Learning Mentor

Recruitment Pack



Dear Applicant

Re: Learning Mentor - Across School

Thank you for your interest in our Learning Mentor position at Weetwood Primary School. We are a happy, thriving school with a passion for creative teaching, lifelong learning and providing memorable experiences for our pupils.

Our vision is to serve our community by developing happy, confident, resilient children. Creating independent learners with an inclusive world-view through a broad and balanced curriculum, delivered by talented and engaged staff, enabling all to achieve their full potential.

We are looking for an inspirational and highly motivated practitioner who is passionate about working with children and who can work collaboratively with our class teachers and support staff to deliver high-quality provision.

This is an exciting opportunity for the successful candidate to develop and build on their experience, with access to relevant CPD and the support of a collaborative staff team. Our Governing Body is knowledgeable, efficient and focussed on raising standards and is incredibly supportive of the school. We also have an active PTA, that raises significant funds and maintains a strong relationship with the leadership team. In short, Weetwood is a vibrant, happy and stimulating place to work, and an excellent prospect for anyone looking to further their career.

I hope that, after finding out more about our school, you will feel encouraged to apply for this post.

Yours faithfully,

Mrs Anna Ellison

Headteacher

School Mission Statement and Aims

Respecting each other,
Expecting our best,
Learning in a happy school.

'Taking PRIDE in all we do'

Positivity, Respect, Inclusivity, Determination and Excellence.

We feel it is our task to identify the needs of pupils and help them to

- Develop values and attitudes such as self-respect, curiosity, open-mindedness, justice and fairness;
- Develop skills for intellectual, physical, emotional and social learning;
- Acquire knowledge in a way that encourages concept formation, independent learning and self-assessment;
- Be properly equipped with the skills they will need to have control over their own lives and environment, and to be able to take a positive role in the community;
- Acquire the skills and knowledge necessary for now and for their future family, community and work roles;
- Begin to understand the complex world in which they live;
- Become aware of their environment, locally, nationally and globally, of its ecological importance and the influences of human beings upon it;
- Appreciate, and develop the confidence to contribute to human achievements;
- Value and have confidence in themselves, to care for others and recognise our human interdependence as individuals, groups and nations;
- Learn important social skills through interaction with others, thus enabling them to take responsibility for their own actions and become aware that these have an effect on the wider environment.

At Weetwood Primary School:

- We promote a love of learning within a safe and happy school, in which every person is included and special.
- We provide a creative and challenging curriculum in order to develop children's confidence, self-esteem and academic achievement.
- We work in partnership with governors, parents and our local community and celebrate success in all we do.
- We aim for all pupils to feel secure and happy, with a view to fulfilling their true potential. We believe that happy children learn well.
- We aim to create an environment where children develop the confidence to think for themselves, develop independence and enjoy their time at school.
- We encourage the children to be actively involved in developing learning skills and ideas, in order that they can work and achieve to the best of their ability.
- All children are set challenging, yet achievable targets and play an active role in evaluating their progress.
- We aim to teach the following values to the children throughout their journey at Weetwood.

Enhanced Disclosure:

Thank you for your interest in this post at Weetwood Primary School. The post you are applying for involves working with young people. It is therefore exempt from the Rehabilitation of Offenders Act and any offer of employment will be subject to an Enhanced Disclosure.

As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), the school complies fully with the Code of Practice and undertakes to treat all applicants for positions fairly. The school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

An Enhanced Disclosure is carried out by the Disclosure and Barring Service (DBS) and will check criminal records for information on any convictions, cautions, reprimands and warnings held on the Police National Computer and on local Police records.

All information on criminal records provided both by you and within the Enhanced Disclosure will be used, stored and disposed of in confidence and in line with the Disclosure and Barring Service (DBS) Code of Practice of Disclosure Information.

If your application is shortlisted for interview, you will be required to complete a self-disclosure form which must be returned to us at least one day prior to interview. If we do not receive this, we reserve the right to withdraw the offer of interview. If your application is successful and proceeds to conditional offer stage, you will receive further information on how to complete the Enhanced Disclosure.

We are committed to safeguarding and promoting the welfare of our pupils and expect all staff and volunteers to share this commitment.

The Application Process

Interested candidates are welcome to contact Mrs Mackinnon for further information on the post on 0113 3230450 or at bursar@weetwoodprimary.co.uk.

Visit our website www.weetwoodprimary.co.uk for more information about Weetwood Primary School.

Shortlisted candidates are welcome to visit the school.

How do I apply?
Please complete the relevant application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (e.g. gap year, career break, unemployed etc.). Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. We require details of two referees, one of which must be your current or most recent employer; if you currently work in school, the reference must be from the Headteacher. Please provide their names, email addresses and daytime contact numbers.

