



# **Beech Hill School**

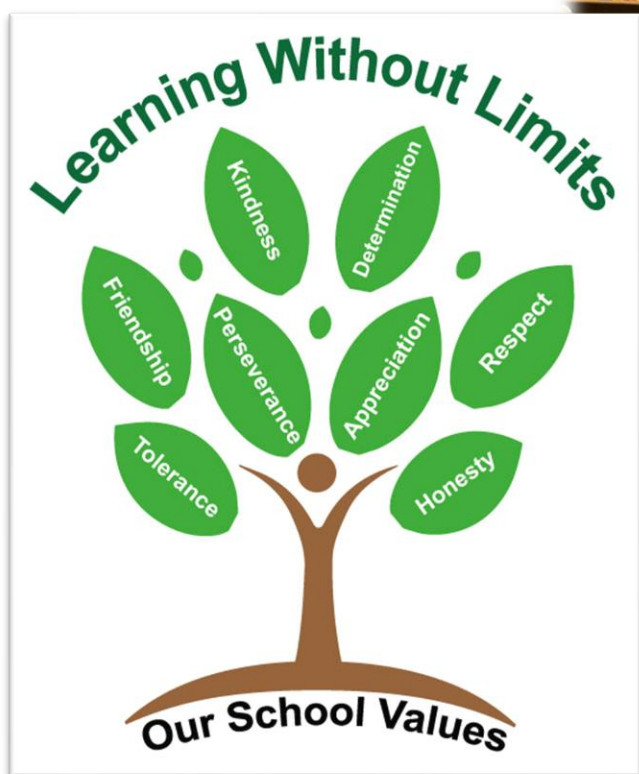


## **Learning Mentor Job Applicant Pack**



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## Cover Letter from the Co-Headteachers



# BEECH HILL SCHOOL

Mount Pleasant Avenue  
Halifax  
HX1 5TN

Tel: 01422 345004



Dear Applicant

Thank you for expressing an interest in our vacancy at Beech Hill School. I hope that you find the information pack helpful and that you will consider applying for the role of **Learning Mentor** at our exceptional school.

Beech Hill is an exciting and inspiration place, our success stems from a relentless drive to put memorable learning experiences at the heart of all we do.

At Beech Hill we believe that every child matters. There is driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one '**Learning without Limits**'.

The Arts and OPAL (Outdoor Play and Learning) play a key role in giving every child at our school a vital channel for self-expression, and we provide a wealth of opportunities for children to discover, explore and extend their natural talents. Within our extensive grounds, our forest school offers a magical world of discovery. Here children learn first-hand about the riches of the natural environment whilst developing important life skills such as team work, problem solving and resilience.

Children have just one childhood; our intention is to provide them with inspirational and unforgettable learning experiences.

We place a high value on establishing close links between home and school so that we can work effectively together enabling each child to achieve their full potential. Therefore, we require a highly motivated and very enthusiastic Learning Mentor for our friendly and very successful primary school.

We need someone who is passionate about children's development and learning. You will play a vital role in supporting our most vulnerable learners, by breaking down their barriers to learning and helping our pupils achieve their full potential, taking an active role in our innovative school.

We want the very best person to work within our school community, someone who will work as part of the team in raising achievement through the provision of a vibrant, exciting and creative curriculum.

We look forward to hearing from you.

Mrs Samanath Bowling and Mrs Sara Cockroft

Co-Headteachers at Beech Hill School



## **The Learning Mentor vacancy**

### **Beech Hill School**

Mount Pleasant Avenue, Halifax, HX1 5TN

Telephone: 01422 345004



At Beech Hill, our commitment to our pupils is that we will attract, retain and develop excellent staff. The personal welfare and professional development of staff is therefore imperative. We put our team at the heart of our vision and use their talents to achieve it. We are looking for equally committed staff to join our team.

