



Transforming Lives

EDUCATIONAL TRUST

Henry Hinde

Learning Mentor

Recruitment Pack January 2024

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About Transforming Lives Educational Trust

Our History

The Transforming Lives Educational Trust (TLET) was established in October 2016 and is a Charitable Trust and Company Limited by Guarantee. TLET grew out of a partnership between a high performing secondary school and primary school in Rugby, Warwickshire. The desire to work together arose from continuing population growth in the local community, our belief that we can shape and influence practice wider than our current schools, and the desire to provide the community with more high-quality school places. The Trust is set to grow over the coming years and currently comprises of two secondary-phase academies, Ashlawn School and Houlton School, and two primary-phase academies, Henry Hinde Infant School and Henry Hinde Junior School. Currently we are responsible for approximately 2500 children and young people and, along with the Trust's Central team, 350 employees and £15m of public money annually.

Our Vision

We believe in the transformative power of learning and its singular ability to broaden horizons, deepen perspectives and extend potential.

Our family of academies will be recognised as the most forward-thinking and innovative organisations within the communities they serve, providing a springboard for our children, young people and staff so that they become exemplary citizens who strive to stretch their potential and become transformers in a diverse and ever-changing world.

Our Strapline

Transforming tomorrow, today.

Our Standards

One team, one goal

- ◆ We are totally united and committed to improve life chances.

Best daily deal, everyday

- ◆ We have the highest expectations for all, in all, from all, always.

No excuses

- ◆ We see it, own it, sort it.

Community First

- ◆ If it's important to you, it's important to us – we care.

Our Values

Tend the team – *listening to, sharing with, and learning from others so that we nurture the potential of all (loyalty)*

Reach for excellence – *only comparing ourselves to the best – seeking to match and then surpass it (excellence)*

Utalise innovation – *seeking forefront thinking and creativity, and leading the change (courage)*

Seize success – *holding onto our vision and building on our achievements (tenacity)*

Thank as you go – *recognising the contribution of others to the Trust's successes (kindness)*

Our Academies



Our Team

Without exception, everyone is deeply committed to the very highest outcomes, regardless of their role, recognising the strength of collective contribution and effort.

Leaders

Academy leaders, driven by exceptional Principals, focus relentlessly on pupils and their outcomes, with everything else as peripheral. They are restless in their leadership, seeking ever better ways to improve in a culture of success. They do what it takes to make the difference.

Central team leaders, motivated by an inspiring Executive, lead high performing teams who add value to our academies by providing the environment in which others thrive. They unburden academy leaders, enabling them to keep the main thing, the main thing – pupil outcomes.

Governance, for our academies and for the Trust, is robust, rigorous and proportionate, providing professional support and challenge so that leaders strive to the limit of what is possible with a sharp focus on outcomes and excellence.

Our leaders never allow the urgent to distract them from the important, navigating a clear route to long-term success.

Teachers

Our teachers are highly effective in the classroom, both in the uncompromising quality of their teaching and in the perceptive and individualised attention they give to pupils. They are passionate about the subjects they teach and dedicated to the children in their care. Our teachers are carefully recruited and expertly supported to make sure they, like our pupils, are always at the top of their game.

Support Staff

Our support staff are the backbone of our organisation and are specialists in their areas of responsibility. Like our teachers, they are well-trained and highly effective at ensuring the smooth operation of our Trust day in, day out.

Our Aims

1. Our children achieve more, and make better progress, by attending a TLET academy than would otherwise be expected.
2. Others hold our academies, and the Trust, in the highest regard.
3. Our accommodation and premises are safe, well maintained and with facilities that are constantly improving.
4. Infrastructure and management systems are effective and cohesive, underpinned by sound financial management.
5. Our Trust operates at least seven academies, with due regard to growing responsibly, sustainably and with a mix of primary and secondary phased academies.
6. The welfare of our children and staff is promoted effectively in a safe environment where they are protected from harm.

Why Work for TLET?

At TLET, we want to be an employer of choice for our employees.

We believe that the children and young people in our care deserve the very best staff who are highly effective at what they do. We want our employees to take great pride and satisfaction in their work. This means that one of our fundamental priorities is to ensure that all of our employees feel valued, knowing that the role they fulfil is vital to transforming the life chances of others. Put simply, we are loyal to our employees and receive their loyalty in return.

