



The  
**3-18**  
Education  
Trust

# Applicant Information Pack

## Learning Mentor (6<sup>th</sup> Form and Science)



*Respect - Resilience - Success*



## Information about our School

Thank you for the interest you have shown in our school. I am proud to be the Headteacher of The Thomas Adams School, a successful co-educational community school, sixth form and boarding house in the centre of Wem. Established in 1976 and with a strong history dating back to 1650, we provide quality teaching and learning for our 1200 students, aged 11 – 18 years old. Thomas Adams is now a member of the 3-18 Education Trust, a collaboration of successful schools in Shropshire, all with the same goal of excellence in education.

We have two main sites on our 30 acre campus in Wem, a small rural market town. Although many of our students live in Wem, our extensive transport links allow students from across North Shropshire to access our excellent provision. Our Lowe Hill buildings cater for years 7 – 11, providing excellent facilities for all curricular areas. At our Noble Street site, we have our Sixth Form, housed in the attractive grammar school building. We also have our thriving boarding provision, Adams House, which accommodates students from throughout the UK and overseas.

Large enough to offer choice and opportunity, we pride ourselves on seeing all students as individuals, providing a quality pastoral care throughout a student's academic journey with us.

The school is renowned for its Music, Drama and Sport. We have specialist centres for all of these subjects, with full performance facilities. We also have a multi-use sports centre and extensive playing fields, along with additional facilities including; tennis courts, basketball courts, hard surface play areas and many pitches for team games. We encourage all students to engage and get involved in our extra-curricular programme, be that a member of the sports team, working towards their Duke of Edinburgh award or taking part in the many educational or leisure trips on offer.

We are committed to continuous professional development for all our staff and foster open, professional and respectful relationships. Our staff well-being and happiness is paramount as we see them as our greatest asset.

Please visit our website <https://thomasadams.net/> for further information.

You can also find out the latest news via our social media pages



<https://www.facebook.com/ThomasAdamsWem>



<https://www.instagram.com/thomasadamswem/>



**Mark Cooper, Headteacher**

### Our Vision

***Outstanding education and care that will allow every young person to reach their potential, regardless of their starting point: life opportunities***

## Information about the Trust

Thank you for expressing an interest in working within our Trust. Our Multi-Academy Trust (MAT) was established in 2016 with two schools, The Priory School (which acts as the lead school in our sponsoring MAT) and St Martins, a 3-16 school in North Shropshire. In July 2017, we were joined by Coleham Primary School, a 4-11 school in Shrewsbury. In March 2020, Thomas Adams, an 11-18 co-educational community school, sixth form and boarding house in the centre of Wem joined the Trust.

The MAT provides a most interesting and exciting opportunity for schools to share ideas, resources and expertise, for the added benefit of the students in the Trust.

### **“The value of the individual, the benefit of the team”**

This statement heads our Strategy document and establishes the values by which we want our schools to work collaboratively. We are an evolving Trust in terms of our size and operation, in that as new schools seek to join us we look in turn to adapt the way we work together. In short, the leaders within the MAT are keen to receive expertise and share best practice. We want schools to retain their identity, character and ethos, all within the shared values of developing students who are selfless, self-assured and successful. The aspiration of the Trust is that every school gives and receives support and every child is in a great school.

Please take a look at our Trust website <https://www.3-18education.co.uk/> for more details.

### Benefits of working at Thomas Adams School, part of the 3-18 Education Trust

- Attractive, open air site
- Development and career opportunities available across the Trust
- Employee Assistance Programme (access to free financial, legal, health, counselling advice)
- Member of the Valued Worker Scheme (accredited to the Trust by NASUWT, Unison and GMB)
- Disability Confident Employer
- Cycle to Work Scheme
- Canteen with freshly cooked menus each day

### Teaching School Hub

The Trust has Teaching School Status, with The Priory School, Shrewsbury being selected to provide high-quality professional development to teachers and leaders and has recently become a Teaching School Hub; this provides development opportunities for any future applicant.



***Michael Barratt, Chief Executive Officer, 3-18 Education Trust***

## Job Description

<b>Title of Post</b>	Learning Mentor (6 <sup>th</sup> Form & Science)
<b>Grade and SCP</b>	Grade 6
<b>Post Status</b>	1 year fixed term
<b>Accountable to</b>	Key Stage 5 Manager / Intervention Co-ordinator



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### **Purpose**

This document outlines the duties required of the post holder for the time being indicated and level of responsibility. It is not a comprehensive or exclusive list, and from time to time duties may be varied, which do not change the level of responsibility or general character of the job.

### **Aim**

The postholder(s) will support the Intervention Coordinator / Key Stage 5 Manager in implementing The Thomas Adams School Catch Up Plan aimed at supporting targeted students with additional intervention for learning and progress.

### **Generic Overview**

- Liaise with Intervention Coordinator in implementing the Catch Up Plan, play a role in reviewing its progress and collate evidence to measure impact.
- Support students with generic mentoring in areas such as confidence, belief and esteem building, personal organisation and revision technique.
- Review progress data of designated year groups and identify those in need of further intervention and catch-up.
- Use initial tracking information to create and maintain a monitoring programme which measures and tracks key students' progress by setting high expectations and promoting independence.
- Provide the teacher and other relevant staff including SENDCo, Heads of Year, Outside Agencies with objective and accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Work with the teacher in lesson planning, evaluating, and adjusting lessons / work plans as appropriate.
- Work on agreed internal and national programmes to support the progress of targeted students in small group or one to one delivery.
- Gather student voice to monitor impact and effectiveness of intervention.
- Establish constructive relationships with parents / carers as agreed with the teacher, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and practice and encourage pupils to take responsibility for their own behaviour.
- Assist with the development and implementation of personalised learning programmes to address underperformance and gaps in skills and knowledge.
- Establish constructive relationships with pupils and interact with them according to individual needs.

