



# Learning Mentor

To submit an application please send the completed application form, a copy of your CV and a covering letter to Anne Sheppee  
[asheppee@thomas-s.co.uk](mailto:asheppee@thomas-s.co.uk)

[www.thomas-s.co.uk](http://www.thomas-s.co.uk)



## Ofsted Outstanding - March 2018

**“Leadership is truly inspirational. Leaders’ and governors’ visionary outlook creates a highly effective education for all its pupils.”**

Our website [www.thomas-s.co.uk](http://www.thomas-s.co.uk) contains detailed information about Thomas’s London Day Schools in general and Thomas’s Battersea in particular. It will give an insight to our values, ethos, facilities, curriculum and community.

## Application Details

We are looking for an experienced part-time (0.5) Learning Mentor with a passion for children’s education, to provide in-class and small group support to those pupils requiring additional support in KS3.

The successful candidate will have recent experience of working with KS3 pupils with specific learning difficulties along with appropriate qualifications such as OCR Level 5 and/or the Level 3 Teaching Assistant qualification.

Competitive salary and conditions are offered.

For further details go to the Thomas’s London Day Schools website: <https://www.thomas-s.co.uk/join-our-team/> or email: [asheppee@thomass.co.uk](mailto:asheppee@thomass.co.uk)

To apply for this post please complete the school’s application form and forward it together with your CV to [asheppee@thomass.co.uk](mailto:asheppee@thomass.co.uk)

Applications considered on receipt.

Closing date:  
**Wednesday 23 June 2021**

Interviews to be held:  
**Tuesday 29 June 2021**

Start date:  
**Friday, 3rd September 2021**

*We are committed to safeguarding the welfare of children and young people and expect all staff to share this commitment and work in accordance with our child protection policies and procedures. All posts are subject to an enhanced DBS check.*

## Job Description/Person Specification for Learning Mentor

**Job:** Learning Mentor

**Part-Time:** 0.5

**Responsible to:** SENDCo

**Overview:** We are looking for an experienced Learning Mentor with a passion for children’s education, to provide in-class and small group support to those pupils requiring additional support.

### Duties and Responsibilities

#### Working with teachers to:

- Support the teaching and learning of SEND pupils in the classroom.
- Working alongside the class teacher to plan and create differentiated resources.
- Promote Dyslexia friendly classrooms.
- Assist in the organisation and management of groups of children, ensuring differentiation which ensures all learners have equal opportunities to learn and develop.
- Support the use of iPADS in the classroom.
- Support SEND pupils in achieving their targets
- Assist teachers in observing, assessing and tracking children’s attainment.
- Contribute to the reporting procedures and target setting.
- Ensure that school policies and procedures are reflected in daily practice.
- Promote independent learning and celebrate achievement.
- Help create a caring, supportive and purposeful learning environment that is conducive to children’s learning.
- Provide organisational support for pupils at the beginning and end of the school day.
- Promote children’s self-esteem and to help them develop confidence in themselves and positive attitudes to learning.
- Promote high standards of behaviour among the pupils.
- Encourage pupils to interact and work cooperatively together and take responsibility for their own behaviour.
- Have an awareness of confidential issues linked to home/pupil/teacher/school work and keep confidences appropriately.
- Attend relevant in-service training.

# Person Specification for Learning Mentor

## We are looking to appoint an experienced Learning Mentor who:

- Has recent experience of working with KS3 pupils.
- Has Teaching Assistant qualifications and/or an OCR Level 5 or equivalent.
- Has high expectations of pupils' attainment, progress and behaviour.
- Works effectively as a member of a team.
- Is able to plan, prioritise and manage a varied workload.
- Has a good sense of humour, is flexible and open to new ideas.
- Is enthusiastic and has excellent communication, organisational and interpersonal skills.
- Works well with parents and is both empathetic and professional.
- Is sensitive to the learning needs of pupils of different abilities.
- Is forward thinking and proactive.
- Is committed to the highest standards of educational and pastoral care for all pupils.

