

**Family Support and Learning Mentor**

**Application Pack**



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# Letter from Cathie Paine, Chief Executive, REAch2 Academy Trust

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Cathie Paine**

**Chief Executive, REAch2 Academy Trust**

# Letter from Leah Adams, Headteacher, Oakfield Primary Academy

Dear Candidate,

Oakfield Primary Academy is a two-form entry primary school and nursery nestled in the heart of the ever-growing town of Rugby in Warwickshire. Our school provides a happy, stimulating, safe and secure environment which develops caring and confident children with enquiring minds. At the heart of our school lies an education of depth and quality in a nurturing environment, where children will develop a lifelong love of learning.

Oakfield Primary Academy can be recognised as a place where every member of the school community strives to become an independent learner. As a school, we aim to meet children’s educational, emotional, physical and creative needs, and foster self-respect, initiative, consideration for others and a thirst for knowledge. At Oakfield, the governors, and the staff, in partnership with the parents, work closely together for the benefit of every child. Our school mission statement; 'We are proud of ourselves. We are proud of each other. We are proud of our community,' underpins all that we do both in the classroom and beyond and I am extremely proud to lead a team that is committed to children's well-being, where we prioritise achieving high standards and providing the very best opportunities for our pupils.

All staff at Oakfield Primary Academy contribute to these priorities, making our school a great place to be. You will be joining a fantastic learning family along with a supportive team of teaching and support staff in a school that is committed to offering our children a creative learning environment.

If you would like to join our dynamic, hardworking, and enthusiastic team then we would very much welcome an application from you.

**Leah Adams**

**Headteacher, Oakfield Primary Academy, REAch2 Academy Trust**

# Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

**The role – Family Support and Learning Mentor**

**Post:** Family Support and Learning Mentor

**Location:** Oakfield Primary Academy, Oakfield Road, Rugby, Warwickshire, CV22 6AU

**Employer:** Reach2 Academy Trust

**Hours:** 32.5 hours per week, term time only working 8.30am -3.30pm Monday - Friday with a 30-minute lunch break.

**Salary**: Warwickshire NJC Scale H FTE £24920 -27514 Pro rata for hours and weeks worked

We are looking to appoint a Family Support Worker with extensive experience of working with disadvantaged and hard to reach families in a professional capacity, to join our pastoral team. The ideal candidate will have excellent communication skills (written and verbal) and be able to show initiative. Knowledge of policies and procedures relating to child protection, safeguarding, health and safety, security, confidentiality and data protection will be required.

At Oakfield Primary Academy we inspire children to believe in themselves and each other. We create a safe, happy and inclusive environment that encourages independence, resilience and learning.

Together we are curious and creative we love to learn new things and discover new skills and ask lots of questions.

We are committed to working in partnership with our community and teach our children to be respectful citizens, preparing them for the challenge and opportunities of our future world.

We celebrate our diversity and nurture our differences. We are all unique.

**We would love to hear from you if you are an individual who:**

* Has a hardworking ethos and high expectations of themselves
* Is passionate about the achievement of all children enabling them to thrive in all aspects of their life
* Builds and maintains positive and supportive relationships with children, parents, staff and outside agencies
* Is a strong team player who enjoys collaboration with colleagues
* Is dedicated to ensuring the overall safeguarding and wellbeing of all children
* Is committed to your own professional development and seeks a new challenge

**Oakfield Primary Academy and REAch2 can offer a successful candidate:**

* the chance to work with a fantastic team, both within the school and the wider Trust
* membership of the Local Government Pension Scheme;
* free and confidential access 24/ 7 to REACh2’s Employment Assistant programme for you and your family;
* free car parking;
* generous annual leave entitlement
* an excellent CPD training programme with support from a Regional Safeguarding and Family Liaison Lead
* you will be joining the REAch2 Academy Trust – a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

If you feel you have all the necessary attributes, are highly motivated, dedicated to making a positive difference to children’s lives and want to be part of creating a legacy for the future - apply now!

**To discuss this opportunity further:** please contact Leah Adams, Head teacher via the email address head@oakfieldprimaryacademy.co.uk on or call 007825723456

**Visits to the school warmly welcomed.**

We look forward to receiving your application!

**We are proud of ourselves. We are proud of each other. We are proud of our community.**

# The application

You are invited to submit an application form to Leah Adams, Headteacher @ head@oakfieldprimaryacademy.co.uk

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

Oakfield Primary Academy and REAch2 are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. This post is subject to an Enhanced DBS with a Children’s Barred List Check and two satisfactory references.

## The application process and timetable

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| **Application deadline:** | 9am Friday 12h August 2022 |
| **Shortlisting:** | 12th August 2022 |
| **Interviews:** | Tuesday 15th August, alternative dates can be rearranged if shortlisted candidates have holiday commitments |
| **Contract details:** | 32.5 hours per week, term time only |
| **Start date:** | 1st September 2022 |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job.  The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant’s abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

**Job Description**

Job Title: Family Support and Learning Mentor

Salary Grade: Scale H JEID S0376

School: Oakfield Primary Academy

Location: Oakfield Primary Academy

Responsible to: Head Teacher/Deputy Head Teacher

Responsible for: Responsibility for people (other than employees supervised/managed): The post has considerable impact on the wellbeing of individuals or groups both directly and through its contribution to the development of policies which have a direct impact on pupils.

