalent qualifications and experience and/ or A Level in English/Maths/Science		√
Experience		
Experience of working within a school environment or with young people	√	
Experience of working with the national curriculum and child centered intervention programmes		√
Knowledge		
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation		√
Working knowledge of national curriculum and child centered intervention programmes and understanding of the range of support services/providers		√
Understanding of principles of child development and learning processes and in particular, barriers to learning	√	
Skills/Abilities/Personal qualities		
Ability to plan, under appropriate supervision and guidance, or in collaboration, effective actions for pupils at risk of underachieving for reasons of disaffection and/or exclusion	√	
Ability to self-evaluate learning needs and actively seek learning opportunities	√	
Ability to relate well to children and adults, including other professionals/ carers	√	
Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within these	√	
Within the parameters of this role, to be able and prepared to prioritise, initiate and deliver intervention strategies	√	
Capable of working without supervision by being flexible, practical and resourceful, and be able to take the initiative	√	
Good IT skills—confident in the use of Word, Excel, email and the internet		√
Ability to envision, enthuse, inspire and motivate students	√	
Good self-management and self-motivation skills, including the ability to plan and organise one's time effectively	√	