

Manchester Communication Academy

Alternative Provision Learning Mentor

Applicant Pack



with you, for you, about you.

Dear Candidate,

Thank you very much for your interest in becoming a Learning Mentor at Manchester Communication Academy. Manchester Communication Academy was first established in 2010 and has gone from strength to strength each academic year. The Academy has approximately 1300 students on roll in Years 7-11 and we boast a wonderfully rich and diverse school community. MCA is at the heart of the community and is committed to improving educational outcomes for all of our students. MCA is proud to be a community hub and our outward facing work is outstanding. MCA is at a very exciting stage of development with opportunities for learning mentors to build capacity in our pastoral team which will continue to move the school towards excellence. In our recent Ofsted inspection, we were recognised as a good school and we want to continue to improve on that status by making the staff, student and family experience at MCA an exceptional one.

At MCA, we strive for excellence in everything we do. Implementing an ambitious, text-rich curriculum is a key priority and driving force in our ambition for excellence. We believe in the transformative power of knowledge in ensuring equitable opportunities for success. Our aspirational, bespoke curriculum ensures that all of our students gain the necessary experiences to compete academically, practically, socially and morally in the wider world. In order to achieve this, we invest deliberately in professional development. Drawing upon our EEF Research School, we are able to provide all staff with the most up-to-date and high quality evidence to develop their expertise.

At MCA, we proactively promote staff wellbeing through our management of workload and additional benefits for staff, such as flexi days and the Employee Assist programme. As a result, our staff are highly skilled and knowledgeable professionals who embrace new opportunities to learn more and keep getting better – a culture that permeates the academy amongst staff and students.

Our developments now focus on evolving the student experience and their sense of identity and belonging at MCA. We are continuing to develop student culture through a behaviour curriculum for staff and students where expectations and routines are explicitly taught and deliberately practised. Our students appreciate and relish the opportunity to learn and we support their effective learning behaviours through high expectations with emphasis on metacognition and our work with parents, families and the community. Having the highest expectations of our students means that our teachers can focus on teaching and our students can focus on learning. There needs to be relentless consistency with the implementation of the behaviour approach in every classroom, but this needs to be delivered with respect, to help drive the standards we are striving to achieve.

We are now looking for staff who are aligned with our values and will accelerate the school's journey to excellence. The position is a great opportunity for someone who shares our passion for delivering educational excellence. The right candidate will be able to engage our young people and work effectively with our parents. You will work with authenticity, clarity and empathy and place the wellbeing of students at the core of all decisions.

If you are aligned to our mission and values, and could flourish with this opportunity, we very much look forward to hearing from you. We fully recommend that you take the opportunity to make an informal visit prior to making your application to see the school for yourself.

Kind Regards



Susan Watmough
Headteacher

JOB DESCRIPTION

JOB TITLE	Alternative Provision Learning Mentor
SALARY GRADE	A10 – A16 TTO+2 WEEKS
DEPARTMENT	Pastoral
RESPONSIBLE TO	Director of AP
HOURS OF WORK	Full Time
Responsible for	Supporting the children in our off and onsite alternative provisions

This job description details the responsibilities of the post, but does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the academy and the GMAT.

- Support students in both off-site and on-site alternative provision, ensuring they are supported to access their learning and overcome barriers to their education.
- Collaborate with the SEMH support team, including those providing both internal and external alternative provision, to ensure a consistent and tailored approach to supporting individual students' needs.
- Assist students in managing their behaviour, ensuring that appropriate strategies and interventions are in place to help them regulate their emotions and succeed in their learning environments.
- Work with students to implement targeted interventions to support their personal, social, emotional, and academic development.
- Provide one-to-one support to students who need additional help, both in mainstream lessons and in alternative provision settings.
- Monitor and track progress, including attendance, behaviour, and academic performance, and use this data to inform planning and interventions.
- Liaise with relevant staff and external providers regarding referrals, interventions, and reintegration of students from alternative provision, ensuring a holistic approach to their education and wellbeing.
- Collaborate with parents, carers, and key professionals to ensure effective communication and the sharing of information regarding students' progress, behaviour, attendance, and wellbeing.
- Record and monitor student progress using appropriate systems such as Provision Map and CPOMS to ensure students' needs are being met and that interventions are effective.
- Act as a key worker for students in alternative provision, offering emotional support and guidance, as well as mentoring to help students engage with their education.
- Contribute to the development of reintegration plans, helping students transition successfully back into mainstream education when appropriate.
- Promote the welfare of students, ensuring that all safeguarding procedures are followed, and that concerns are reported promptly to the Designated Safeguarding Lead (DSL).
- Support the evaluation of alternative provision, identifying areas for improvement and ensuring that the provision meets the needs of all students involved.
- Assist with the planning and delivery of any alternative provision activities, ensuring students remain engaged with learning and receive a well-rounded educational experience.
- To be committed to safeguarding and promoting the welfare of children and young people