Supporting information
This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post in a covering letter of no longer than one side of A4 detailing your experience and why you are an ideal candidate.

CVs are not accepted as part of the application process.

Where and when do I need to send my completed application?
Your completed application form and covering letter should be emailed to
bursar@weetwoodprimary.co.uk

Closing date: Friday 04 December 2026 at 12:00
Interview Date: Monday 14 December 2026
Job Start Date: As soon as possible

When will I hear if I have been shortlisted?
Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. We are unable to contact all applicants, but all shortlisted candidates will be contacted by email or phone within 72 hours of the closing date. If you have any queries on any aspect of the application process or need additional information please contact the School Office.

Vacancy Advert:

Post: Learning Mentor with additional Breakfast Club Manager role available

Salary: Learning Mentor - NJC Grade C3 Scale Points 19-22 (£33,119-£34,811) Pro rata (Dependant on experience)

Breakfast Club Manager – NJC Grade B3 Scale Points 7-11 (£27,274-£29,071) Pro rata

Contract Type: Permanent

Contract Term: Full-time-Term Time Only

Hours: Learning Mentor - 33.75 hours per week (08:45 – 16:00; finish times negotiable)

Breakfast Club Manager – 6.15 hours per week (07:30 – 08:45)

Responsible To: Headteacher and Deputy Headteacher

Weetwood Primary School is a proud, community focused school with a warm, welcoming ethos. We are seeking an enthusiastic Learning Mentor to join our dedicated team, supporting pupils who may be experiencing barriers to learning.

In addition to the Learning Mentor role, there is an opportunity to take on the management of our Breakfast Club. This is an optional additional responsibility that can be discussed with suitable candidates who may be interested <u>but is not a requirement of the Learning Mentor position</u>.

About the Role

In this position, you will provide targeted academic, pastoral and behavioural support to help pupils thrive. Working closely with the Leadership Team, you will identify individual needs, develop tailored mentoring programmes, and champion inclusion for all pupils, including those with SEND, EAL or additional vulnerabilities.

Key responsibilities Learning Mentor:

- Building strong, trusting relationships with pupils and families;
- Promoting wellbeing, attendance and positive behaviour;
- Working collaboratively with staff and external agencies;
- Playing an important part in safeguarding through early intervention and supportive communication with children, families and carers.

Key responsibilities Breakfast Club Manager:

- Supporting the breakfast club team to create a welcoming, positive start to the school day;
- Meeting and greeting pupils as they arrive at breakfast club;
- Helping to provide breakfast and creating a calm, nurturing environment that sets pupils up for successful learning;

- Working as part of the breakfast club team to ensure pupils' needs are met and they feel valued and ready for the day ahead;
- The role also provides an opportunity to support pupils and families from the very start of the school day, helping to remove barriers to learning and enabling pupils to achieve their full potential.

If you are interested in this additional responsibility, please indicate this on your application.

We are looking for someone who:

- Is committed and compassionate, eager to make a meaningful difference and play an active role in supporting pupils and their families;
- Has experience working with children, ideally in an educational or pastoral support setting;
- Shows a strong commitment to safeguarding, understanding child protection and promoting pupil welfare;
- Possesses resilience and emotional intelligence equipping them to handle challenging situations and support vulnerable pupils;
- Has excellent communications skills, both written and verbal, to liaise with staff, parents and pupils.

What we can offer you:

- A friendly and supportive team committed to achieving high standards for every pupil.
- A happy, welcoming school environment where staff enjoy coming to work.
- A dedicated senior leadership team and governing body.
- Strong commitment to professional development, including opportunities for new responsibilities and ongoing training.

This is a fantastic opportunity to work directly with children and families in both a mentoring and pastoral capacity, helping to create positive experiences throughout the school day.

If you have the passion, energy and drive to support our school community as we continue to grow, we would be delighted to hear from you.

Job Description

School: Weetwood Primary School

Post: Learning Mentor

Grade: NJC Pay Scale

Responsible To: Headteacher and Deputy Headteacher

Job Purpose: To support pupils who are facing difficulties in school because of issues related to social, emotional, personal, behavioural problems or other factors. To help these pupils overcome their barriers to learning and fully engage with lessons to become more effective learners, and to improve academic and pastoral progress.