Comprehensive Induction

When joining TLET, you will have access to a detailed induction programme which is designed to ensure you feel confident in your new role from your first day with us. This is led by our HR team in partnership with your line manager and focuses on our culture, safeguarding, site orientation, key people and TLET expectations, among other things. We know the importance of a great start for our children and young people when they join one of our academies, so we place just as much importance on the way new employees transition into TLET.

Tailored Training

We believe in giving our children and young people the best daily deal. To this end, all of our employees have access to individualised performance development programmes and tailored training to ensure we are all restless in our pursuit of excellence. We work with respected training providers such as ECM Consultants, Challenge Partners and our own TLET Education Improvement Service, harnessing a blended training platform of virtual and face-to-face sessions.

Tending the Team

At TLET, we recognize that working in schools is extremely rewarding, but we haven't lost sight of the fact that it is often challenging and burdensome. All our employees have access to our TLET wellbeing offer to promote your mental and emotional wellness. This centres around a suite of staff provision such as bitesize online wellbeing training to help maintain work-life balance, free access to professional counselling and even shopping vouchers! In short, we take care to care.

TLET Central Team

As an employee at TLET, you will benefit from our extensive and expert Central Team who are based in Rugby making them highly accessible and responsive. The Central Team deliver leadership, finance, estates, business operations, HR and IT expertise to our academies with the intention of making it easier for others to do their job. Our Central Team work in partnership with our academy leaders to ensure that support is tailored to the needs of each academy.

Furthermore, we follow the School Teachers' Pay and Conditions Document, the National Joint Council guidelines and recognize continuity of service for all employees joining TLET to ensure that our employees are looked after well compared with others in different settings.

About the Role

Thank you for your interest in the position of Learning Mentor at Henry Hinde.

This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all of your initial questions, but if not, please do not hesitate to contact us. It is extremely important to us that you feel comfortable and confident to proceed with your application as we aim to make the very best appointment possible.

So, who are we looking for?

Henry Hinde School has an exciting opportunity for a Learning Mentor to support the school in raising pupil aspirations, engage pupil learning and empowering pupils to overcome any barriers to reaching their full potential. The post requires an individual who is able to work as part of a team, support class teachers, and manage pupils in a 1:1, small group and possibly some short-term whole class setting. The successful candidate will be able to establish excellent relationships with pupils, many of whom face significant barriers to their education.

You will enjoy support and guidance from a friendly team and the SENDCo who work together and aim to give the best possible educational experience for their pupils.

If you are a passionate Teaching Assistant with knowledge and experience of supporting children and young people, please apply now to be considered for interview.

Why work for Henry Hinde?

- A two-form entry school with close and developing connections to the Infant site, we are committed to supporting all members of the school community to succeed
- You'll be working within a community of passionate, committed colleagues who genuinely support each other
- A staff wellbeing team implements various strategies to boost staff engagement including various activities, events, conferences, and many other staff benefits
- Excellent opportunities to develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Multi-academy Trust based within the local community

A Welcome from The Principal of Henry Hinde School

Thank you for your interest in our school.

As the recently appointed principal of Henry Hinde School, I remember well the excitement of considering a new challenge and opportunity. I also know that recruitment is a two-way process. We are looking for the right person for the position; someone who really buys into our vision of ensuring that all staff and pupils have the right opportunities to maximise their potential in all areas. You are looking for the right school in which to develop and progress, to contribute to the success of others and to get the support that you need to feel happy in your role. We hope that you agree that Henry Hinde is exactly that kind of school.

We welcome visits to Henry Hinde prior to application because we are proud that:

- Our pupils are motivated and want to succeed
- The variety of opportunities both within and out of the classroom provides all pupils with the opportunity to develop their interests and skills in a wide range of areas

At Henry Hinde School, everybody counts. Staff and pupils will talk about the support they get from each other – we truly are a community. Our key aim is to give every child the opportunity to flourish and develop into life-long learners, engaged in the world around them and ready to take their place in the world as resilient, caring, disciplined, well-educated and employable adults.

