



Meols Cop High School



Brokering Aspirations

EVERY DAY IS AN INTERVIEW

A

Attendance and Punctuality

I understand that to succeed I need to attend every day and ensure that I arrive on time to every lesson or learning opportunity I have.

S

Self-Awareness

I have a clear perception of my personality, including my strengths, weaknesses, thoughts, beliefs, motivations and emotions. I am aware of how I impact others.

P

Professionalism

I show the world that I am professional in the way I dress, act and behave. I am ready to take opportunities when they are presented.

I

Initiative

I take advantage of every opportunity that is offered to broaden my horizons and allow me to create opportunities for myself.

R

Resilience

I believe in my own ability; I always persevere and bounce back quickly from any set backs on my journey.

E

Endeavour

I constantly push myself to achieve my goals. I am only satisfied when I have exceeded my high expectations.



Candidate Application Pack

Lead Learning Mentor

Meols Cop is the home of ambitious innovators, visionary thinkers and extraordinary pioneers.



IP/PN/LLM22

September 2022

Lead Learning Mentor

Dear Candidate,

Thank you for your interest in the opportunity to join our team here at Meols Cop High School.

I was fortunate to be appointed Headteacher at Meols Cop in September 2019 and feel extremely proud to be leading this extraordinary school. Meols Cop is a beacon for the highest standards of inclusive education and the commitment of the staff across the school provides a culture of support and challenge in equal measures.

As a Research School we are very fortunate to have a culture in which staff are truly committed to professional development and as a leadership team we actively encourage a culture in which our colleagues grow and develop. The successful candidate will not only have access to exceptional development opportunities for their own career but will also play a pivotal role in supporting the development of staff across the school.

At Meols Cop we are extremely ambitious for our whole school community with a vision of 'Brokering Aspirations'. We are committed to ensuring that our young people have the skills, qualifications and characteristics to lead a successful life. We provide a curriculum that will challenge them academically, that will allow them to develop as citizens of the world and to undertake experiences that will allow them to explore passions and make informed choices about their futures. The successful candidate will take a lead role in making this become a reality through developing a culture amongst our staff and students of high expectations and high standards.

We appreciate the challenges in making this significant career decision at this time so we welcome the opportunity to discuss this position further with you. We would encourage you to watch our Virtual Tour to give a further insight into life here at Meols Cop (<https://www.youtube.com/watch?v=nBk2xjb0gSs>) and look at our website (www.meolscophighschool.co.uk), performance tables and OFSTED reports to ensure that Meols Cop High School is a school that you feel would be suitable for your professional development.

Further details and application forms can be downloaded from the school's website:

www.meolscophighschool.co.uk

Completed applications should be sent to recruitment@meolscop.co.uk and marked for the attention of Mrs Paula Nevins, PA to the Leadership Group. Closing Date: 12noon on Monday 26th September 2022 with interviews to follow shortly after.

Yours faithfully

Ian Parry
Headteacher



SEFTON METROPOLITAN BOROUGH COUNCIL

JOB DESCRIPTION

School: **Meols Cop High School**

Post: Lead Learning Mentor

Grade: Grade G
Permanent, 36hrs per week
Full time/Term time – TBC

Responsible to: Designated Lead for Safeguarding

Responsible for: No direct reports

JOB PURPOSE

To support the Head Teacher by taking responsibility for the development and provision of a complementary service to teachers and support staff in school, addressing the needs of children who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential.

MAIN DUTIES

Support for the Pupil

To co-ordinate the speedy and effective transfer of pupils through the various phases from pre-school settings to secondary including within school.

Develop a 1:1. mentoring relationship with pupils needing particular support to achieve the goals defined in their individual action plans.

Act as a role model for all pupils setting high expectations.

To manage the development and promotion of inclusive practices and the acceptance of all pupils.

Encourage pupils to interact and work co-operatively with others and engage in activities.

Managing the development deployment of strategies to promote pupil self esteem and independence within established school procedure.

Provide feedback to pupils in relation to progress and achievement.

Support for the Teacher

Working with the teacher and support staff, manage the comprehensive assessment of children selected by the Head teacher or his/her nominated representative, to identify those who need extra help to overcome barriers to learning inside and outside school. For example; all children entering or returning to school, and at the end of KS1, KS2, KS3 and KS4.

Identify those children who would benefit most from a learning mentor and working with a team of Learning Mentors and other support staff as appropriate, manage the development of action plans for each pupil who needs particular support.

Establish a clear framework for pupil discipline, anticipate and manage pupil behaviour constructively, promoting self-control and independence, in line with established school policy.

Maintain regular contact with families/carers of children in need of extra support, keeping them informed of the child's needs and progress and to secure positive family support and involvement.

To work closely with the class teacher and SENCO to ensure that the needs of the gifted and talented children and those with special educational needs are met.

Support for the Curriculum

To have and disseminate knowledge and appreciation of the range of activities, courses, opportunities, agencies and services that could be drawn upon to provide extra support for pupils.

Support for the School

Comply with all school policies and in particular the procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to an appropriate person.