*This role falls within the category of regulated activity, therefore you will be required to have an enhanced DBS check and a barred list check. Should you receive any cautions or convictions whilst in our employment these must be reported immediately to your line manager.*

*The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and work in accordance with our safeguarding/child protection policies and procedures.*

*The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the school's Designated Safeguarding Lead or to the Headmaster/Headmistress (if different).*



# Our Values



**Kindness**



**Courtesy**



**Honesty**



**Respect**



**Perseverance**



**Independence**



**Confidence**



**Leadership**



**Humility**



**Givers,  
Not Takers**

## **KINDNESS**

We expect pupils at Thomas's to be kind; to be good friends to those around them, always on the lookout for those in need of a word of encouragement or a listening ear. We expect our pupils not just to tolerate but to celebrate difference including faith, beliefs and culture.

## **COURTESY**

We expect our pupils to be unfailingly courteous and polite; to have regard for the needs of others; to be responsible for the impact of their behaviour on those around them; to stand back, holding the door open, to allow adults through; to be particularly aware of the very young and the very old; not to 'hog the pavement' on school trips; to say "please" and "thank you" without prompting.

## **HONESTY**

We expect our pupils to be honest, to act with integrity at all times and to understand the rule of law.

## **RESPECT**

We encourage all members of the community to respect themselves, each other, their learning environment

and the wider community; to respect the right of others to hold differing beliefs or views and to develop an awareness of individual liberty.

## **PERSEVERANCE**

We would like our pupils to appreciate the importance of, and to show, perseverance; to acquire a 'growth mindset' by understanding that intelligence can be developed; to embrace challenges; to persist in the face of setbacks; to see effort as the path to mastery; to learn from criticism; to find lessons and inspiration in the success of others and, as a result, to reach ever-higher levels of achievement and a greater sense of free will.

## **INDEPENDENCE**

We would like our pupils to become independent learners; to be responsible, organised and to manage their books and belongings effectively; to work hard; to be conscientious about their homework. In the classroom, we would like them not only to make valid contributions, but also to be good listeners, who respect and encourage the efforts of their peers. We hope that, as a result  
OUR VALUES WHERE KINDNESS

COMES FIRST of their lessons at school, our pupils will begin to take responsibility for their own learning, reading around subjects that interest them, carrying out their own research and making full use of the many excellent resources available to them. As a result, we would like our pupils to gain a growing sense of enquiry and wonder about the world around them; about the vast body of knowledge and skills that has brought mankind to where we are today - and about how much there is still to learn.

## **CONFIDENCE**

We expect our pupils to acquire self-knowledge by encountering both success and failure in an environment of support and encouragement, both at school and at home. Consequently, they should feel 'comfortable in their own skin', full of self-confidence and able to make their own judgements. We would like our pupils to be the best version of themselves that they can be, not a second-hand version of someone else.

## **LEADERSHIP**

We aim to equip our pupils to lead by example; to be prepared to stand

out from the crowd; to be the first to respond to someone in need; to stand up for what they believe to be right; to risk making an unpopular decision, if they believe it to be for the greater good; to earn the trust and respect of others. We hope that our pupils will experience at an early age the opportunities and challenges of leadership.

## **HUMILITY**

Notwithstanding their confidence, our pupils are expected to retain a sense of humility; to be conscious of the advantages they enjoy and to be grateful for them. We hope that all our pupils will acquire a sense of the eternal and that this will inform their perspective of their place in the world.

## **GIVERS, NOT TAKERS**

Above all, we would like our pupils to be givers, not takers; to show generosity of spirit; to use their skills and talents first for the benefit of others. We hope that Thomas's pupils will leave their school with a strong sense of social responsibility, set on a path to become net contributors to society and to flourish as successful, conscientious and caring citizens of the world.



**Be Kind  
Be Thomas's**