



# new wave federation

APPLICATION PACK  
LEARNING MENTOR



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## Welcome Letter from the Executive Headteacher

Dear Applicant,

Thank you for your interest in our advert for the post of Learning Mentor at the New Wave Federation. This position is for either one of our schools within the Federation.

The schools within the Federation are Grazebrook Primary School based in Stoke Newington, Shacklewell Primary School based in Dalston and Woodberry Down Community Primary School based in Manor House. The New Wave Federation was created in April 2016. Our schools federated after forming long term partnerships sharing expertise of best practice in all areas of education. We are very excited about this continued opportunity to raise standards and share our learning experiences. We are delighted that you would like to be part of this and welcome you to join us as we embark on this journey.

This pack has been put together to help you with the application process. If you would like to visit the school for a tour to learn more about the schools we are happy for you to contact us. If you have any questions that you would like to ask please do contact **Ms Alia Choudhry, Federation School Business Manager on 020 7254 1415.**

The role requires someone who is passionate about developing children's learning and building confidence through imaginative, structured and innovative interventions. Our drive is to support pupils overcome any social, emotional or behavioural barriers promoting resilience and embedding effective coping skills.

The successful applicant will work in close collaboration with the Headteacher and the Senior Leadership Team.

We can offer you schools which are popular and well resourced, have a friendly and dedicated staff with good opportunities for development.

Our schools are vibrant, diverse and inclusive. There are challenges but also great rewards in the work here. If you are an effective communicator, have vision, energy and believe that every child can and will succeed, we would like to meet you.

Kind regards,



Mrs Michelle Thomas  
Executive Headteacher



## About our Schools



### Grazebrook Primary School – OFSTED 2012

Grazebrook Primary is a larger than average-sized school. The proportions of pupils from minority ethnic backgrounds and those for whom English is an additional language are well above average. The proportion of disabled pupils and those who have special educational needs is smaller than average. Most of this group have moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is above average.

The school has gained many accreditations, including Primary Science Silver Quality Mark, Sing Up Silver, and the Rights Respecting School award. The school runs a daily breakfast club and after-school club. The New Wave Teaching Alliance is based at the school. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

**At its most recent OFSTED inspection (February, 2012) it was reported that the school is an Outstanding school.**

### Shacklewell Primary School – OFSTED 2018

You have a clear vision for the school and are supported by highly skilled teaching staff at every level, and knowledgeable governors. Consequently, from the day they start at Shacklewell, all pupils make excellent progress in their learning. Pupils talk positively about all aspects of the school's provision; the exciting curriculum and the many enrichment opportunities on offer. A strong sense of inclusion permeates the school with a commitment that every pupil achieves the very best possible outcomes. Inspiring and motivating quotes, displays, and 'maker spaces' in classrooms, all encourage pupils to challenge their thinking further and to investigate. Pupils confidently share their 'yes we can!', have-a-go attitude, persevering and enjoying all the school has to offer. The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during the short inspection, I am of the opinion that the school has demonstrated strong practice in certain areas. This may indicate that the school is improving towards being outstanding. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

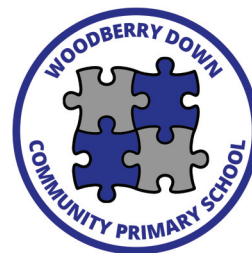
**At its most recent OFSTED inspection (January, 2018) it was reported that the school is a Good school and is awaiting a section 5 inspection.**



### Woodberry Down Community Primary School – OFSTED 2012

Woodberry Down Community Primary School is a larger than average sized primary school where most of the pupils are from ethnic minority backgrounds. The majority of pupils are learning English as an additional language. A significant minority of these are at the early stages of language acquisition. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. Many more pupils than in most schools join or leave partway through their primary education. The proportion of pupils known to be eligible for free school meals is well above average. A large minority of pupils are refugees. The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress. This is an outstanding school where the life chances of all pupils are maximized. Pupils' achievement is outstanding. The Apple Regional Teaching Alliance is now based at this school which was awarded to the New Wave Teaching Alliance.

**At its most recent OFSTED inspection (June, 2012) it was reported that the school is an Outstanding school.**



## Job Description

<b>Post Title:</b>	Learning Mentor
<b>Responsible to:</b>	Deputy Headteacher / Headteacher
<b>Directorate:</b>	New Wave Federation
<b>Salary:</b>	Scale 5 (point 22 – 25) £24,135.00 - £26,136.00 pro-rata term time only 36 hours a week
<b>Responsibilities:</b>	Carry out group work including anger management and self esteem learning. Carry out other mentoring activities which address/involve attendance, punctuality, transition, lunchtime and after school clubs, parents, outside agencies, school journeys and PSHE.