Be aware of and support difference to help ensure everyone has equal access to the services of the school and feels valued, respecting their social, cultural, linguistic, religious and ethnic background.

Contribute to the school ethos, aims and development/improvement plan.

In collaboration with the SENCO and other appropriate members of staff, manage the sharing of relevant information between local agencies and schools and be the joint point of contact for accessing a range of community and specialist support services for example, Social Services, Education Welfare Service.

Report on the implementation of action plans to the Line Manager and the EIC Partnership.

Attend and participate in network meetings sharing best practice to support others.

Undertake personal development through training and other learning activities, including performance management as required.

Undertake all associated paperwork and admin for the role (see guidance notes)

To comply with all the Council's Standing Orders and Financial Regulations*. (**Delete if post is not funding wholly or in part by EIC*).

Note This is not a comprehensive list of all tasks which may be required of the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Line Management

Management responsibility for designated support staff including performance management, attendance, training and development.

To take a lead role in relation to recruitment and selection and effective induction to designated support staff posts.

Responsible for the effective communication with designated support staff, holding regular team meetings with managed staff.

GENERAL:

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading.

All staff are responsible for the implementation of the Health and Safety Policy as far as it affects them, colleagues and others who may be affected by their work. The postholder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure that appropriate improvements are made where necessary.

School has approved a policy on Equal Opportunities in Employment and copies are freely available to all employees.

<u>Prepared by:</u>	<u>Name</u>	Mrs A Peet
	<u>Designation</u>	Deputy Headteacher
	<u>Date</u>	5.9.22



PERSON SPECIFICATION

Post: LEAD LEARNING MENTOR

Post No. A1627

School Meols Cop High School

Personal Attributes Required (considerations)	Essential (E) or Desirable (D)	Method of Assessment (suggested)
<p><u>QUALIFICATIONS/TRAINING</u></p> <p>Level 2 qualification or equivalent in Maths/Numeracy and English/literacy.</p> <p>Level 4 LDSS or equivalent qualification of working with young people.</p> <p>Evidence of Continuous Professional Development.</p>	<p>E</p> <p>E</p> <p>E</p>	<p>AF + I</p> <p>AF + I</p> <p>AF + I</p>
<p><u>EXPERIENCE</u></p> <p>Proven track record of working with children and young people.</p> <p>Understanding of principles of child development, learning styles and independent learning.</p> <p>Understanding of inclusion, especially within a school setting.</p> <p>Working knowledge of relevant policies/codes of practice/legislation.</p> <p>Understanding of statutory framework relating to teaching and learning.</p> <p>Ability to relate well to children and adults.</p> <p>Proven ability to lead and manage staff.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AF + I</p>

<u>SKILLS/KNOWLEDGE/APTITUDES</u>		
<p>Communication & Influence Selects the appropriate content and delivery style to communicate ideas, plans and decisions. Ensures communication delivers the right sense of urgency and importance. Speaks and writes in a way that results in an effective action. Asks questions to check understanding of the message and understands the importance and benefit of two-way communication.</p> <p>Team working Builds trust and respect with individuals throughout the school, developing collaborative and consultative working relationships across schools. Communicates openly and interactively, listening carefully to others and valuing their opinion. Openly shares information and own expertise with others to enable them to achieve their goals.</p> <p>Organisational awareness Keeps up to date with educational developments, analysing and interpreting how this impacts on own area of responsibility. Uses this external awareness to see new and different possibilities, thinking laterally to develop creative and innovative ideas and practical solutions to meet the needs of the school. Regularly networks inside and outside the school to exchange ideas and information.</p> <p>Adaptability Contributes personally to the change process. Helps others to understand the need and reasons for the change. Effectively implements new ideas and methods to adapt working practices. Helps plan, develop, set up and monitor systems and processes to effect change. Challenges existing practices and conventional thinking.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AF + I</p> <p>AF + I</p> <p>AF + I</p> <p>AF + I</p>
<p>Use of technology Is able to use and understands the purpose of information communication technology (ICT) and is able to develop the use of technology within own workplace by utilising a variety of standard software available. Is able to manipulate data and extract information, which is then presented in an appropriate format. Has the ability to share skills and knowledge within the workplace and provides advice and guidance to others.</p>	<p>E</p>	<p>AF + I</p>

<p>Professional Values and Practice</p> <p>Demonstrates high expectations for all pupils. Ability to build and maintain successful relationships with people, treat them consistently, with respect and consideration. Ability to work collaboratively with colleagues and carry out the role efficiently, knowing when to seek help and advice. Ability to improve your own practice through observations, evaluation and discussion with colleagues.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AF + I</p> <p>AF + I</p> <p>AF + I</p> <p>AF + I</p>
<p><u>SPECIAL REQUIREMENTS</u></p> <p>Willingness to undertake appropriate first aid training.</p> <p>Required to complete Support Staff Induction Programme.</p>	<p>E</p> <p>E</p>	<p>I</p> <p>I</p>

Prepared by: Mrs A Peet

Date: 5.9.22

AF = Application Form
 I = Interview
 T = Test
 P = Presentation