

Learning Mentor - Temporary

Applicant Pack



Outstanding Achievement for All

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The vacancy

Post advert

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| Deadline for applications: | 11.59pm on 29 June 2025 |
| Interviews to be held: | Week beginning 7 July 2025 |
| To start: | 4 September 2025 |

Hope Valley Pathways is a specialist post-16 provision for young people with SEND, preparing them for life and work. It is set in the beautiful Peak District countryside and has its own building situated on the same site as Hope Valley College and currently has 23 students.

We are seeking a passionate and inspiring female Learning Mentor to provide 1 to 1 support and guidance to a female student inside and outside of the classroom and to promote self-esteem, learning, opportunity and independence. The student has a fully trained autism assistance dog.

Candidates that are trained in mental health and PTSD are preferred, but training can be provided.

The working hours are 8.30am to 3pm Monday to Friday, 39 weeks per year. The post is temporary until 31 August 2026.

Role summary

| | | |
|---|--|-------------------|
| Post title: | Learning Mentor | |
| Profile: | EO1 | |
| Grade: | Grade 4 | |
| Grade spinal point range: | SCP 7-12 | |
| Salary: | £25,584 - £27,711 (pro rata £17,842 - £19,352) | |
| Accountable SLT post: | Deputy Headteacher Culture | |
| Line manager (if different): | Lead Teacher for Hope Valley Pathways | |
| Staff to be supervised or line managed by post holder: | NA | |
| Post holder will work with: | Hope Valley Pathways staff team | |
| Holiday and sickness relief: | By and for other support staff | |
| Purpose of post: | To provide support to students to help them overcome barriers to learning both in and out of school in order to achieve their full potential | |
| Version revised: | February 2022 | |
| Contract: | Temporary until 31 August 2026 | 30 hours/39 weeks |

Job description

The post holder must at all times carry out their responsibilities within the spirit of the school and trust policies and within the framework of legislation relating to academies and education, with particular regard to the statutory responsibilities of the trust and the governing body of the school.

The specific duties and responsibilities include but are not limited to:

Specific duties and responsibilities

As directed by the Head of Post 16, innovate and deliver individual and group programmes which respond to the individual needs of students aged 16 years and older who have complex and significant learning difficulties and disabilities.

Establish and foster productive links with other relevant providers; for example, employers, learning and leisure providers in order to maximise opportunities for the students.

Monitor student progress and development in order to prepare the students for the next stages of their transition to adult life.

The specific duties and responsibilities include but are not limited to:

- To deliver and support teaching and learning of students who are based within the centre.
- To have an understanding of what transition means and how the use of person centred approaches can support young people to prepare for adult life.
- To work with the Head of Centre and students to secure positive support and involvement in the transition process from family, carers, community and other appropriate professionals.
- To work closely with Hope Valley College, general further education colleges, employers, training organisations and providers of leisure and community services to support the delivery of a curriculum that has breadth, balance and a range of external learning opportunities.
- To create an environment that is conducive to respect for others, good order and discipline.
- To develop and maintain relationships with students that will be conducive to them achieving goals identified through a person centered approach.
- To use a range of creative approaches to enable the students to express their views and make choices about their own learning.
- To attend to student's personal and medical needs and support the development of their social, health and hygiene development as directed.
- To monitor student progress and prepare verbal and written reports as required by the Head of Centre.
- To support the Head of Centre in ensuring that the requirements of the SEN Code of Practice are met.
- To contribute to Annual Review meetings, case conferences, CAF meetings and team around the child meetings as appropriate.

- To liaise with schools and Multi-Agency Teams in order to promote integration activities relevant to meeting the holistic needs of individual young people.
- To support the successful transition of students to employment, training, further education and appropriate adult services.
- To travel between locations as required.

Support for the trust/school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work in a flexible way to respond to the needs of the trust and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.
- Be aware of and support difference and ensure equal opportunities for all.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the trust/schools.
- Participate in relevant training, other learning activities and performance management as required.
- Team responsibilities: all staff are considered part of the overall trust team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.
- From time to time, to meet the needs of the trust, you may be asked but not expected to work hours additional to your normal working hours. The trust will give you as much notice as possible and you will be paid/recompensed for such work. Situations where this might be required are, for example: relevant key school events such as open evenings, exam results days, trips, clubs, training etc.

Changes to these duties

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher/Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the governing body or board of trustees and/or senior leadership team as required. Trade union representation will be welcomed in any such discussions.

