



POST	LEARNING SUPPORT MENTOR
RESPONSIBLE TO	HEAD OF LEARNING SUPPORT
HOURS	37 hours per week, Monday – Thursday 8.30- 4.30pm and Friday 8.30 – 4.00pm. This post is term time plus 5 days i.e. 195 days per year (195 days per year is 0.8553 to 0.8590 full time equivalent).
SALARY SCALE	Appointment will be made on the Sixth Form Colleges' Association Salary spine for support staff from spine point 10 - £26,666 to point 13 - £29,273, full time equivalent. Actual pay based on 195 days per year is Spine 10 (0.8553 FTE) - £22,807 per annum to Spine 13 (0.8590 FTE) - £25,145 per annum.
START DATE	This post will commence as soon as possible

Applications from all faiths are welcomed

The College is seeking to appoint a well-qualified, high performing and enthusiastic individual to the permanent post of Learning Support Mentor, who will have experience, drive and enthusiasm to provide a high-quality learning support experience for our students whilst also being relentlessly encouraging and empathetic.

Learning Support Department at Notre Dame

At Notre Dame Catholic Sixth Form College we are extremely proud of all our students' achievements, especially the individual progression that they each make in their time with us.

Our aim is to offer a 'World Class Catholic Education' by providing outstanding care, support and outcomes for each individual student. The Learning Support team provides a range of person-centred interventions, for a range of learners, including those who do not have learning needs but do need support to manage the high demands in their courses.

In the Learning Support Department, we support students who have an EHCP, have high needs and a variety of learning needs including ASD, ADHD and Dyslexia needs, a learning difficulty or disability such as visual impairment or hearing impairment, and may have social, emotional and mental health needs. Learning support mentors also work with students who need additional support in specific study skills, time and task management and revision techniques. Students are offered one to one support sessions weekly, individually, in small groups, or supported on-course. The support we provide will enable our learners to more fully access the educational opportunities offered by the College and to become independent learners, ready for their future pathway.

The department provides a highly skilled and professional approach whilst also being supportive and approachable. The strong emphasis on encouraging a positive co-operation between staff

and students while maintaining a business-like approach to work, has seen the development of a very strong reputation for cross-college support with significant numbers of students engaging with the department at some point in their journey at Notre Dame.

MAIN RESPONSIBILITIES:

A Learning Support Mentor have an assigned intervention timetable, leading small group support, one-to-one learning support sessions and in class/on programme support to assist students in overcoming learning barriers. Learning support mentors write personalised learning plans and individual student profiles to be shared with teaching staff.

Learning support mentors are also allocated as Key Workers for identified EHCP or high needs students, liaising with parents and teachers, and contributing to Annual Reviews and meeting statutory requirements, as well as meeting for a learning support session with the student. Learning support mentors participate in enrolment, enrichment, interviews and transition events for students, as well as supporting the departments need for invigilation during internal and external exams.

The additional plus days will require being available on college enrolment to support new students' learning needs.

- To work flexibly across curriculum areas using a range of learning strategies, responding to individual learning needs and styles through interesting and stimulating learning support.
- To be a 'champion of the student' and to provide learning support which will contribute to student achievement.
- To plan, assess and review individual or small group learning support sessions using the 'Assess, Plan, Do, Review' cycle.
- To monitor student progress and record on the College's Cedar system.
- To work on a one to one or small group basis supporting students in and out of class including:
 - Assisting students to overcome barriers to learning,
 - Working on generic skills such as literacy/numeracy/communication,
 - Developing Study Skills, for example metacognition, revision, essay structure.
- To liaise with teachers and other staff members as appropriate and assist in the development of learning support materials to support students' needs.
- To support in class work as a note taker, prompter, reader and scribe.
- To be a key worker for identified students – including those students with EHCP's or high needs.
- To undertake administrative duties in relation to the role including assisting with the collection and maintenance of documentation and checking data.
- To contribute to Annual Reviews, parental review meetings and marketing events.
- To ensure documentation complies with internal and external audit requirements.
- To assist in the student recruitment process and open day / evening events as appropriate.
- To contribute to the Learning support transition programme and enrichment events.
- To participate in the staff CPD process as required.
- To contribute to individual target-setting and reviews to help students meet their full potential, together with College targets for Retention, Achievement and Success Rates.
- To assist in the implementation of exam access arrangements as appropriate.

- To be aware of and abide by the College health and safety procedures and associated policies to ensure the safety of students.
- To proactively implement and comply with the College's policies and procedures.
- To undertake any other appropriate duties as may be requested by the Principal.