We have following post available to commence from Monday 13<sup>th</sup> April 2026:

### **Learning Mentor**

**37 hours per week, term time only**

**Working pattern to be agreed on appointment, however hours will be predominantly during the school day and Monday to Friday.**

**Salary: Scale 5, points 12 to 17. Actual salary range £24, 748 to £26, 845 per annum.**

We are seeking a candidate who is caring, compassionate, understands the challenges facing pupils and can relate well to primary aged children. Your role will be to work with some of our vulnerable pupils to enhance their learning experience in school, ensuring they feel safe, listened to and are equipped with the skills to help them access their learning.

Experience in a similar role is essential. You will need to have a strong understanding of vulnerable children and those facing barriers to their learning, including children with autism and those with social, emotional and mental health needs. Your role will involve working within the pastoral team and with children who have particular pastoral needs, supporting them with strategies and interventions aimed at building self-esteem, developing coping strategies, encouraging positive social interactions and fostering resilience.

The ideal candidate would also have experience delivering Breakfast Club sessions. We are looking for someone who has safeguarding experience ideally as a Deputy Designated Safeguarding Lead and is able to take a lead on supporting Young Carers. They need to be familiar with delivering outdoor interventions and using a wide range of approaches to support emotional wellbeing and engagement. Previous experience in analysing data, using Strength and Difficulties Questionnaires and creating social stories would be an advantage in this role.

We are looking for a candidate who is impassioned about providing the best opportunities for our children whilst acting in a professional manner to build a relationship of trust with both the children and their families.

## **“Learning Without Limits”**



**Therefore, we are looking for someone who:**

- Is enthusiastic, highly motivated, hardworking and committed to supporting all pupils with social and emotional needs.
- Will enable all pupils to access school life and the curriculum, by working alongside teaching staff, the SENDCos and Senior Leadership Team.
- Will meet and promote high expectations by way of nurture and encourage our children to fulfil their potential.
- Has excellent interpersonal skills and is committed to working as part of a team.

**In return, we offer a benefit package that includes:**

- Membership of Local Government Pension Scheme with employer contribution of approximately 17%
- An Employee Assistance Programme, offering support and access to resources to help you maintain a healthy work-life balance
- Commitment to professional development for all staff including access to the National College platform

**Our school also offers you the opportunity to:**

- Work in a friendly, caring and inclusive community where everyone is valued.
- Engage with enthusiastic children who enjoy learning.
- Support teachers to deliver a rich and exciting curriculum, recognised through a range of curriculum awards.
- Work with an experienced, supportive and successful team who love to work collaboratively.
- Receive support in order to progress on your chosen career path.

**Please visit our website: <https://beechhillschool.co.uk/bhps> for an application pack.**

**Please note we do not accept CVs, only a fully completed Beech Hill School application form will be accepted.**

For further information about the role please view our website or contact Jo Lawless, Family of Learning Trust HR Director, on 01422 345004.

**Visits to the school are warmly welcomed and encouraged, please ring the school office to arrange an appointment on 01422 345004.**

**CLOSING DATE: 9:00am on Friday 6<sup>th</sup> February 2026**

**INTERVIEWS: Will take place the week commencing 9<sup>th</sup> February 2026**

**You will be contacted by email to inform you if you have been selected for an interview, please check your spam box!**

**The trustees of the Family of Learning Trust and the Governors of Beech Hill School are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment. Applicants to posts that are exempted from the Rehabilitation of Offenders Act will require a DBS (formerly CRB) from the Disclosure and Barring Service and other pre-employment checks before the appointment is confirmed.**

## **Safer Recruitment at Beech Hill School**

Safer recruitment practice aims to minimise the risk of appointing an individual who is unsuitable to work in a post where they would be in contact with children or vulnerable adults and could cause them harm.

### ***Beech Hill School is fully committed to the principles of safer recruitment.***

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children. All candidates are expected to understand their own duties and responsibilities in regard to child protection and safeguarding with due relevance to the specific post advertised.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and thus prevent unsuitable people from working with vulnerable groups, including children. It is a criminal offence for a barred individual to be offered (or indeed to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity).