Person Specification

Job Title: Learning Mentor

| REQUIREMENTS | Essential | Desirable | Assessment method A = application I = interview R = reference |
|---|-----------|-----------|--|
| Knowledge, experience and skills | | | |
| Experience of working in a school or educational environment | ✓ | | A |
| At least 1 years' experience of working with students in an educational environment | | ✓ | A |
| Understanding of school curriculums | ✓ | | A/I |
| Understanding of strategies to assist classroom teaching and support students | ✓ | | A/I |
| Ability to use own initiative to work flexibly and respond positively to a range of situations | ✓ | | A/I |
| Willingness to provide personal care where required and instructed | ✓ | | A/I |
| Has a caring positive attitude towards pupils' welfare | ✓ | | A/I |
| Generic administrative experience to include word processing/typing, filing, collating, proof-reading of material, data entry and spreadsheet use, using Microsoft Office packages. | ✓ | | A |
| Strong interpersonal skills with the ability to communicate effectively with all stakeholders. | ✓ | | A/I |
| Qualifications | | | |
| Good level of literacy and numeracy- GCSE Maths and English at grade 4 or above. | ✓ | | A |
| Training in mental health & PTSD | | ✓ | A |
| Evidence of regular, relevant and recent personal development. | ✓ | | A |

| Other skills | | | |
|--|---|---|-------|
| Communicate effectively with people at all levels eg school staff, students, governors and external contacts/ suppliers. | ✓ | | I |
| Work effectively as part of a team recognising own role as a team member. | ✓ | ✓ | A / I |
| Able to maintain a positive focus, accepting constructive criticism positively and learning from it. | ✓ | | A / I |
| Demonstrate an enthusiastic and positive approach regarding change, having a definite 'can do' mentality. | ✓ | | I |
| Ability to learn from experiences. | ✓ | | I |
| Ability to carry out instructions accurately and effectively as directed by line manager. | ✓ | | I |
| Demonstrate customer care. | ✓ | | A |
| Ability to work alongside young people (not necessarily in school environment). | ✓ | | A / I |
| Interpersonal skills | | | |
| Ability to maintain confidentiality | ✓ | | A |
| Accuracy when receiving information (verbally and written) and communicate information effectively and accurately. | ✓ | | I |
| Able to make a positive contribution to the team. | ✓ | | A |
| Able to reflect on performance and further develop own knowledge and skills to improve performance. | ✓ | | I |
| Maintains standards set by the organisation. | ✓ | | I |
| Takes responsibility for own actions. | ✓ | | I |
| Ability to work alone unsupervised and manage own workload. | ✓ | | A / I |
| Child protection | | | |
| A commitment to the responsibility of safeguarding and promoting the welfare of young people. | ✓ | | I |

Hope Valley College

Hope Valley College is an 11-16 comprehensive school set in a beautiful location in the village of Hope in the heart of the Peak District. The school was originally modelled on the lines of the successful village colleges originated by Henry Morris to provide community education. Hope Valley College now welcomes 550 students from a wide area including Derbyshire, Sheffield and Greater Manchester. On our site, housed in a purpose-built facility, we also run a post-16 SEND provision; Hope Valley Pathways prepares young adults with SEND for life and work and has up to 20 young people on roll.

At Hope Valley College, we offer an ambitious curriculum that is supported by a wide range of enrichment activities. We have high expectations of our students, who achieve well and who are encouraged to embrace the opportunities that our beautiful location offers.