We look forward to meeting with you, so you too can appreciate our wonderful school and its community.

With best wishes

Fleur Edwards
Principal

What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing Trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking Trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within the role at Henry Hinde. Should you wish to discuss any element of the pack in more detail, please don't hesitate to contact us. We look forward to receiving your application.

How to Visit & Apply

Please read the information in this pack. If you are interested in this job opportunity, please apply by downloading the application form from our website (www.tlet.org.uk). Completed application forms should be emailed to careers@tlet.org.uk or posted to:

HR Department (Careers)
c/o Houlton School
Signal Drive
Houlton
Rugby

Warwickshire
CV23 1ED

If you have any questions about the role or would like to visit Transforming Lives Educational Trust or one of our Academies, please don't hesitate to contact us by emailing careers@tlet.org.uk or selecting option 1 on our telephone menu – 01788 593900.

If you decide to apply you should include a supporting statement with your application form (either in the application or as a covering letter) on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

**Timeline may be subject to change*

Recruitment Timeline*	
5 th January 2024	Position advertised
19 th January 2024	Closing date for applications (9am)
19 th January 2024	Final Shortlisting and contact with candidates References will be requested at this stage
TBC	Final Panel Process



Job Description

Location:	Henry Hinde (Mainly Cornwallis Site with some support to Grenville Site)
Job Title:	Learning Mentor
Salary:	NJC07 £24,294.00 – NJC11 £25,979.00 (FTE) Actual Salary: £19,480.00 - £20,831.00
Contract:	Temporary until July 2024 – when the role will be reviewed. Monday-Friday (8:30-16:00) Term Time plus 3 days
Start date:	ASAP
Responsible to:	SENDCo Manager / Vice Principal

MAIN ROLE AND RESPONSIBILITIES:

- To work with identified pupils who would benefit from a Learning Mentor.
- To contribute to the analysis of assessment data, as evidence of pupils' progress, to accurately identify pupils who need extra help.
- Supporting pupils inside and outside of the classroom
- Support pupils struggling with own emotions
- To take the lead in drawing up action plans for each pupil needing help, identifying relevant strategies.
- To develop a mentoring relationship with pupils needing particular support to achieve the goals defined in the action plan.
- To develop and deliver programmes to support pupils' identified needs.
- To model, encourage and promote positive attitudes among our pupils.
- To maintain regular contact with families/carers of pupils in need of extra support, to keep them informed of the pupil's needs and progress and to secure positive family support and involvement.
- To work closely with the SENDCo, Home/School Support Worker and class teachers in assisting pupils to achieve their academic potential and making referrals where appropriate
- To report on the implementation of all action plans to the Principal or nominated representative.
- To have knowledge and appreciation of the range of courses, opportunities, organisations and individual expertise that can be drawn upon to provide extra support.
- To network with other members of staff and share best practice.
- To complete and maintain accurate records of mentoring strategies.
- To assist with assessments as required.
- To comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person
- To attend and participate in meetings as appropriate
- To support development of children's social skills
- To support children's mental health
- To participate in, and deliver training and other learning activities as required, sourcing examples of best practice
- The successful running of the Elder Room to ensure pupils make best use of time to complete tasks set prior to returning to mainstream classes
- To undertake further duties in agreement with the Principal and Vice Principal commensurate with the grading and nature of the post.