Accordingly, all of the following steps will be taken as part of the recruitment processes:

- ✓ confirmation of identity by sight of original official documents (passport, photocard driving licence etc.)
- ✓ confirmation of professional qualifications (those required to fulfil the post) by sight of original documentation
- ✓ satisfactory references - a minimum of two written references **(one of which must be from most recent employer)** will be taken up prior to interview (the identity of all referees must be open to verification)
- ✓ social media screening on all shortlisted applicants
- ✓ full scrutiny of employment history with clarification to be sought (from candidate or referees as appropriate) in the event of identified gaps or discrepancies
- ✓ all necessary checks relevant to the disqualification requirements relating to childcare in accordance with the 'Childcare (Disqualification) Regulations 2009'.

In line with DBS regulations all candidates for relevant posts are required to provide details of any relevant unspent convictions. Additionally, for those posts involving "regulated activity", all 'spent' convictions must be disclosed under the Rehabilitation of Offenders Act 1974. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

### **Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website**

A DBS check will be requested for appointments to all relevant posts and for those involved in 'regulated activity' this will include an additional check of the Children's Barred List. Any conditional offer of appointment will be made strictly subject to both receipt of all required documentation (as specified) and satisfactory verification of all checks as above.



## **Learning Mentor - Job Description**

*The information given on this job description is intended to provide both postholder and management with an understanding and appreciation of the workload of this particular job and its role within the organisation. The job description outlines main duties and responsibilities under broad headings only, as it is not possible to specify every item in detail.*

**Post Title:** Learning Mentor

**Grade:** Scale 5, points 12 - 17

**Hours:** 37 per week during term time

**Responsible to:** Co-Headteachers/Senior Leadership Team

**Responsible for:** None

### **Main purposes of the job:**

1. To provide and promote a complementary learning mentor service to existing teachers and pastoral staff in school, addressing the needs of children who need support to overcome barriers to learning both inside and outside the school in order to achieve their full potential
2. To facilitate young people's learning and development through mentoring and to support a successful transfer and transition in learning at key stages
3. To provide a complementary service throughout the school that enhances and extends existing provision in order to support learning, participation and encourage social inclusion
4. To promote and safeguard the welfare of children and young people within the school

### **Main responsibilities and tasks:**

1. Work under agreed line management to deliver a specialist learning mentor service bridging learning and pastoral support for children, young people and those engaged with them, in order to remove barriers to learning and raise standards
2. To identify pupils needing mentoring support and provide assessments of their personal, social and emotional needs
3. To develop one to one and group mentoring relationships with children needing particular support aimed at achieving the goals defined in their support plan
4. Working with other key staff members, draw up and implement an action plan for each child who needs particular support
5. Act as key focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives e.g., family break up, loss, bereavement, friendships and illness (specifically around health and fitness)
6. To identify those children who would benefit most from learning mentor support and manage a personal caseload

7. To plan and oversee activities for groups of children to support their social interaction needs over break and lunchtimes
8. To support pupils' learning in the most effective way when deployed within the classroom environment
9. To maintain regular contact with external agencies and families/carers to keep them informed of the child's needs and progress and to secure positive family support and involvement
10. To work closely with key members of staff to ensure that the needs of the children are met, including contributing to policies and practices that will promote inclusion and engagement
11. To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with school policy
12. To operate within agreed legal and ethical boundaries particularly in regard to child protection
13. To carry out duties in accordance with health and safety legislation and the school policy
14. To promote positive behaviour for all students in accordance with school policy
15. To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post

#### **Breakfast Club:**

- To organise and coordinate Breakfast Club provision
- To work in conjunction with other members of the Pastoral Team to support specific children identified to provide academic support
- To organise, maintain and audit the Breakfast Club resources
- Link the Breakfast Club activities to the wider school improvement plan

#### **Young Carers:**

- To work with staff to identify those who are defined as a young carer and make referrals to the relevant agencies
- To work in conjunction with outside agencies to support those identified as a young carer
- To record and monitor those identified as a young carer
- To develop and implement a support programme for those identified as a young carer
- To work in conjunction with class teachers, SENDCos and senior leaders to ensure that those identified as a young carer have targeted academic support