MAIN DUTIES AND RESPONSIBIILITIES

Teaching and Learning

1. Promote consistently high expectations of all pupils and make sure they're making good progress by offering targeted academic and pastoral support.
2. Identify pupils or groups of pupils who are facing learning difficulties, and put initiatives in place to address the barriers to learning they're experiencing.
3. Promote and support inclusion for all pupils, including those with special educational needs (SEND), English as an additional language (EAL) or with a physical disability.
4. Develop individual and group mentoring programmes, creating space for pupils to receive academic and personal support from staff and peers.
5. Role model good levels of literacy and numeracy, and encourage improvement in these areas among pupils who are struggling.
6. Develop action plans for pupils facing particular difficulties, and work with staff and parents/carers to put them in place.
7. Support pupils' successful transition to the next phases of education.
8. Where appropriate, visit pupils at home to discuss issues and plan next steps.

Behaviour and Support

9. Work with parents/carers, pupils and staff to create open discussions about pupils' needs, the school's expectations and what appropriate support looks like.
10. Work with pupils to demonstrate and encourage good behaviour in line with the school's behaviour policy.
11. Support the physical and emotional wellbeing of pupils, encouraging confidence and self-esteem through listening to them, and through individual and group support.

12. Support the attendance and punctuality of all pupils, and work to improve attendance rates where issues are identified, recognising how this links to pupils' wellbeing.
13. Work collaboratively with appropriate external agencies to support pupils' development and progress.

Curriculum and Leadership

14. Demonstrate enthusiasm for learning and improving skills, and model this to all pupils.
15. Engage with staff and school leadership to put whole-school strategies in place to support the learning of all pupils.
16. Liaise with families and develop good relationships with parents/carers, becoming a recognisable and approachable contact within the school.
17. Network with other learning mentors and local SEND/safeguarding partners to share and promote best practice.
18. Where appropriate, take part in absence management meetings, and communicate with parents/carers.
19. Take part in line management within school, and set goals for continuing professional development.
20. Report to the Headteacher and Senior Leadership Team on pupil progress and absence rates.
21. Maintain accurate and up-to-date records, and prepare written evaluations and reports.

Professional Development

22. Take responsibility for ongoing personal professional development and engage fully in the school's appraisal process and wider training opportunities.
23. Attend relevant courses, workshops or briefings to lead on the professional growth and wider effectiveness within the school.

Personal and Professional Conduct

24. Comply with school and Leeds City Council policies, including safeguarding, child protection, health and safety, confidentiality, and data protection.
25. Contribute positively to the school's ethos, aims, and wider activities, including attending meetings and training events.
26. Promote equality, celebrate diversity, and challenge discrimination, bullying, harassment, or victimisation in line with school and council policies.

Safeguarding

27. Work in accordance with statutory safeguarding guidance and the school's safeguarding and child protection policies.

28. Collaborate with the Designated Safeguarding Lead (DSL) to promote pupils' welfare and share concerns appropriately.

29. Take responsibility for safeguarding all pupils and following child protection procedures.

Additional Responsibilities

30. The duties listed are not exhaustive and may be amended or supplemented to reflect the needs of the school and the grade of the post.

Personal Specification

Essential Requirements:

It is essential that the candidate should be able to demonstrate the following criteria for the post within the context of the specific role duties and responsibilities: Candidates will only be shortlisted for interview if they can demonstrate on the application form that they meet all the essential requirements.

Method of Assessment will be through one or more of the following Application Form, Test, Interview, and Certificate.

Interview, and Certificate.

Criteria	Qualities
Qualifications and Experience	• GCSE or equivalent level, including at least a grade C/grade 4 in English and Maths. • Working with children of the relevant age, and managing situations relating to challenging behaviour. • Assessing pupils' needs and barriers to learning. • Delivering programmes for pupils with challenging behaviour, including one-to-one, small group and whole-class activities. • Enhanced DBS clearance (or willingness to undergo the check).
Skills and Knowledge	• Strong listening skills and proven ability to deal with sensitive situations with integrity. • Proven ability to communicate effectively with adults and children, including through written and verbal communication. • Demonstrated experience of building positive relationships with pupils, staff and parents/carers. • A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment. • Skilled in adapting interventions to individual pupils. • Excellent understanding of safeguarding policies and procedures, and their role in child protection. • Proven adaptability to changing workload demands and new challenges.
Personal Qualities	• Willingness to provide the best possible opportunities for all pupils. • Ability to relate to young people and act as a positive role model. • Well-developed sense of empathy. • Organised, proactive and self-motivated. • Good time management skills. • Commitment to upholding and promoting the ethos and values of the school.

	• Ability to work well under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding, equality, diversity and inclusion.

Desirable Requirements:

Criteria	Qualities
Qualifications and Experience	• Coaching and advising staff on suitable behaviour interventions. • Working closely with families/carers, including carrying out home visits. • Working collaboratively with outside agencies and participating in meetings.
Skills and Knowledge	• Ability to use IT systems and to conduct analysis and produce reports.
Personal Qualities	• Ability to work collaboratively. • Ability to self-evaluate own work and actively seek opportunities for development.