## Job Summary

- To provide a complementary service to existing teachers and associate staff, addressing the needs of children who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential.

## Main Duties

### Support for Children:

- Promote the speedy and effective transfer of pupil information from pre-school settings, secondary schools, other primary schools and also within school. Ensuring the arrangements for those moving schools or other settings is managed correctly.
- In conjunction with teaching staff, assist in the comprehensive assessment of all children selected by the Headteacher or his/her nominated representative, to identify those needing extra help to overcome barriers to learning inside and outside school.
- Identify those children who would benefit most from a Learning Mentor and working with others and take the lead to draw up an action plan for each pupil who needs particular support. In order to achieve the goals defined in a personal action plan, to develop a 1:1 mentoring relationship with children who are demonstrating:
  - Falling motivation or confidence
  - Falling punctuality or attendance
  - Deteriorating behaviour
  - Experiencing difficulties with relationships and staff and peers
  - Significant underachievement
- Maintain regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs and progress and to secure positive family support and involvement.
- To support the learning of identified groups and individuals both within and outside of the main classroom setting.
- To assist pupils and families, new to the country and the school in understanding the education system, school routines and how best they can support achievement.
- To attend to pupil's personal needs and provide advice to assist in their social, health and hygiene development.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.

### Support for the School:

- Assist teaching staff and all other staff in the assessment of all children entering or returning to school in order to identify those needing extra help to overcome barriers to learning.
- Work closely with school staff that have a responsibility for special needs, pupils with English as an additional language and the teacher for the more able learners to ensure that their needs are met.
- Assist the teacher with the development and implementation of mentoring plans.
- Provide objective and accurate feedback reports as required to other staff on pupil's achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Maintain a database of information and provide reports for monitoring and evaluation purposes as required to feed into general school reports.
- Take a lead role in the development and implementation of appropriate behaviour management strategies.
- Draw up individual action plans and review all targeted pupils and ensure that all action plans cohere with other plans produced by staff and other agencies.

- Actively seek information regarding a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Develop projects for parents including clubs and workshops.
- Facilitate the sharing of relevant information between local agencies and schools. Be the single point of contact for accessing a range of community and specialist support services such as Social Services, Educational Welfare Service, and Out of School Study Support and business and community mentors.
- Ensure that the needs of a young person are met in a focused and integrated way by working closely with the local community and mentors, taking an active role in co-ordinating and supporting the work of voluntary mentors working with pupils both in and out of school.
- Network with other Learning Mentors and share best practice.
- Attend the relevant Learning Mentor training, including the national induction programmes.
- Complete the administrative duties relevant to the role of Learning Mentor.
- Comply with all the requirements of Health and Safety legislation and LEA policy, taking appropriate action where necessary.
- Network with the Learning Mentor co-ordinator and other learning mentors to share best practice.
- Assist with the development of policies and procedures relating to child protection and other LEA policies taking appropriate action where necessary.
- Ensure that all pupils have equal access to opportunities to learn and develop. Contribute to the overall ethos of the school
- Attend and participate in regular meetings, training and mentoring of other staff in the school as required to share expertise.
- Comply with all the requirements of health and safety legislation.

## General Duties

- Take part in the school's performance management system.
- Enhanced DBS Check.
- Strong commitment to furthering equalities in both service delivery and employment practice.
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.





## Person Specification

	Essential (E) / Desirable (D)
<b>Qualifications</b>	NVQ 3 or equivalent qualification or experience in relevant discipline. (E)
	Appropriate first aid training. (E)
<b>Experience</b>	Experience working with pupils of relevant age. (E)
<b>Knowledge</b>	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. (E)
	Working knowledge of effective teaching and learning and other relevant learning programmes/strategies (including courses, organisations and agencies). (E)
	Understanding of issues related to under-achievement and the barriers to learning that some pupils face. (E)
<b>Skills</b>	Very good numeracy/communication/literacy skills. (E)
	Ability to write clear reports including analysis of data. (E)
	Effective use of ICT and other specialist equipment/resources. (E)
	Ability to plan and prioritise effectively to meet deadlines and targets. (E)
	Ability to act on own initiative and be well organised. (E)
	Ability to communicate effectively with pupils, adults, families and colleagues. (E)
	Ability to work constructively as part of a team and independently understand classroom roles and responsibilities and own position within these. (E)
	Ability to develop a school programme for learning mentor work and to collaborate with colleagues in developing an effective pupil support programme. (E)
	Ability to facilitate multi-agency working. (E)
	Ability to develop effective working partnerships with pupils and their families including the ability to motivate and support by developing a wide range of strategies to meet pupils' needs. (E)
	Ability to self-evaluate learning needs and actively seek learning opportunities. (E)
	Display commitment to the protection and safeguarding of children and young people. (E)

## Application Process

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all the criteria identified in the selection criteria.