**Deputy Designated Safeguarding Lead:**

- To support and deputise for the DSL in promoting the welfare of children and ensuring safeguarding concerns are identified, recorded, reported and acted upon appropriately
- To work with external agencies and attend multi-agency meetings when required
- To maintain accurate, confidential safeguarding records ensuring that concerns, referrals and meetings are logged clearly and securely on CPOMS
- To act as a point of contact for staff with safeguarding worries and provide advice and reassurance to colleagues

**Administrative duties:**

- Assist the preparation of displays and teaching materials.
- Undertake other duties from time to time as SLT require

**Standards and quality assurance:**

- Support the aims, ethos and continued development of the school
- Set a good example in terms of punctuality and attendance
- Attend team and staff meetings as required and contribute to the development of the school
- Undertake professional duties that may be reasonably assigned by the Co-Headteachers
- Be proactive in matters relating to health and safety

**General Safeguarding:**

- Have an awareness of safeguarding principals and continuously implement and follow Child Protection policies and procedures in place.
- To be responsible with the teachers for the care, welfare and supervision of pupils attending the setting.
- Use an appropriately developed sense of empathy and effective communication skills.

**General Duties:**

- To further support the climate for learning, contributing to the overall work/ethos and aims of the school
- Develop effective working relationships with schools, partners and other agencies as appropriate
- Assist the Co-Headteachers and Governors in responding to local and national drivers affecting the school
- To fully participate in CPD activities
- To undertake any other duties as directed by the Co-Headteachers or Senior Leadership Team

## Learning Mentor - Person Specification



Attributes	Category	How identified
<b>Qualifications</b>		
Sufficiently literate and numerate to be able to communicate effectively with pupils and parents	Essential	Application form/Interview
Suitable professional qualification relating to the role	Desirable	Application form/interview
Designated Safeguarding Lead Certificate	Desirable	Application form/interview
Evidence of commitment to own professional development	Essential	Application form/interview
<b>School Knowledge and Understanding</b>		
Commitment to the development of the school's inclusive ethos	Essential	Application form/ interview/references
Indication of how relationships could be fostered and developed between the school, families and the local and wider community	Desirable	Application form/Interview
Commitment to working in collaboration and partnership with other agencies	Essential	Application form/interview
<b>Experience</b>		
Experience of supporting English and Maths provision in a school	Essential	Application form/interview
Promotion and preservation of high standards of behaviour and use of positive behaviour management strategies	Essential	Application form /interview/ references
Recent experience and evidence of working with children with social, emotional and behavioural needs	Essential	Application form/interview
Experience of working across more than one key stage	Desirable	Application form/interview
<b>Role Specific Knowledge</b>		
Knowledge of current education issues and developments	Desirable	Application form/interview
An understanding of social, emotional and mental health needs in children	Essential	Application form/interview
Experience in delivering early morning Breakfast Clubs	Essential	Application form/interview/references
Strategies to meet the needs of vulnerable pupils	Essential	Application form/interview
An understanding of pupils who are Young Carers	Desirable	Application form/interview

Attributes	Category	How identified
Strategies for improving the quality of behaviour management and pupils' social and emotional development	Essential	Application form/interview
Experience in using social stories with pupils	Desirable	Application form/interview
<b>Skills and Abilities</b>		
An ability to positively develop one to one mentoring relationships with pupils and groups identified as needing support	Essential	Application form /interview/references
A highly motivated team member who is approachable and promotes positive relationships	Essential	Application form /interview/references
Able to develop an ethos of support and challenge, where pupils can achieve success and become engaged in their own learning	Essential	Application form/references
Effective administration and organisational skills	Essential	Application form/interview/references
Ability to communicate orally and in writing to a wide range of audiences	Essential	Application form/interview
Excellent ICT skills	Essential	Application form /interview/references
Ability to maintain confidentiality	Essential	Application form/references
Evidence of monitoring, and evaluating pupils' needs and developments.	Desirable	Application form/interview
Ability to maintain records and evidence of contribution to reviews of children's progress through written reports	Essential	Application form/interview
<b>Other</b>		
To demonstrate adaptability, approachability, calmness, self-confidence and self-motivation	Essential	Application form /interview/references
Commitment to safeguarding and to the welfare of children and young people	Essential	Application form/interview



