



W A T E R T O N
ACADEMY TRUST®



Ackworth Mill Dam School
Learning Mentor
Application Pack

Post title	Learning Mentor
Location	Ackworth Mill Dam School, Millgate, Ackworth, Pontefract, WF7 7PH
Salary & Grade	Grade 6 SCP12 – SCP17 FTE £22,571 - £24,920 Actual salary £14,156 - £15,629
Hours	Part time – 27 hours and 30 minutes, Monday to Friday Term time only Permanent Start date January 2023

Mill Dam is a lovely primary school which is quickly growing in numbers. Located in the appealing village of Ackworth, close to local amenities. Mill Dam received an Ofsted grading of 'good' at the last inspection and are striving to improve this even further.

Mill Dam School joined Waterton Academy Trust in July 2017. The Trust consists of 13 primary phase schools in the Wakefield and Barnsley area. As part of the trust both staff and children enjoy varied opportunities for collaboration in all areas of leadership, development and curriculum provision.

The Governors, staff and children of this successful and welcoming school are seeking to appoint a passionate and highly motivated Learning Mentor.

The role of Learning Mentor in a primary school is highly rewarding and varied. The successful applicant will support children to overcome issues such as poor attendance, lack of self-esteem, behavioural and emotional difficulties or social and learning challenges. The role involves working with small groups and on a one to one basis. The role will also involve office based work linked to pastoral care and tracking attendance including working closely with other professionals and liaising with parents and carers.

If you have high expectations, a comprehensive understanding of the latest statutory requirements in keeping children safe in education, experience of developing and implementing behaviour plans as well as improving attendance, we would be delighted to hear from you.

We are looking for someone who:

- Is passionate about all pupils succeeding and achieving their full potential
- Highly motivated and resilient
- Has previous successful experience in working with children and young people on an individual basis in supporting their personal development
- Has the ability to identify potential barriers to learning and engage in strategies to overcome these barriers
- Is able to contribute fully to school life

In return we can offer:

- The support and expertise of the academy's leadership team and governing body
- Keen and engaging pupils with a desire to learn and develop
- An opportunity to work with a passionate and dedicated team of staff

- A happy and caring school community
- A health and wellbeing package
- A cycle to work scheme
- An excellent pension package

For more information about school please visit milldamschool.org or follow us on Twitter @MillDamSchool

Next Steps

Further Details

For further information please visit, www.watertonacademytrust.org or contact Samantha Thompson, Executive Headteacher on the following email: lnorton@watertonacademytrust.org

To Apply

Applicants are requested to submit a completed application form which can be downloaded from the recruitment page on the trust's website. www.watertonacademytrust.org

Completed applications are to be returned to jadesmith@watertonacademytrust.org or to the school address by the closing date below.

Closing Date: Wednesday 19th October 2022 at midday

Shortlisting: Thursday 20th October 2022

Interviews: Week commencing 31st October 2022

Dear Applicant



Thank you for your interest in the post of Learning Mentor at Ackworth Mill Dam School. We hope that this pack provides you sufficient insight and information to decide if you have the right qualities, skills and experience to apply for the position.

Our Trust came in to being on the 1st September 2014. Our 13 primary, infant and junior schools are currently situated within the Wakefield and Barnsley areas and consist of well over 3000 pupils.

This is an exciting time for all concerned with the trust as we enter into a new phase of development. The reshaping of our focus and renewed drive for excellence will undoubtedly lead to improved opportunities and outcomes for all.

People are at the heart of our organisation. We invest heavily in our children, staff, Trustees and Governors, ensuring that we all benefit from being part of the Waterton family. We seek to create a fertile environment for growth, to share best practice, develop expertise, draw on local, national and international research, and form partnerships within and beyond the trust.

Working for Waterton you will have the opportunity to shape the lives of not only those in your care within your own school, but contribute to the wellbeing of all those in the Waterton family.



Given the trust's ambitions for excellence, we are seeking to employ outstanding individuals to join our team. We require highly skilled professionals that can contribute to the development of our provision and support our academies in providing our children with the best possible learning experience. If this is you, then we would be delighted to hear from you.

Yours sincerely,

Dave Dickinson OBE
Chief Executive Officer



Dear Applicant

On behalf of the children, staff and governors of Mill Dam School we would like to thank you for your interest in joining us.

I have been Head of School at Mill Dam since September 2022 and have been a Deputy Head within the trust since September 2018.



Previously to Mill Dam School joining Waterton Academy Trust the school was graded 'Good' by Ofsted and we are proud to say that we have retained this judgment at our most recent inspection in January 2022.

Due to the outstanding work of the full staff team, alongside first-rate support and challenge from the Trust, we have increased our results outcomes year on year and are very confident of retaining at least this judgment moving forwards.

One of the key strengths of our school is our wider curriculum offer. We offer a wide range of extra-curricular clubs and specialist teaching in subjects such as music and computing. We also engage in local and national events such as Parkrun, The Great Science Share, Grow it Yourself and Young Voices. We are very proud to report that we have won awards in some of these areas.

Mill Dam School are committed to providing a stimulating, creative environment so that all of our children reach their full potential.