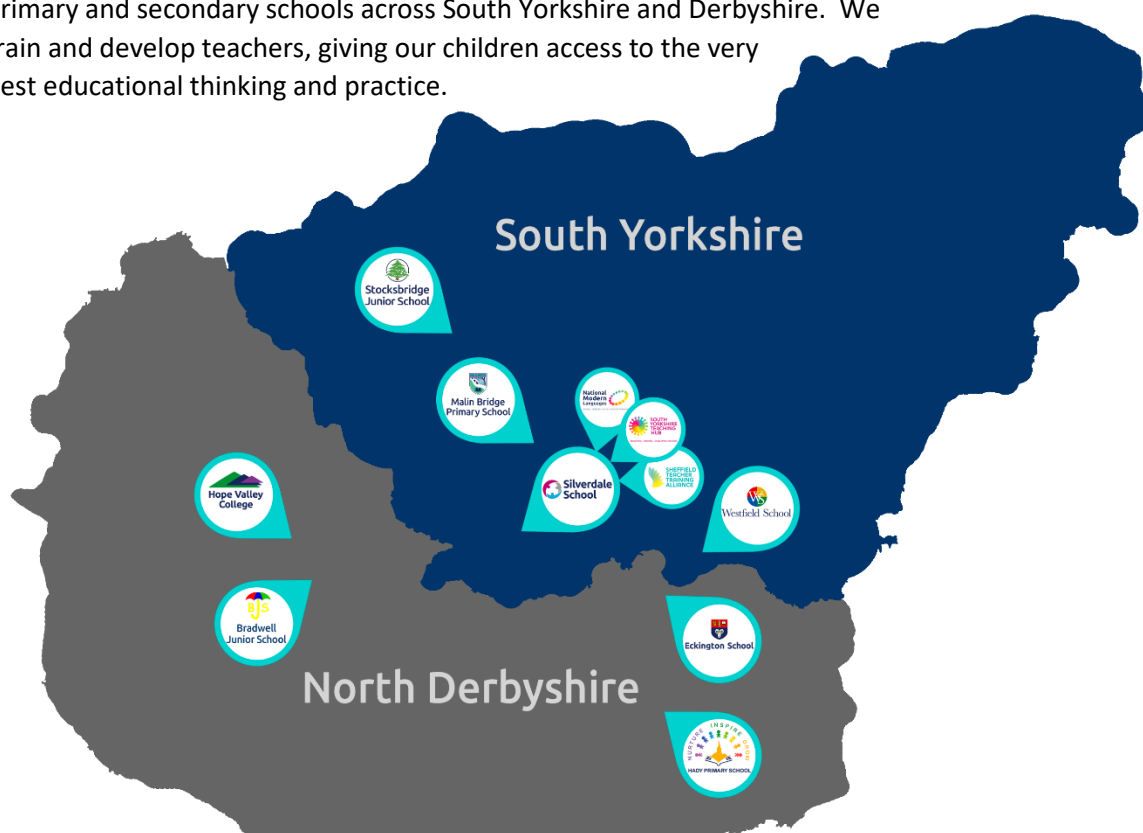
In addition to trust-wide benefits for all staff, those at Hope Valley College also have access to:

- Supportive and friendly staff and leadership team.
- Free staff parking.
- Opportunity to be part of the varied extracurricular offering, including Duke of Edinburgh's Award programme, and many outdoor adventure activities.
- Internationally renowned rural landscape on the doorstep.

You can view the school website at: www.hopevalley.chorustrust.org.

Chorus Education Trust

Chorus Trust is a growing trust, committed to providing every child with the best education in both primary and secondary schools across South Yorkshire and Derbyshire. We train and develop teachers, giving our children access to the very best educational thinking and practice.



Our vision is ‘Outstanding Achievement for All’. We want to create a culture of success in which our children and young people can succeed. We do this through the provision of safe and supportive schools, collaborating to ensure our children benefit from a more effective spend of public money.

As part of the Chorus Trust Team, all staff have access to:

- 

An ethos of being a **force for good**; of being part of a team that enables ‘outstanding achievement for all’.
- 

Leading edge **training and development** through the South Yorkshire Teaching Hub.
- 

A **collaborative environment** encouraging knowledge sharing and support.
- 

Discounted **health schemes** through Westfield Health and Westfield Rewards Schemes.
- 

Competitive **pension schemes**: Teacher’s Pension Scheme (teaching staff) and local government pension scheme (support staff).
- 

Term-time only contract postholders have the freedom of having **school holidays** off.
- 

Career progression opportunities within a growing, local trust.
- 

Support for **flexible working** arrangements.

You can read more about Chorus Trust at www.chorustrust.org.

To apply

- Full application pack and application forms available from: www.chorustrust.org/vacancies
- Completed application forms are to be sent to: Sophie Marston (HR Administrator) at: recruitment@hopevalley.chorustrust.org
- Please note that CVs and council application forms will not be accepted.
- Deadline for applications: 11.59pm on 29 June 2025.
- Interviews to be held: week beginning 7 July 2025.

Disability confident

Chorus Trust is part of the disability confident scheme. We guarantee to interview all disabled applicants who meet the minimum criteria for the vacancy.



Safeguarding

At Chorus Trust we are committed to the safeguarding of all our pupils, please visit our website to access our safeguarding and child protection policy at www.chorustrust.org/policies.

The trust will conduct an online search of the successful candidate in line with the DfE's keeping children safe in education advice.

The successful candidate will be required to complete a Disclosure and Barring Service (DBS) check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.