The job description is an outline of the key tasks and responsibilities and is not intended as an exhaustive list. The job may change over time to reflect the changing needs of the College, as well as the personal development needs of the post holder.

PERSONAL AND PROFESSIONAL REQUIREMENTS

Referees will be asked specifically to comment on the attributes below.

The ability to meet the person specification will be verified by the application, interview, task, certificates and references as appropriate.

Method of Assessment

A = Application I = Interview T = Task C = Certificate/s R = References

Essential	Method of Assessment
• Display the values, attitudes and behaviour consistent with the Catholic ethos of the College	A, I, R
• Educated to at least Level 3 or above (A Level or equivalent)	A, C
• Educated to Grade 5 or above in GCSE English & Maths or equivalent	A, C
• Able to demonstrate successful experience of working with students in class, one to one and/or small group tuition.	A, I, R
• Excellent working knowledge of study support strategies	A, I, R
• Have a high level of communication & interpersonal skills	A, I, R
• Excellent organisational skills	A, I, R
• Have an ability to set and achieve high standards for themselves and students	A, I, R,
• Highly developed literacy & numeracy skills	A, I, C
• Be relentlessly proactive with students, staff and all members of the College community	A, I, R
• Have a commitment to a student-centred approach to the learning process	A, I, R
• Able to demonstrate successful experience of use own initiative to organise own workload	A, I, R
• Able to demonstrate successful experience working as a member of a team	A, I, R
• Flexible approach and positive attitude to work	A, I, R
• Able to demonstrate a commitment to inclusion	A, I, R
• Ability to empathise and build positive relationships with young people	A, I, R

• Excellent record of attendance and punctuality	A, I, R
• Be available on College enrolment days	A, I
• Commitment to safeguarding and promoting the welfare of young people	A, I, R

Desirable

• Able to demonstrate successful experience of teaching or providing support within a post-16 working across curriculum at Level 2 and/or Level 3, including A Levels	A, I
• Degree or equivalent qualification	A, I
• Teaching qualification and /or HLTA experience/ qualification	A, I

COMPLETING YOUR APPLICATION FORM

To apply for a job, you must be eligible to work in the UK.

The application form plays a most important part in our selection process. **Please do not send us your standard CV (curriculum vitae).** It is vital that you fill in the form as fully and accurately as possible.

At the initial shortlisting stage, we will pay particular attention to how well your experience and skills fit **the criteria of the Person Specification and you should address each of these clearly in your application.**

The College is committed to Safeguarding and promotes the welfare of young people and expects all staff, students and volunteers to share this commitment.

In promoting equality, we welcome applications from all sections of the community.

This post is subject to an enhanced Disclosure and Barring Service check under the Protection of Children and Young Persons procedures. The post is also subject to a satisfactory Social Media check. If you are selected for interview, you will be required to consent to the necessary enquiries being made. Further information regarding our safeguarding practices, including our Safeguarding Policy can be found on our [website](#).

Completed applications should be returned via the TES Portal.

Closing date: 9AM on Friday 13 June 2025.

It is intended that interviews will take place week beginning 16th June 2025

Applicants who have not been contacted within four weeks of the closing date should assume that, on this occasion, their application has been unsuccessful.

Thank you for your enquiry and interest in this post.

About Notre Dame Catholic Sixth Form College

Notre Dame Catholic Sixth Form College is one of the top sixth form colleges in the country with a historical track record of success. We are extremely proud of all our students' achievements, especially the individual progression that they each make in their time with us. The success is built upon teamwork between staff and students. Our staff are passionate about working with young people and always go the extra mile to provide guidance and support to help them succeed.

We are in a prime central location adjacent to Leeds University, within walking distance of the city centre with good transport connections to the rail/bus stations, uniquely situated down a tree lined avenue which provides a peaceful almost non-urban setting. Parking on site is provided.

Our core activity is to provide education for students aged 16-19, offering a range of A Level and BTEC courses, at both level 2 and 3. We are a highly successful college of approximately 2200 full time 16-18 year olds and oversubscribed each year. Student destinations are excellent, with circa 80% progressing to University, a significant number achieving Russell Group and Oxbridge places, and with an increasing number of students opting for apprenticeships. Students study in a purposeful and diverse environment with a strong focus on respect in which every learner genuinely does matter.