We are proud of the progress that we have made and would love you to join our team as we consolidate these developments and move forward to even greater strength.

We look forward to receiving your application.

Miss Lauren Norton

Head of School



'I love working at Mill Dam School. We are all one big happy family and everyone supports each other.'

Jade - Office manager

'I am fully supported by all members of the team both within school and across the trust'

Felicity - class teacher





About our School

Mill Dam School is a 1 form entry school serving an area of Pontefract, West Yorkshire. The percentage of disadvantaged children is close to the national average.

A strength of the school is our inclusivity. We have a high number of pupils with complex needs. Many of which are met through EHCP provision. We are proud of our support programmes such as individual and group interventions, nurture provisions and our strengthening relationship with external support services to meet the needs of all of our children.



We are a fantastic school which admits children from age 3 to 11. Children can attend our nursery provision for either 15 or 30 hours per week where they will enjoy playing and learning in our self-contained nursery building with an ever developing outdoor learning space. Full time children in our reception class also use this fabulous resource.

Our site is large with two new extensions and space for play and learning within our forest schools area, field and playgrounds. We have grown to become single form entry across school.

We have high expectations for all of our children and staff. This is a period of rapid evolution and improvement for Mill Dam and we would love to welcome you to join our team.

“

‘Mill Dam is an inspiring and motivating place to work’

Jane – teaching assistant

‘I like working in after school club because the children are full of excitement and have bundles of energy’

Kelly – after school club lead

”





Why Choose Mill Dam School?

We are a close community who care for each other and value everyone's contributions.

We work in an innovative and stimulating environment which is well equipped and organised.

We have a knowledgeable and approachable SLT who are committed to achieving the very best outcomes for all our pupils.

We are able to call upon expertise from across the Trust, collaborating and sharing best practices through networking groups.



About the Trust



Our vision is to create a collaborative of schools that work together to deliver excellence; a collective where teaching and learning is paramount and children enjoy and engage in a rich and relevant curriculum. We strive to foster a culture of high aspiration amongst all our students and to create an environment where everyone reaches their full potential, regardless of their social, economic or cultural background and where success truly is a shared experience.



The creation of the Centre for Excellence (CfE) is the single most important development the trust has delivered in recent years. The centre has become the beating heart of our school improvement strategy, CPD offer, partnership working and the main conduit for our blended learning provision. Our School Improvement Team are based in the CfE and leaders from across the trust work alongside them to develop practice and provision. The trust believes that excellence can only be delivered through investing in people and providing them with the resources they need to deliver. The CfE is one example of how we do that.

The trust has maintained a manageable geographical partnership area, one where academy staff and central team colleagues are able to travel between each other within a reasonable time frame. There are currently thirteen academies in the trust, all are within the Wakefield and Barnsley boundaries and therefore find it easy to attend INSET, CPD and trust events. The trust has adopted a Hub Model to further support collaborative working and allow for future growth.



I joined Waterton as an apprentice and have enjoyed three years of professional development. I feel that I have grown into a valued member of the Central Team. I am loving working within the excellent resource that is the CfE.

Jack
Digital Media Officer

Waterton Offices
C – Centre for Excellence
F – Finance Office

West Hub Schools

- 1 – Wrenthorpe Academy
- 2 – Sharlston Community School
- 3 – Walton Primary Academy
- 4 – Normanton Junior Academy
- 5 – Lee Brigg Infant and Nursery School
- 6 – Crofton Infants' School
- 7 – Normanton Common Primary Academy

East Hub Schools

- 8 – Churchfield Primary School
- 9 – King's Meadow Academy
- 10 – West End Academy
- 11 – South Kirkby Academy
- 12 – Ackworth Mill Dam School
- 13 – Cherry Tree Academy

Why Choose Waterton?

Everything we do is about creating a team of committed professionals who share our ambition for young people.

We are committed to providing employees with a safe, healthy and supportive environment in which to work.

We seek to reduce disadvantages, discrimination and inequalities of opportunity. We promote diversity.

We recognise the need to support staff to enable a healthy work life balance.

We are able to draw upon expertise from across the trust. Colleagues collaborate and share best practice through a number of trust wide networks.

Our partners are of the highest quality and colleagues have the opportunity to work alongside sector leaders such as the EEF and Research School Network.

Flexible working arrangements are promoted across the trust where possible, to enable our staff to manage their work life and family commitments.





About the Trust (Continued)

Partners and Projects

Investing in people and in partnerships is key to ensuring excellence and is something that as a trust we are extremely passionate about.

Quality professional development is delivered by colleagues from across the trust to all members of our team.

We are proud to call ourselves an outward facing organisation and are advocates of sharing best practice and being contributors to the wider system leaders' network. We therefore encourage colleagues to take up opportunities and engage in projects outside of the trust.

Below are examples of some of the partners, projects and opportunities that Waterton Academy Trust colleagues experience.

I started my teaching career as an ITT student through the Waterton and Leeds Trinity partnership. I enjoyed the ITT course and found the training on offer, especially within Waterton, to be extremely beneficial. The course was challenging, supportive and a great deal of fun. The fact that there is a job at the end for successful students is the cherry on the cake!

