



Applicant Information Pack

STUDENT SUPPORT MENTOR



Headteacher Letter to Applicants

The Priory School is an oversubscribed, 11-16, comprehensive situated in a popular, residential area of the County Town of Shrewsbury. There are approximately 840 students on roll with a six-form entry. The school has an excellent reputation across the county.

Our main school building dates from the late 1930s, with a mix of additional classroom blocks added over time, to cater for the growing needs of the school. Our latest 'Maths Block' opened in 2019 and symbolises our determination to provide our students with a first-class environment, conducive to learning.

As soon as you enter our school you gain a 'feel' for our very special ethos and culture. Students conduct themselves in an exemplary manner and have high expectations of their own and others' conduct, both in and out of lessons. They are a pleasure to teach and be with. We are an inclusive school and value the diversity of our student body. Outcomes for our students are above average and progress over the last three years has improved year on year. We are determined to ensure this remains the case and constantly reflect on all that we do to ensure we continually improve.

We have a vibrant House System that embodies all we stand for and our students participate in a range of activities, in large numbers. The system helps us to celebrate a range of talents and interests, complementing an extensive extra-curricular programme and has become an integral part of 'Priory Life'. We believe education is about developing the individual holistically, not just academically. As a result, we have a rich and broad curriculum, to ensure the development of all our students into **Selfless, Self-Assured, and Successful** individuals.

Our staff are a close-knit team who are dedicated to ensuring our students have the best experience of school life. School leadership are committed to their continued professional development and have placed significant emphasis on staff well-being; reviewing workload to support a healthy work-life balance.

The successful applicant will be joining us at an exciting time of our development, both as a school and as part of an evolving multi-academy trust. They will work within a school, which prides itself on being outward facing, dynamic and aspirational whilst retaining an important feel of the traditional.

If you choose to join the Priory School you will not only benefit from joining an exceptional school, you will greatly benefit from working within an aspirational family of schools. Please take time to view our website <https://priory.tpstrust.co.uk/> for more details.

Alison Pope
Headteacher



Our Multi-Academy Trust (MAT) was established in 2016 with two schools, The Priory School and St Martins, a 3-16 school in North Shropshire. In July 2017, we were joined by Coleham School, a 4-11 school in Shrewsbury and a fourth school, Thomas Adams, joined us in March 2020. Thomas Adams is located in Wem and is an 11-18 comprehensive state boarding school, with approximately 1200 students. In April 2021 we were joined by William Brookes School an 11-18 school in Much Wenlock. We have hopes of further growth in the near future. The MAT provides a most interesting and exciting opportunity for schools to share ideas, resources and expertise, for the added benefit of the students in the Trust.

“The value of the individual, the benefit of the team”

This statement heads our Strategy document and establishes the values by which we want our schools to work collaboratively. We are an evolving Trust in terms of our size and operation, in that as new schools seek to join us we look in turn to adapt the way we work together. In short, the leaders within the MAT are keen to receive expertise and share best practice. We want schools to retain their identity, character and ethos, all within the shared values of developing students who are selfless, self-assured and successful. The aspiration of the Trust is that every school gives and receives support and every child is in a great school.

Please take a look at our Trust website <https://www.3-18education.co.uk/> for more details.

Student Support at The Priory School

Our Student Support department is made up of four non-teaching members of staff. The successful applicant will be an addition to this team. They work on a wide ranging brief supporting the health and well-being of our students as well as being the lynch pin for our safeguarding work. They have a range of experiences outside of education and our young people find them accessible, relatable, and supportive. The team will work with vulnerable individuals and small groups of students mentoring them on a range of barriers to learning; proactively engaging with their families and ensuring external agencies and additional support are sought where appropriate. The department is integral to our success as a school; this has increased with the impact of the COVID pandemic on our young people. We now have a dedicated space in school where the team are based which has greatly enhanced the way in which they work. They are line managed by our Assistant Head Student Welfare and work closely with our Heads of House and SENDCO to create a joined up approach to achieving student success.

Job Description



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|------------------------|-------------------------|
| Title of Post: | Student Support Mentor |
| Post Status | Permanent |
| Grade and SCP | 5 SCP 5-6 |
| Accountable to: | Student Support Officer |

Main purpose

To support students in and out of the classroom, individually or in small groups with coaching and mentoring where appropriate.