### **Key Stage 5 Learning Mentor Operational Overview**

- Supervision of the 6<sup>th</sup> Form study hub (when timetabled) to assist with agreed interventions with targeted students.
- Liaising with relevant subject teachers before undertaking intervention.
- Work with targeted students across a range of subjects in small group or 1 to 1 settings.
- Produce a timetable to address work to be completed each term under the direction of the Key Stage 5 Manager and Intervention Co-Ordinator.
- Keep accurate records of intervention work including dates, names of those involved, work covered and outcomes.

- Willingness to learn about the UCAS process, apprenticeship opportunities to support Post 18 opportunities for targeted students.

### **Science Learning Mentor Operational Overview**

- Produce a timetable to address work to be completed each term under the direction of the Subject Leader and Intervention Co-Ordinator.
- Keep accurate records of intervention work including dates, names of those involved, work covered and outcomes.
- Create ability and age appropriate resources at the direction of the Subject Leader.
- Encourage students to develop their science skills at home by providing or recommending age/stage appropriate materials.
- Develop and deliver booster sessions and other programmes as directed by the Head of Department after school and during school holidays (by negotiation).
- Develop understanding of the Exam Specifications being delivered within the Science academic area, taking opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.

### **Professional Development**

- Effectively utilise up-to-date educational research to develop the role and source high quality resources to promote student engagement and learning.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.

## Person Specification

Criteria	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>GCSE Grade 4 or above in Maths, English and Science (or relevant equivalent)</li> <li>A-Level or Level 3 equivalent grades.</li> </ul>	<ul style="list-style-type: none"> <li>Degree graduate</li> <li>Teaching qualification</li> </ul>
<b>Work or relevant experience</b>	<ul style="list-style-type: none"> <li>Working within an educational setting at classroom level.</li> <li>Working with small groups or an individual student basis.</li> <li>Planning and organising educational activity.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of using educational data systems</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>Good literacy and numeracy skills</li> <li>Good organisational and planning skills</li> <li>Excellent communication skills</li> <li>Good interpersonal skills and fostering trusting and professional relationships with key stakeholders.</li> <li>Good ICT skills.</li> <li>Knowledge of educational practice, secondary and 6<sup>th</sup> form curriculum and examination syllabus.</li> <li>Awareness of SEND provision and Safeguarding guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist skills, training or experience in mentoring or other educational provision.</li> <li>Using performance data to inform practice</li> <li>Knowledge of the Science curriculum and exam syllabus.</li> <li>Awareness of the Recovery Action Plan provided by the DfE</li> <li>Ability to train and develop other staff.</li> <li>First Aid trained</li> </ul>
<b>Personal Skills</b>	<ul style="list-style-type: none"> <li>Enjoyment of working with children and young people</li> <li>A commitment to getting the best outcomes for all students and promoting the ethos and values of the school</li> <li>Ability to work independently and as a part of a team.</li> <li>Ability to remain calm under pressure</li> <li>Commitment to safeguarding student's wellbeing and equality</li> <li>Flexibility and reliability</li> <li>Willingness to develop skills with further training</li> </ul>	<ul style="list-style-type: none"> <li>Be motivational and inspirational</li> </ul>
<b>Special Conditions</b>	<ul style="list-style-type: none"> <li>Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check.</li> </ul>	

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.

The Local Governing Body, following recommendation by Head reserves the right to amend the job description at any time, after consultation with the post holder, to reflect local or national changes either to need or context of the role.

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Signed by Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Signed by Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_



### **The Thomas Adams School**

Low Hill, Wem, Shropshire, SY4 5UB. Tel: 01939 237000

Email: [enquiries@thomasadams.net](mailto:enquiries@thomasadams.net)

### **Learning Mentor**

### **(6<sup>th</sup> Form and Science)**

Grade 6, £13,494 to £14,609 per annum

30 hours per week, term-time only

Permanent, subject to a six month probationary period

Required from September 2021

We are looking to appoint a 6<sup>th</sup> Form Learning Mentor with a knowledge of Science to support targeted students in their studies. Applicants should have excellent communication skills and the ability to build effective working relationships with students and adults.

An Applicant Pack and Application Form can be found on our website <https://thomasadams.net/contact>

or contact Mrs Belinda Howells at [bjh@thomasadams.net](mailto:bjh@thomasadams.net)

**Closing date** for applications is **Monday 27<sup>th</sup> September**

**Interviews** will be held on **Wednesday 29<sup>th</sup> September**

The Thomas Adams School is part of The 3-18 Education Trust, a Multi-Academy Trust which works collaboratively to provide a most interesting and exciting opportunity for schools to share ideas, resources and expertise, for the added benefit of the students in the Trust.

*The 3-18 Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

*This post is exempt from the Rehabilitation of Offenders act 1974 and as such the applicant who is appointed to this post will be subject to an Enhanced Disclosure before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at intervals during the course of their employment whilst in this post.*