Robyn
Year 2 Teacher (RQT)



Education
Endowment
Foundation

A collaborative partnership between Wakefield Local Authority, Wakefield System Leaders and Doncaster Research School. Supported by funding from the Education Endowment Foundation and Wakefield Council. The primary project is led by Waterton's CESO and Waterton LLEs are involved throughout.

A partnership through which EBE and Waterton Academy Trust (and the broader Waterton network) collaborate to offer professional learning to teachers and leaders.



Evidence Based
Education



The desire to invest in all colleagues has seen the trust become an apprenticeship provider. The first apprenticeship to be designed was the Level 3, Supporting Learning in Primary Schools. The trust is currently designing further courses to support early career progression.

Investing in future leaders has seen the trust create a strong relationship with Learners First. Colleagues have full access to NPQ courses, with NPQH and NPQEL cohorts working together in the CfE.





Job Description

Job Title:	Learning Mentor
Reporting to:	Headteacher or Line Manager nominated by Headteacher
Grade:	G6
Workplace:	Waterton Academy Trust

Purpose of the Post

Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

Responsibilities

- Provide pastoral support to pupils
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development
- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
- Support provision for pupils with special needs
- Establish productive working relationships with pupils, acting as a role model
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Promote the speedy/effective transfer of pupils across
- Phases/integration of those who have been absent
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

Support for Teachers

- Liaise with feeder schools and other relevant bodies to gather pupil information
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Assist in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Assist in the development, implementation and monitoring of systems relating to attendance and integration
- Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.

Support for the curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

Support for the 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
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Assist in the supervision, training and development of staff
- Implement planned supervision of pupils out of school hours
- Supervise pupils on visits, trips and out of school activities as required

Expectations of all Employees

- Full working knowledge and compliance with policies and procedures relating to child protection, health, safety and security, confidentiality, HR and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all
- Working knowledge of the education sector
- Contribute to the overall ethos/work/aims of the Trust and member academies.
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required

Additional Information

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Responsibilities for Resources

Employees (Supervision):

Assist in the supervision, training and development of staff

Financial:

None

Physical:

Effective use of learning materials and resources

Customer and Clients

Provide pastoral support to pupils and participate in the assessment of their needs.

Working Conditions

The nature of the post may involve some ongoing physical effort for long periods e.g. standing or walking.

The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.

The post involves contact with people which through their circumstances or behaviour regularly places emotional demands on post holder.

Characteristics of the post

The ability to regularly attend meetings as required by the Headteacher/Line Manager.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The employment checks are required:

Evidence of entitlement to work in the U.K.

Evidence of essential qualifications – see page 1 of this job specification

Two satisfactory references

Confirmation of medical fitness for employment

Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.



Person Specification

Title	Learning Mentor
Accountable to	Headteacher or Line Manager nominated by Headteacher

AF: Application Form

I: Interview

CQ: Certificates/Qualifications

R: Reference

OT: Occupational Task

P: Presentation

Education & Training		Essential	Desirable	How Identified
Formal qualifications & relevant training	NVQ 2 or 3 for Teaching Assistants or equivalent qualification or experience or	X		AF
	Supporting Teaching and Learning in Schools <i>Level 3</i>	X		AF
Experience				
Ability to undertake duties of the post	Experience working with children of relevant age	X		AF/I
	Experience of working with pupils with additional needs	X		AF/I
Knowledge				
Includes abilities	Good Numeracy/ Literacy Skills	X		AF/I
	Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation	X		AF/I
	Working knowledge of national curriculum and other relevant learning programmes	X		AF/I
	Understanding of principles of child development and learning processes and in particular, barriers to learning	X		AF/I
	Full understanding of the range of support services/providers	X		AF/I
	Appropriate knowledge of First Aid	X		AF/I

Physical Skills				
Includes any specific physical requirements of the post (subject to the provisions of the DDA Act)	Accurate record keeping	X		I
Suitability to work with children and young people				
Issues relating to safeguarding and promoting the welfare of children and young people	Satisfactory DBS disclosure and standard Trust pre-employment checks Ability to work in a way that promotes the safety and well-being of all children and young people.	X		I/R DBS Disclosure
Additional Requirements				
	Ability to plan effective actions for pupils at risk of underachieving	X		I
	Ability to self-evaluate learning needs and actively seek learning opportunities	X		I
	Ability to relate well to children and adults	X		I
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	X		I



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Shortlisting: Thursday 20th October 2022

Interviews: Week commencing 31st October 2022

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. The Trust has policies and procedures relating to safeguarding and child protection available on request.

Waterton Academy Trust follows safer recruitment processes which all applicants will be subject to. This includes the interview process containing questions about the safeguarding of children and the disclosure of criminal records and other vetting checks.

An enhanced DBS check is required for the successful candidates, this process is completed by an online third-party company. All successful candidates are required to join the DBS update service with an annual cost of £13.

The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of the interview.

We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request.

Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.



WATERTON

ACADEMY TRUST®



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The Grove, Walton,
Wakefield,
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