## **Application Guidance**

Please read these Guidance Notes carefully before completing the application form. The application form is the first step in the recruitment process, which may lead to an interview and the possible offer of a job. It is therefore important that you complete the application form as fully as you can. We do not accept CV's and therefore the information that you supply on the application form is the only information that we consider when deciding whether you should be shortlisted.

### **General Information**

- Please read the job description, person specification, advertisement and any other papers carefully, before filling in the form, and use this information to make your application relevant to the post.
- Please use **black ink** or type your application form – this helps when the applications are photocopied.
- **Do not send a CV with your application** – we believe that asking all applicants to complete an application form ensures fairness and consistency in our recruitment process.
- Do not submit the same application form for more than one job. Tailor each application to fulfil the requirements for a particular job. Please endeavour to keep your application form neat and tidy – the application form provides our first impression of you!
- The selection criteria used for shortlisting are the skills, abilities, knowledge and experience required to do a specific job. No assumptions will be made about these criteria. It is therefore vital that you tell us how you meet the selection criteria.
- Please return the application form by the closing date advertised.

### **The Application Form**

- ✓ **Personal Details** – In accordance with the Data Protection Act and GDPR, the information you provide on the application form will be used solely for the purpose of the recruitment procedure and will not be used or passed on to any third party for any other reason. We prefer to make contact through email, therefore make sure your personal e-mail address is provided clearly and check your inbox regularly after the closing date (and your spam!)
- ✓ **References** – In order to speed up the process of appointment we will make a request for references before we interview you, unless you specify otherwise.
- ✓ **Recruitment Monitoring** – The Family of Learning Trust operates a policy of equal opportunity and fair treatment for employment and development. To assist in monitoring the effectiveness of this policy, and for this reason only, applicants are asked to give details of their ethnic origin, sex and any disability. The information you provide is used solely for monitoring purposes. It will be treated as confidential and will be detached from your application form on receipt. The information will not be seen by those who decide on the list of applicants to be invited to interview.
- ✓ **Education, Qualifications & Training** – Please include all your education, qualifications & training, both informal and formal. You may be asked to produce certificates confirming qualifications at a later stage.

- ✓ **Present/Recent Employment** – Starting with your present employer, please complete this section in date order, beginning with your most recent job and listing all work undertaken, paid and voluntary, since leaving school. Please account for any breaks/gaps in employment history since leaving full time education. Please continue this section on a separate sheet if necessary.
- ✓ **Skills, Abilities, Knowledge & Experience** – This section is the most vital part of the form. You may be one of many people applying for a job, so your application needs to stand out by showing your suitability against the person specification. You should provide **examples** of how you meet the skills, abilities, knowledge and experience identified; these can be non-work based if necessary.







## The Family of Learning Trust Vision 'Learning Without Limits'

### The Principles of our MAT

- A commitment to a culture of lifelong learning for all hence our ethos is 'Learning Without Limits.'
- Relentless pursuit of excellence in all aspects of school life.
- A bespoke curriculum, tailored made to meet the needs of our children with strong links to the community and the outdoors.
- Strong pastoral care for all children. Rigorous and Robust systems for monitoring important areas of school life
- Successful partnerships with parents, families and the local community

### Our behaviours

These are our expectations for our staff:

- I am honest
- I am respectful
- I am positive
- I am supportive
- I communicate
- I am flexible

Beech Hill is a friendly caring school with high expectations for all our pupils. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. Our curriculum is rich and inspiring and offers pupils a broad range of experiences and opportunities. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued. Interwoven throughout our curriculum are key 'characteristics of learning' which we hope to instil in our pupils. We encourage children to take risks and teach them that it is ok to fail.