



Thornleigh
Salesian College

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SEMH Learning Mentor

Thornleigh Salesian College

HOME
SCHOOL
CHURCH
PLAY
GROUND

Closing date for applications: Monday 10 June 2024 – 9am

Interview date: Wednesday 12 June 2024



Our Mission Statement

Thornleigh Salesian College is a community rooted in faith in Jesus, where all are valued, loved and cherished so they can aspire for academic excellence in an atmosphere of compassion and forgiveness which seeks to reach out in service and gratitude.





Staff say they are proud to be part of a supportive community.

Ofsted 2019

A warm welcome to our school

Thank you for your enquiry about the current vacancy at Thornleigh Salesian College.

This is a very exciting opportunity to join our successful 11-18 Roman Catholic School. We are under the trusteeship of the Salesians of Don Bosco and this identity shapes everything that we do for the young people in school.

As a highly regarded, oversubscribed school both locally and in the Diocese of Salford we work tirelessly to strive for excellence in all that we do. Ofsted (2019) continues to judge our school as good, recognising that ours is a school that children enjoy coming to and where they are safe. Recruitment of outstanding staff is paramount and as a result our children say that 'the best thing about their school is their teachers'. (Ofsted 2019)

Thornleigh Salesian College is a rewarding place to work, relationships between colleagues and students are an abiding strength.

Staff in our school work hard and they are totally dedicated to the young people that they work with.

There is a sense of ambition that permeates all elements of our school and we relish the challenge of providing all our students with the provision, resources and opportunities to be the best that they can be.

Staff in our school are treated well - we are totally committed to the continued professional development of all our colleagues and we take seriously our responsibility to develop the leaders of the future. We are equally committed to staff well-being and provide a generous package of support in order to help all colleagues achieve a healthy family and work life balance.

I hope that you find the information in this pack useful and it helps you to make the decision to apply, however if you wish to discuss the post further please do not hesitate to contact me.

Andrea O'Callaghan
Headteacher

Please scan the QR codes below for our school policies and important reading:

Safeguarding & Child Protection Policy



Keeping Children Safe in Education



Staff Code of Conduct



Whistleblowing Policy



Ofsted Parent Views 2019

Over

98%

of parents feel that their child is safe in our school

Over

98%

of parents feel that their child is happy in our school

Over

99%

of parents believe their child does well in our school



Thornleigh
Salesian College

Job Vacancy
SEMH Learning Mentor

Salary: Grade F SCP 17-23
Term Time plus 5 days
Permanent contract
Required from September 2024

The Role

- To work within the inclusion team on the provision of support for individual students with social emotional behaviour difficulties, helping them overcome barriers to learning inside and outside of school, in order to achieve their potential.
- The position involves working within a supportive environment focused on students within significant Social, Emotional and Mental Health (SEMH) difficulties, Trauma and Adverse Childhood Experiences (ACEs). You will be responsible for building nurturing relationships with students, demonstrating patience, and adopting a forgiving approach to ensure every child is afforded a fresh start.
- To undertake a range of the administrative duties to support the High Needs provision within the school. This will include tasks associated with EHCP and EHA reviews for students with High Needs, and other related functions.
- To work with identified students to support their individual learning needs as part of an agreed programme of study.
- To be responsible for the management of SEN data paying particular regard to the school's GDPR and Data Management and Retention policy. This will include; secure storage, archiving and destruction of all types of data in-line with the appropriate policies and procedures.
- To plan and deliver sessions to students in the Bosco Centre that have SEMH difficulties

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Visits to the school are welcome. Please contact Helen Byrne to arrange or email
[**hbyrne@thornleigh.bolton.sch.uk**](mailto:hbyrne@thornleigh.bolton.sch.uk)

Application forms can be downloaded from our website [**www.thornleigh.bolton.sch.uk**](http://www.thornleigh.bolton.sch.uk)
Please e-mail completed application forms to [**recruitment@thornleigh.bolton.sch.uk**](mailto:recruitment@thornleigh.bolton.sch.uk)

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant will be required to complete an enhanced DBS check.

Job Description

Every member of staff at Thornleigh Salesian College is expected to endeavour to maintain and develop the Catholic and Salesian character of the school, and to support and promote the aims and mission of the school in and through the exercise of all contractual duties and any voluntary activities.

Post Title	SEMH Learning Mentor
Department	Support Staff
Level / Salary Range	Grade F (Points 17 to 23)
Reporting to	Director of Inclusion
Contract Term	Permanent, term time plus 5 days
Hours Per Week	37

Main Objectives of Role

To work within the inclusion team on the provision of support for individual students with social emotional Behaviour difficulties, helping them overcome barriers to learning inside and outside of school, in order to achieve their potential.