An Outstanding College

We are very proud our recent Ofsted inspection has again graded the College for all areas as **Outstanding** demonstrating a sustained track record of outstanding both academically and pastorally. Our results at A level and BTEC/CTEC as measured by ALPs are consistently outstanding, which puts Notre Dame Catholic Sixth Form College one of the top Sixth Form Colleges in the country. There is a culture of high expectations and rigorous quality improvement in all areas with students continuously achieving well above their target grades and making a positive contribution to the College and its wider community. Student attendance and behaviour are exemplary, illustrating that the Catholic mission and ethos of the College is lived out at all levels.

Our Community

Notre Dame offers Catholic students from Leeds and surrounding towns and districts an excellent opportunity to continue their education in an environment that lives by its mission to build a community based on faith and trust. The College has a high proportion of students from disadvantaged areas (the College is in the lowest quartile of providers nationally in terms of disadvantage). Students are supported in their personal, academic and spiritual needs. Although the majority of the students are from Catholic backgrounds, the College welcomes students of other faiths and celebrates the diversity of the student population.

Links with the Catholic and local high schools are very strong. The Principal meets regularly with Head Teachers to discuss and share a wide range of curriculum, pastoral and strategic issues. Relationship with the Diocese of Leeds are maintained through the foundation governors.

The College has outstanding links with both the local and wider community. Learners and staff fully contribute to this for example, students at the College are encouraged to engage in volunteer work within the community. Voluntary work is carried out in the local community by the CAFOD Group; Health and Social Care students; the Medevs (medical, dentistry and veterinary science enrichment group) and Chaplaincy. The curriculum departments also contribute widely to the links with local community groups, employers, charities and local primary schools.

Notre Dame has an extensive range of enhancement and enrichment activities, involving many team sports, drama and overseas visits. There is a first class programme of student support and a very active Chaplaincy group.

As a Catholic Sixth Form College we strive to be a centre of educational excellence for the community built on faith, respect and trust. We celebrate diversity amongst all our students and staff and seek to nurture the gifts of each individual through high quality teaching and learning and dedicated pastoral care.

Staff at Notre Dame Catholic Sixth Form College

Notre Dame Catholic College has achieved all of its success through the hard work, skills and commitment of all staff. We seek to work with an inclusive and transparent style of management, which is open, consultative and encourages all staff to participate in the leadership and management of the College. The development of staff skills is a priority for the College and teams are encouraged to innovate and continuously improve Notre Dame's curricular and pastoral offer to its students.

A core focus on **Staff wellbeing** is key to our success, the college provides numerous initiatives throughout the year to support wellbeing and everything we do is underpinned by the Framework for Ethical Leadership in Education.

What our staff say about Notre Dame Catholic Sixth Form College

"Being a new member of staff what I have enjoyed most about the environment is the diversity. Students from such a variety of backgrounds provided an opportunity within the classroom to gain different perspectives."

Teacher of Geography

"I have worked at Notre Dame for 15 years, as it is a college which puts the students at the front and centre of everything we do. As a community we are diverse and inclusive providing a space for students to discover themselves academically, socially and spiritually."

Enhancing Excellence Coordinator, Head of EPQ and Teacher of Biology

"A great community spirit! Staff and students work well to make a caring, positive environment."

Head of Geography

"There is a very friendly, supportive atmosphere at Notre Dame and as a member of staff I feel valued."

Teacher of Criminology and Senior Tutor

"I love the shared vision of helping students reach their potential not just intellectually, but emotionally and spiritually. It really does come through in what is valued here."

Teacher of Philosophy, Theology and Ethics



Notre Dame
CATHOLIC SIXTH FORM COLLEGE

WHAT OUR STUDENTS SAY ABOUT US



Name: Lucy Taylor

School: BBG Academy

Programme of Study: A-level French, Biology, Law & Geography

"Studying at Notre Dame has been an incredible experience. The supportive teachers, welcoming community, and inspiring atmosphere have helped me grow both academically and personally. I feel fully prepared for my future".



Name: Sivin Viji

School: St Thomas a Becket Catholic Secondary School

Programme of Study: A-level Biology, Chemistry and Maths

"I'm glad I chose to study at Notre Dame because it has given me the opportunity to meet new people. There's a wide range of enrichment activities related to my subjects that will help me with my medicine application".



Name: Fanta Sanneh

School: Mount St Mary's Catholic High School

Programme of Study: Health T Level

"Notre dame is a diverse and inclusive college that empowers and celebrates the different cultures and beliefs that bring the ND community together which I'm proud to be a part of".