Candidates are advised that when completing the references section on the application form to please ensure that:

- Your first referee is your current, or most recent, employer;
- You provide a referee who can attest for your ability to work with children; and
- If you do not have an employment referee, please provide details of a tutor, lecturer or someone who can provide an appropriate character reference.

Candidates must ensure that if they are successful at interview, that they are able to provide evidence of their Right to Work and Remain in the UK. We are fully committed to following all safeguarding procedures. The school is not able to employ any person who cannot validate their Right to Work and Remain in the UK in line with the Asylum, Immigration and Nationality Act 2000.

Completed application forms must be received by **12pm Friday 27<sup>th</sup> April 2018**. Please be advised that if you do not hear from us within two weeks of the closing date, you have not been short listed on this occasion. Interviews are week commencing **Monday 7<sup>th</sup> May 2018**.

If you have any queries or require any further information, please contact **Ms Alia Choudhry on 020 7254 1415** or email **[achoudhry@newwavederation.co.uk](mailto:achoudhry@newwavederation.co.uk)**

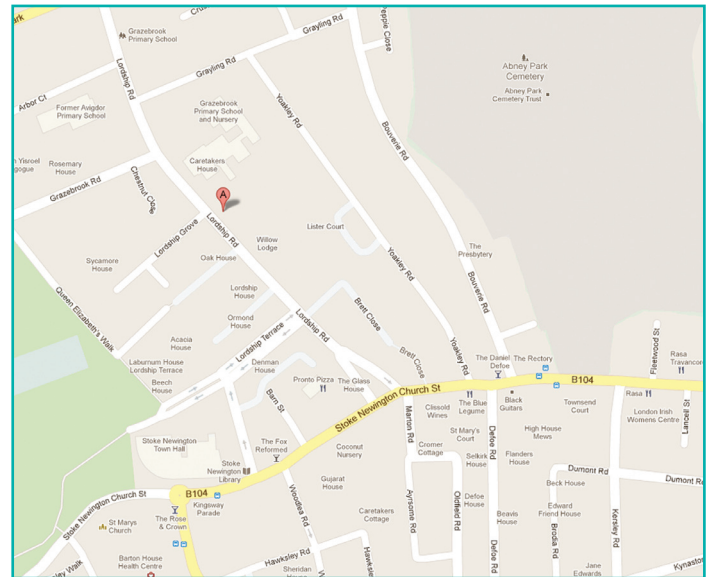
If you would like to have an informal discussion about the post then please contact me via email at **[MThomas@newwavederation.co.uk](mailto:MThomas@newwavederation.co.uk)**

We look forward to receiving your application.



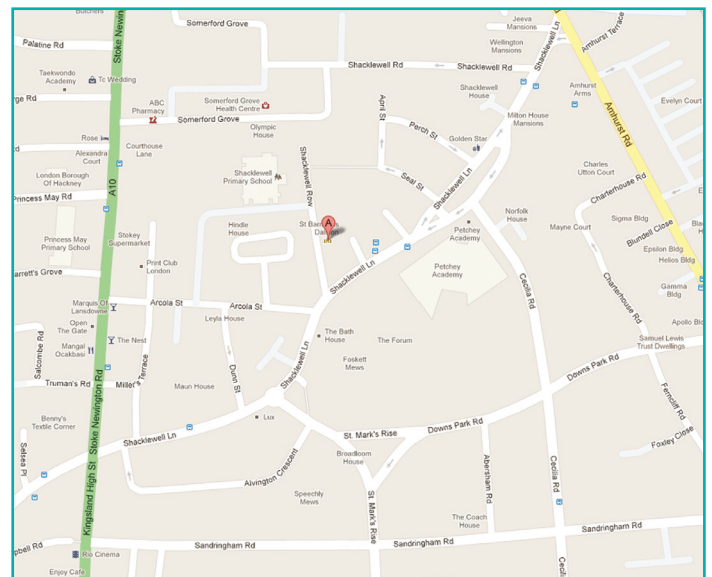
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