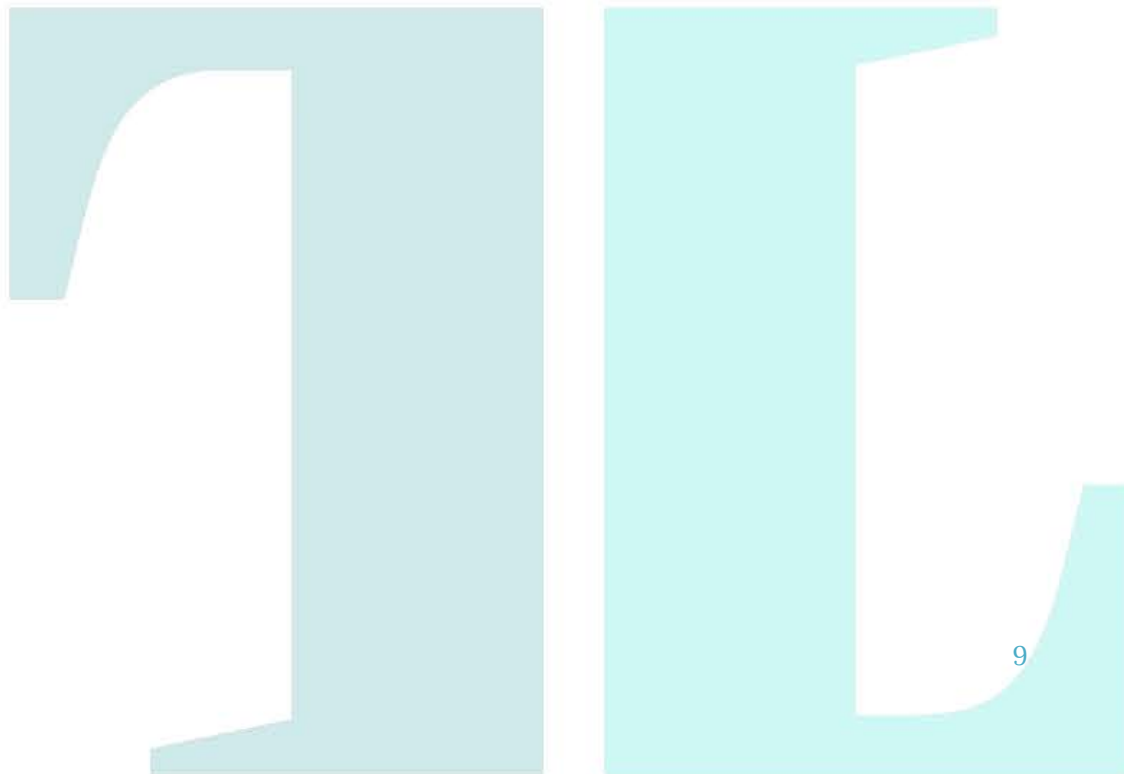
- To reflect on own practice and to seek appropriate and current professional training.

Time Limited Tasks:

These will be agreed from time to time as appropriate with the Principal or Vice Principal. Such tasks will be associated with the development of, rather than the maintenance of, the school and its processes and systems

This job description sets out the duties and responsibilities of the post at the time it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.



Person Specification

Job Title:	Learning Mentor
Reports to:	SENDCO / Vice Principal

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualifications & Training	<ul style="list-style-type: none"> Educated to at least GCSE level (or equivalent) Have a minimum of English and Maths at grade A*-C (or equivalent) 	<ul style="list-style-type: none"> Degree level education Training in behaviour management/delivery of SEMH interventions Mentoring qualification Have undertaken Early Help training Have undertaken child protection training
Experience	<ul style="list-style-type: none"> Experience of working with young people in a relevant professional environment (education, youth, health, social work) or a willingness to learn Evidence of knowledge and understanding of youth culture Experience of working in an education setting is desirable but not essential Experience of working on own initiative and making decisions Willingness to undertake further training and deliver training to others 	
Knowledge/Skills (Ability to)	<ul style="list-style-type: none"> Evidence of understanding young people's social, emotional, mental health and educational needs A knowledge of successful implementation of behaviour management strategies 	
Personal Attributes	<ul style="list-style-type: none"> Calm Confident Flexible Reliable Professional and confident 	
School Ethos	<ul style="list-style-type: none"> Able to maintain a climate of mutual respect and achievement, that recognises and values the contributions of all individuals and groups 	<ul style="list-style-type: none"> Able to work with all staff to promote the school as a caring and successful centre of learning for the community Able to ensure that the school atmosphere is welcoming when

		parents/carers visit and that parents/carers are encouraged to take an active part in the life of the school and their child's education
Equality	<ul style="list-style-type: none"> Awareness of the effects of discrimination on pupils, parents, colleagues and policy 	<ul style="list-style-type: none"> Demonstrable commitment to inclusive learning

All posts within TLET are subject to pre-employment and vetting checks, including reference checking and enhanced disclosures checks with the Disclosure and Barring Service (DBS).