Support for Students

- Developing and using strategies to manage and support students with challenging behaviour and/or those at risk of exclusion.
- To develop a 1:1 mentoring relationship with identified students, providing consistent support to students, responding appropriately to individual student needs
- Working alongside parents in helping them to support the work of the school in improving individual children's behaviour and ensuring that there are effective lines of communication operating between school and home.
- Working directly with individuals or groups to raise self-esteem and confidence of students with a view to improving their personal and social skills.
- To support the SENCO to accurately assess student needs.
- To draw up agreed action plans with students outlining the aims of the mentoring. Monitor and evaluate student responses and progress against action plans through observation and planned recording.
- Maintain a disciplined and controlled environment in which students will be required and enabled to work hard and complete a set package of work as part of personalised intervention programmes.
- Provide in class support and session delivery within the Bosco Centre.
- To maintain contact with parents, contribute to meetings, advising them of the annual reviews for their child and all administrative tasks associated with this process.
- Liaise with appropriate staff and external agencies, if appropriate, to plan and deliver individual sessions for students in the Bosco Centre.
- Implement planned supervision of students out of lesson times e.g. homework clubs / extra-curricular activities.

Support for Teacher

- To be responsible for working with students in the Bosco Centre on programmes of study ensuring they attend and are punctual to all planned sessions.
- To support staff and students by co-ordinating the use of resources so they are readily available. These resources could include ICT equipment which is allocated through a booking out system.
- To keep a daily timetable on the sessions and activities in the Bosco Centre for management information purposes.
- To provide objective and accurate feedback and reports as required, to other staff on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Work as part of the team and co-operate and communicate with, share resources and expertise with other staff working out of the Bosco Centre.

Administration

- To be responsible for working with students in the Bosco Centre on programmes of study ensuring they attend and are punctual to all planned sessions.
- To support staff and students by co-ordinating the use of resources so they are readily available. These resources could include ICT equipment which is allocated through a booking out system.
- To keep a daily timetable on the sessions and activities in the Centre for management information purposes.
- To provide objective and accurate feedback and reports as required, to other staff on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Work as part of the team and co-operate and communicate with, share resources and expertise with other staff working out of the Bosco Centre.

Responsibilities

- Contribute to the overall ethos, work and aims of the school.
- Comply with and assist with the development of policies and procedures relating to child protection, safeguarding, health, safety and security and GDPR, reporting all concerns to an appropriate person.
- Develop constructive relationships and communicate with other agencies and professionals.
- Attend and participate in regular meetings.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Seek to be positive and build up the common good through their own individual contribution to the life of their school.
- Offer ideas and suggestions for making things better, bringing solutions to challenges/problems.
- Appreciate that whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in this job description.
- Follow any reasonable request from the Headteacher or SLT to undertake work of a similar level that is not specified in this job description.
- Be courteous to colleagues and provide a welcoming environment to all.
- Promote inclusion, equality and celebrate diversity, seeking to reduce disadvantage, and to encourage aspirations and participation from people who might not otherwise join in.

<ul style="list-style-type: none"> • Ability to interact with, listen to and positively encourage students to learn 	E
<ul style="list-style-type: none"> • Ability to deal with and respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with roles and responsibilities 	E
<ul style="list-style-type: none"> • Ability to supervise children and young people safely, adapting the learning environment where required according to needs, abilities and agreed procedures 	E
<ul style="list-style-type: none"> • Ability to apply agreed behaviour strategies, responding appropriately to incidents in accordance with role and responsibilities 	E
<ul style="list-style-type: none"> • Ability to provide constructive feedback on a range of issues to colleagues and other professionals 	E
<ul style="list-style-type: none"> • Ability to communicate effectively to young people and adults, adapting communication styles and approaches to individual needs, abilities and situations 	E
<ul style="list-style-type: none"> • Ability to foster positive relationships between young people and with other adults and to recognise and encourage resolution of issues 	E
<ul style="list-style-type: none"> • Ability to use self-evaluation and reflection to learn and develop practice 	D
<ul style="list-style-type: none"> • Understanding of inclusion, especially within a school setting 	D
<ul style="list-style-type: none"> • Experience of resources preparation to support learning programmes 	E
<ul style="list-style-type: none"> • Ability to plan and deliver teaching and learning activities to complement, reinforce or extend teaching and learning 	D
<ul style="list-style-type: none"> • Ability to structure learning activities, select and prepare learning resources with due regard for ability, inclusion and diversity 	E
<ul style="list-style-type: none"> • Knowledge and understanding of young people’s expected patterns of development including physical, intellectual, social, emotional and behavioural development 	D
<ul style="list-style-type: none"> • Knowledge and understanding of the relevant school curriculum and age-related expectations of students 	D
<ul style="list-style-type: none"> • Awareness of inclusion principles, impact of cultural, social and gender- based influences on students and their implications for supporting teaching and learning activities 	D
<ul style="list-style-type: none"> • Knowledge and understanding of effective communication strategies to foster positive relationships 	D
<ul style="list-style-type: none"> • Awareness of safeguarding principles and safe working practices. 	D
<ul style="list-style-type: none"> • Knowledge and understanding of procedures for maintaining appropriate student records 	D
<ul style="list-style-type: none"> • Relevant experience of working with and/or caring for children within specified age range/subject area 	E
<ul style="list-style-type: none"> • Experience of resources preparation to support learning programmes 	E
<ul style="list-style-type: none"> • Experience of delivery of support learning programmes 	E