Duties and Responsibilities

- Support students through academic mentoring as well as in areas such as confidence, belief and esteem building, personal organisation and revision technique.
- Implement personalised learning programmes for students to address underperformance and gaps in skills and knowledge.
- Instil in students a sense of independence where they are encouraged to take responsibility for their learning and conduct, encouraging resilience.
- Use daily attendance data to identify non-attendance of students. To contact parents/carers on the second day of absence with a view to improving attendance.
- Work alongside departments to facilitate programmes for students who may have missed school for a variety of reasons.
- Establish constructive relationships with students and their parents/carers and interact with them regularly according to individual need.
- Promote the inclusion and acceptance of all pupils.
- Provide constructive feedback and support to students in relation to progress, achievement, behaviour, attendance.
- Use data creatively to assess the needs of students and support them in their learning.
- Develop and deliver intervention after school as appropriate.
- Liaise effectively with all relevant staff to meet the needs of students.
- Attend relevant Planning Meetings to support the student.
- Support students in completing their Post 16 applications and promote aspirational post 16 choices and the world of work.
- Work with other safeguarding agencies and administer the school's safeguarding systems.
- Champion good mental health practices within the whole school community.
- Educate students to pay attention to their emotional and mental wellbeing.
- Demonstrate widely used techniques to support good mental health i.e. yoga, mindfulness, active relaxation, breath awareness and control.

Support for Teachers

- Under the direction of the Student Support Officer work with underperforming students.
- Work alongside the English and Maths Learning Mentors in supporting students in a range of settings.
- Produce Student Support Plans in consultation with students, and support teachers with their implementation.
- Promote positive values, attitudes and good pupil behaviour; deal promptly with conflict and incidents in line with school policy and encourage pupils to take responsibility for their own behaviour.
- Be proactive in building constructive relationships with parents / carers, exchange information, facilitate their support for their child's attendance, access and learning, and supporting home to school and community links. Be proactive in promoting in-school opportunities for students, including breakfast club and academic trips
- Promote the needs of disadvantaged MAPs and be proactive in planning opportunities for them to thrive.

Support for the School

- Accompany teaching staff and pupils, as appropriate, on visits, trips, and out of school activities, and take responsibility for a group under the supervision of a teacher.
- Share best practice in supporting PP students.
- Build a log of strategies to support PP students.

Professional development

- Help keep knowledge and understanding relevant and up-to-date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

Other Responsibilities

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and comply with all school policies and procedures
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos and aims of the School and Trust
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings, training and learning activities as required

The postholder may be required to carry out any other duties that the Headteacher feel is commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

This job description is subject to review by the Headteacher, in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

Person Specification

| | Essential | Desirable |
|--|--|---|
| Qualifications | <ul style="list-style-type: none"> GCSEs at grades 9 to 4 (A* to C) including English and Maths | |
| Work or relevant experience | <ul style="list-style-type: none"> Experience of working with children | |
| Knowledge and Understanding | | <ul style="list-style-type: none"> Knowledge of guidance and requirements around safeguarding children |
| Skills and Abilities (relevant to post) | <ul style="list-style-type: none"> IT skills Ability to build effective working relationships with students and adults Skills and expertise in understanding the needs of students Excellent verbal communication skills Active listening skills The ability to remain calm in stressful situations Sufficiently fluent in spoken English to ensure effective performance in the role | |
| Personal qualities | <ul style="list-style-type: none"> Enjoyment of working with children Sensitivity and understanding, to help build good relationships with students A commitment to getting the best outcomes for all students and promoting the ethos and values of the school Commitment to maintaining confidentiality at all times Commitment to safeguarding students' wellbeing and equality | |
| Special Conditions | <ul style="list-style-type: none"> Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check. | |

Further Information

We are the lead school for Shropshire and Telford Education Partnership the DfE sponsored Teaching School Hub which covers Shropshire and Telford and Wrekin. We work in collaboration with three other former teaching school alliances to deliver the Early Career Framework, act as an Appropriate Body for Early Career Teachers, deliver the full suite of NPQs, offer School Direct PGCEs through our wider partnership as well as provide accredited CPD to meet the needs of the area. This signals a very exciting new chapter for the school in its contribution to the wider development of teaching and support staff across the local area.

We are also the lead school for the Shropshire, Herefordshire and Wolverhampton (SHaW) Maths Hub. Our Maths Hub work, which arises through our Teaching School status, covers Shropshire, Herefordshire and Wolverhampton, and has seen significant growth and success since its inception in 2014.

The Appointment Process

Applications will only be accepted from applicants completing the Application Form in full. We do not accept CV's in support of an application.

The Application Form can be found on our website and all applications will be acknowledged.

Interviews will be offered to those applicants who best demonstrate how skills, abilities and experience match the person specification, taking into consideration the job description.

Closing date for applications: 10am Friday 1st July 2022

Interviews: Tuesday 5th July 2022

If you have any questions based on any aspect of the appointment process, need additional information, or would like to visit the school, please contact Jo Kewell, at: jmk@tpstrust.co.uk

Please return completed applications to: Jo Kewell, at: hr@tpstrust.co.uk/ or applications can be returned to The Priory School Trust, Longden Road, Shrewsbury, SY3 9EE

The 3-18 Education Trust is committed to safeguarding and promoting the welfare of children and young people, as such this post requires acknowledgement and understanding of safeguarding and child protection policies. Policies can be found on the school website : [Click Here](#)

This post is exempt from the Rehabilitation of Offenders act 1974 and as such the applicant who is appointed to this post will be subject to an Enhanced Disclosure before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at intervals during the course of their employment whilst in this post.