

Applicant Pack

To be read in conjunction with our 'Join our staff' brochure



Outstanding Achievement for All

Job Advert



Hope Valley College is a comprehensive secondary at the heart of the local community. It is a small, friendly and supportive school and sits within the village of Hope in the Derbyshire Peak District. It joined Chorus in September 2019, when it also welcomed a new Principal. In the recent Teacher Accessed Grades, our young people outperformed any previous cohorts.

Hope Valley College is part of Chorus Education Trust, and as such all appointees may be required to work at any Trust site in the future.

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

Learning Mentor

Salary: Grade 4, SCP 7-12 £20,092 - £22,183 (£6,966-£7,691 pro rata)

15 hours – 39 weeks per year

Temporary until 31 August 22

To start: ASAP

About this vacancy

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, which allows privacy yet also an element of integration.

Our Post-16 provision requires a Learning Mentor to prioritise support for a small group of students, who are disadvantaged by the loss of face-to-face teaching and learning time caused by the COVID-19 pandemic. The successful candidate would help students to overcome barriers to learning in order to achieve their full potential. The role is temporary and funded through the 16-19 Tuition Fund until 31 August 2022.

Applicants should be experienced and knowledgeable at supporting Entry level and Level 1 students and understand the requirements of the BTEC vocational qualifications. The support staff member would be able to progress the continued development and completion of portfolio work. This support would take place within small group sessions with no more than the three students and all teaching, resources and assessment would be supported by the subject teachers.

To apply

The full application pack is available from www.chorustrust.org/vacancies and completed Chorus Trust application forms are to be sent to Lisa Critchlow, HR Administrator at: recruitment@hopevalley.chorustrust.org

Closing date: 11.59 on 27.02.2022

Please note that CVs and Sheffield City Council/Derbyshire County Council application forms will not be accepted. Applicants are welcome to discuss any aspect of the role with Amanda Grego, Head of Post 16.

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

Job Description: summary

Post title:	Learning Mentor
Profile:	EO1
Grade:	Grade 4
Grade spinal point range:	SCP 7-12
Accountable SLT post:	Vice Principal for Inclusion
Line Manager of post holder (if different):	Head of Post 16
Staff to be supervised or line managed by post holder:	NA
Post holder will work with:	Post 16 Team
Holiday and sickness relief by/for:	By and for other Support staff
Purpose of job:	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
	This post may work across the Trust schools.
Version revised:	February 2022

Job Description: duties

The post holder must at all times carry out his/her 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.

These 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

Duties will include, but not be 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 (applies to all roles)

- 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.
- 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. Examples where this might be required are for example; relevant key school events such as Open Evenings, exam results days, trips, clubs, training etc.
- Team responsibilities - All Business support staff are considered part of the overall support team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.

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 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				
	JOB REQUIREMENTS	Essential	Desirable	Assessment method
Knowledge, Experience and Skills	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	✓		AF/I
	Working knowledge of national/Key Stage curriculum and other relevant learning programmes/strategies	✓		I
	Understanding of principles of child development and learning processes	✓		I
	Ability to self-evaluate learning needs and actively seek learning opportunities	✓		I
	Ability to relate well to children and adults	✓		I
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓		I
	Can use ICT effectively to support learning	✓		I
	Use of other equipment technology – video, photocopier	✓		I
	Has sound speaking and listening skills to extend language in discussion	✓		I
	Can plan, implement and evaluate learning activities	✓		I
	Has experience of pupil assessment	✓		I
	Can manage the behaviour of pupils in an effective manner	✓		AF/I
	Has a caring positive attitude towards pupils welfare	✓		I

	Has an awareness of pupils with special educational needs	✓		I
	Can maintain trust and confidentiality where appropriate	✓		I
	Can assist the school in forming a partnership with parents	✓		AF/I
	Has sufficient practical and organisational skills to contribute to the preparation and management of educational resources	✓		AF/I
	Can complete and maintain pupils records	✓		I
	Experience working with children of relevant age	✓		AF/I
Qualifications	Good literacy/numeracy skills	✓		
	GCSE Level 2 or equivalent in English	✓		AF/I
	Training in the relevant learning strategies e.g. literacy		✓	AF/I
	First Aid training		✓	AF/I
	Basic food safety and food hygiene		✓	AF/I
Other	Can allocate some contractual time to after school staff meetings when appropriate	✓		AF/I
	Can allocate some contractual time to the whole of, or part of, staff training days when appropriate	✓		AF/I
	Can maintain personal presentation that sets high standards for the pupils	✓		AF/I
	Can work within the spirit of Trust Policies to do with Equal opportunities, Child Protection, Health & Safety, Finance, Smoking etc.	✓		AF/I
	Can allocate some contractual time to supporting after school extra-curricular activities	✓		I
	Is willing to become involved in the wider life of school		✓	I
Child Protection	Has an awareness of the latest Safeguarding procedures/practices and puts the safety of pupils first at all times.	✓		I