Standard Duties and Responsibilities

- Have due regard to safeguarding and promoting the welfare of children and young people.
- Promote and implement equality and diversity
- Adhere to legislation and the Academy's policies and procedures
- Participate in performance reviews and professional/personal development activities.
- Will model the Academy's values at all times to generate a shared purpose

The Trust is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.

This job description sets out the main duties and responsibilities of the post and each individual task may not be identified. The post holder will be expected to undertake such other duties as reasonably correspond with the general character of the post and are commensurate with its level of responsibility.

This job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing organisational needs.

Where the post holder discloses that they have a disability, every effort will be made to supply all necessary aides, adaptations or equipment to allow them to carry out all of the duties of the job. If, however a certain task proves to be unachievable job redesigned will be fully considered.

Probation Period

Post holders who are new to the Trust will be subject to a probation period of 6 months. The probation period provides a structured framework to ensure employees are inducted into the Trust and understand the standards expected of them in terms of performance, attendance and behaviour.

Person Specification Applicants should be able to provide evidence of their ability to meet the following criteria.

	Essential /Desirable
Experience and Knowledge	
Excellent communication with a range of stakeholders and the ability to work as part of a team.	Essential
Experience in working with children in support of their wellbeing.	Desirable
Qualification appropriate to the role or a willingness and ability to undertake additional training linked to the support of students who have SEMH difficulties.	Essential
Experience of working with students with SEMH needs.	Desirable
Evidence of supporting students to achieve targets.	Desirable
Effective partnerships with parents/ carers.	Essential
Competencies - Personal Qualities, Skills and Attitudes	
The highest expectations for students irrespective of personal circumstance.	Essential
Able to anticipate barriers and find solutions.	Essential
The ability to support students to access learning.	Essential
Ability to plan and deliver targeted interventions to students.	Desirable
Ability to forge successful partnerships to enhance student experience and outcomes.	Essential
Able to support, mentor, coach and challenge students to improve their progress.	Essential
Values	
An understanding of the mission, vision, values and ethos of the Trust	Essential
A commitment to promote and support the mission, vision, values and ethos of the Trust.	Essential
Possess drive, enthusiasm, integrity, determination and energy to contribute to improving the life chances and experiences of our students.	Essential
Statutory and Legal Compliance	

Completion of statutory enhanced Disclosure Barring Service (DBS) checks.	Essential
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Any candidate with a disability who meets the essential criteria will be guaranteed an interview.

In addition to the above specific duties all staff are required to:

- Participate in Performance Review.
- Promote and implement equality and diversity.
- Comply with legislation and adhere to Manchester Communication Academy's policies and procedures.
- Have due regard for safeguarding and promoting the welfare of children and young people.
- Contribute to the fulfilment of Greater Manchester Academies Trust's vision, ethos and strategic plan.
- Participate in professional development and fulfil contractual obligations.
- Attend appropriate meetings, both within the Academy and as appropriate to your role
- Respect confidentiality

The Greater Manchester Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Staff Benefits

- Access to Staff Employee Assistance Programme & other staff wellbeing services
- One additional 'Flexi-Day' of paid leave that can be taken during term time after 6 months' service
- Free On Site Parking
- Cycle to Work Scheme & On Site Bike Storage
- Car Leasing Scheme
- On Site Gym & Changing Room Facilities
- Electric Car Chargers
- Staff Bistro
- Free Tea & Coffee

Payroll & Pension

- You will automatically be enrolled onto the Teacher Pension Scheme
- Staff are paid by BACS transfer into their bank account on the last working day of the month, unless notified otherwise

Safeguarding

DBS	This post requires DBS clearance and is subject to Enhanced clearance from the Disclosure and Barring Service as well as a range of other safeguarding checks.
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<p>Rehabilitation of Offenders Act 1974</p>	<p>The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website. You are not required to provide details of criminal convictions at application stage, however if shortlisted for interview you will be asked to supply further information, which will include spent convictions.</p>
<p>Online Searches</p>	<p>Any candidate selected for shortlisting may be subject to an online search as part of our due diligence. Online searches do not form part of our shortlisting process, however any issues of concern that come up during an online search may be discussed with the candidate at interview.</p>