Responsibility for staff: The post has some responsibility through advising, guiding, directing and co-ordinating the actions of other staff.

Responsibility for budget: The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some responsibility for physical resources in terms of record keeping and the maintenance of data.

Purpose of Role Works in a multi-agency/multi-professional context, to contribute to raising standards of attainment, improving attendance, reducing exclusions and maintaining good behaviour, by providing a complementary service (to that provided by teachers and pastoral staff) to address the needs of pupils needing help and support to overcome barriers to learning, both inside and outside school, to achieve their full potential.

Supports the local community by developing services and links for such support.

On behalf of the school, develops, organises and manages an area of responsibility (e.g. study support, attendance, transition, Child Protection).

Operates with delegated authority to make decisions on courses of action; gathering and interpreting information from a number of sources and identifying and planning appropriate responses.

**Responsibilities**

A duty to comply with the School’s Code of Conduct, Child Protection and Safeguarding policies and practices.

Operating within agreed legal, ethical and professional boundaries to:

• Support learning, participation and encourage interaction through:

• Working collaboratively with parents/carers, teachers, pastoral staff, SENCOs, education social workers and other agencies to identify pupils with barriers to learning to ensure they receive appropriate support

• Assisting and supporting children and parents in making successful transfer between educational establishments and transition at key stages of their learning, ensuring effective transfer of pupil information

• Contributing to the assessment of children entering educational establishments and reviewing their progress and achievements

• Contributing to the identification of barriers to learning for individual children and providing their families with a range of strategies to overcome them

• Planning and leading nurture group and lunchtime club activities for the improvement of pupils’ behaviour and co-operation.

• Establish and maintain effective and supportive relationships with pupils and those engaged with them (e.g. parents/carers) through:

• Developing and maintaining effective and positive 1:1 mentoring and other supportive relationships with pupils

• Establishing and maintaining appropriate contact with families/carers of pupils with identified needs to secure positive family/carer involvement and support

• Facilitating access to specialist support services for pupils with barriers to learning

• Establishing and maintaining good relations and effective working partnerships with other agencies/services to ensure pupil needs are met in an integrated way

• Developing, agreeing and implementing action plans with individual pupils and those involved with them

• Assisting with early identification of disengagement and contribute to interventions to encourage re-engagement • Sharing good practice between individuals and partner agencies to enhance mentoring provision.

• Act as lead professional in supporting a nominated pupil or family.

• Be a named contact for parents to approach as needed.

• Develop and establish links and liaise with other agencies/providers and the wider community to ensure pupils/parents are aware of and have access to services provided. Contribute to the development and coordination of different forms of support (e.g. parent support sessions, volunteer mentors).

• Act with delegated authority in developing new strategies to overcome barriers to learning. Determine and decide courses of action in overcoming barriers to learning.

• To support the Headteacher with matters of safeguarding and act as a deputy designated safeguarding lead.

• Attend case conferences, with authority to make decisions and judgements within recognised procedures on behalf of the school.

• Undertake relevant administrative processes, e.g. maintain records, collect and analyse data, set up systems for evaluating the impact of the support given.

• Network with Family Support/LMs in other schools to identify and share best Practice.

**Person Specification**

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| The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job. Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D). |

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| **Essential Criteria** | **Assessed By;** |
| A relevant qualification in working with children at NVQ level 4 or equivalent OR Qualification to NVQ 3 and considerable experience in working with young people in a relevant environment e.g. Children’s Centre, health service or social work. | **A,D** |
| Minimum of GCSE English and Maths at grade A – C OR minimum O Level English and Maths grade A-C OR minimum CSE English and Maths Grade 1 | **A,D** |
| Have undertaken training in behaviour management, child protection and safeguarding. | **A,D,I** |
| A commitment to keeping children safe | **A,I** |
| Full driving licence and use of a vehicle for business use | **A, D** |
| Experience of working with other agencies and stakeholders | **A,I** |
| Have undertaken or be willing to undertake Early Help training | **A,I** |
| Experience of supporting young people with SEND into a successful transition into adulthood/college | **A,I** |
| Experience of working with vulnerable children and families | **A,I** |
| Experience of providing advice, signposting and emotional support to families and children | **A,I** |
| Able to and experience of, taking responsibility, working on own initiative and making decisions | **A,I** |
| Be aware of and comply with school policies and procedures (e.g. child protection, equal opportunities, health & safety, data protection, confidentiality) | **A,I** |
| Successful applicant will be subject to a criminal record enhancement check with the DBS before the appointment can be confirmed | **A,I & D** |

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| **Desirable Criteria** | **Assessed By;** |
| Experience of delivering educational programmes to individual children or small groups e.g. Protective Behaviours / Relationships and Sex Education | **A** |
| Experience of planning and delivering training to individuals or groups of parents e.g. Triple P | **A** |
| Experience of providing individual support to children/families and ability to make accurate observations, set targets and make accurate assessments | **A, I** |
| Have experience of attending Child Protection conferences and core groups | **A, I** |