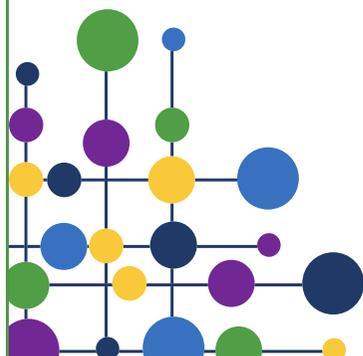
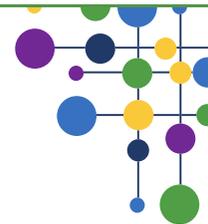


**Royds Hall a SHARE Academy  
Behaviour and Learning Mentor  
Application Pack**





## Welcome from the CEO

Academic Year 2020 /2021

Dear Applicant,



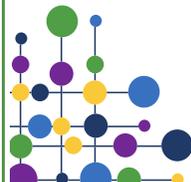
Thank you for taking an interest in the vacancy based at Royds Hall Academy. I hope the materials enclosed in this pack give you a good sense of what makes the Trust a special place to work and provides the information you need about the post.

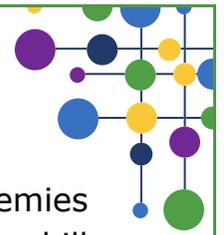
Our belief in "Valuing People, Supporting Personal Best" means we are committed to investing in our staff. In providing support alongside an extensive continued professional development package to achieve the highest standards across the board. Wellbeing for staff and students is key in everything we do and provides a supportive, happy and healthy environment to work and thrive in.

Please read the details of the role and the academy below. Please do not hesitate to contact us if you need additional advice or information.

Yours faithfully,

**John McNally**  
CEO





SHARE Multi-Academy Trust is a charitable trust currently consisting of three secondary and five primary academies in West Yorkshire. Our academies are: Shelley College, Huddersfield; Royds Hall Academy, Huddersfield; Thornhill Community Academy, Dewsbury; Heaton Avenue Primary Academy, Cleckheaton; Millbridge Primary Academy, Liversedge; Woodside Green Primary Academy, Cowlersley; Lily Park Primary Academy, Huddersfield and Luck Lane Primary Academy, Huddersfield.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. As well as being part of the Trust, some of our schools are National Support Schools and National Teaching Schools and as such, we can offer our staff a wealth of career development opportunities and the support you need to enjoy your role.

More than six hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools.

At SHARE MAT, we aim to:-

- Encourage all our students/pupils to go beyond what they think they can achieve, to enjoy learning, helping them to lead healthy and happy lives;
- Equip our staff to deliver their best every day, our belief is that by Valuing People, Supporting Personal Best is the key;
- Ensure our staff are happy at work, taking pride in students/pupils progress and development;
- Deliver training and guidance relevant to job role so expectations are understood and staff feel motivated;
- Offer great benefits making us the employer of choice, including outstanding CPD, supportive line management and networking opportunities across the MAT to aid personal development.

If you share our passion for challenging, improving and making our schools the best they can be, we'd love to hear from you.

## **Information about Royds Hall**

We are part of the SHARE Multi-academy trust and Green Light Teaching Alliance. This means we can offer the successful candidate access to a fantastic support network, CPD and opportunities to develop practice across the trust.

We are a school which has an innovative curriculum that allows staff the flexibility to create an inspiring, exciting learning journey for all our pupils/students enabling them to develop into active citizens of the future, empowered to make their best contribution to society.

The Curriculum is developed in a thematic and practical way that engages both our employees and children/young people. We seek ways to make our curriculum even more interesting every year. Lessons are expected to be fascinating, engaging, exhilarating, and demand that pupils/students think for themselves whilst ensuring pupils/students see a purpose to their work. A wide range of learning styles are used ensuring personalised learning is at the heart of what we do.

The teams include teachers and support staff, all of whom work together to deliver the agreed curriculum to the children/young people. Together they assess pupils/student progress and achievement to ensure each learner's self-confidence and self-esteem rise quickly, developing their thirst for learning

We can offer a strong team spirit and very high staff morale, which has created an open and supportive environment where staff can be innovative in accelerating pupils/students learning.



## Behaviour Mentor Role

<b>Role Title</b>	Behaviour and Learning Mentor	<b>Reporting to</b>	Personalised Learning and Behaviour Co-ordinator
<b>Section</b>	Royds Hall		
<b>Contract type</b>	Permanent	<b>Grade / Salary</b>	Band E

### Part A – JOB DESCRIPTION

<b>Overall purpose of role</b>	<p>The Learning Zone has been set up in school for key stage four students that need a personalised curriculum pathway. Typically, students attend almost all mainstream lessons but have support from the Learning Zone for one option block. Your role would be to work within the Learning Zone to support students to achieve their personal best. This will involve the implementation of behaviour modification interventions with particular focus on students with anger management, emotional or mental health issues. With support and guidance from teaching staff, to deliver small group interventions for English, Mathematics and Science To support the holistic progress of individuals and small groups by the delivery of life skills lessons / ASDAN / Princes Trust type qualifications with pupils, inspiring a love of learning as well as evaluating, intervening and assessing pupil’s progress. To assist with re-integrating and engaging students back into mainstream lessons</p> <p>To work within an alternative learning environment that seeks to reduce the barriers for pupils attending mainstream lessons. To work as a team member across school and to support the learning, progress and welfare of all students to help them achieve their Personal Best.</p> <p>To provide practical support for learning, educational activities, developing social skills, integration and for securing students physical and emotional wellbeing. To work as part of a team including teachers and other support staff to support the learning and welfare of all students. To have high expectations of our students and be committed to raising their achievement.</p>
<b>Safeguarding Requirements</b>	<p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS).</p>

<b>Key Outputs</b>
<ol style="list-style-type: none"> <li>1. The implementation of behaviour modification interventions with particular focus on students with anger management, emotional or mental health issues.</li> <li>2. With support and guidance from teaching staff, deliver small group interventions for English, Mathematics and Science.</li> <li>3. To assist with re-integrating and engaging students back into mainstream lessons</li> </ol>

4. Working within the framework set by teacher(s) and /or the Personalise Learning and Behaviour Coordiantor and within an agreed system of supervision to undertake the delivery of a specific curriculum/aspect to one-to-one, small group, whole class of students using a range of strategies to establish a purposeful learning environment and to promote good behaviour as per Academy policies.
5. Liaise with pastoral and inclusion staff ensure the needs of all students are met.
6. Deliver appropriate interventions to maximise student progress.
7. To hold Restorative approach meetings with students and teachers where appropriate.
8. To promote the support and inclusion of all students in the learning activities in which they are involved and communicate effectively to support their learning and maintain high expectations of all students to achieve.
9. To collaborate with teacher(s) to secure positive student responses to the learning tasks and modify approaches accordingly.
10. To monitor and evaluate student participation and progress through a range of assessment activities and provide constructive support and feedback to students as they learn and report back to the teacher as specified.
11. To organise and manage safely the learning activities, the physical teaching space and resources within the designated area of responsibility.
12. Organise, design and delivery lunchtime and after school activities for referred the pupils.
13. To support with planning, monitoring and evaluating students' learning. Ensuring the progress is clearly recorded in the relevant systems and related to the learning objectives/goals for students.
14. Ensure relevant equipment and materials are suitable for the designated learning activities.
15. To undertake any other duties associated with the role, as may be decided by your line manager of the Headteacher.

**Dimensions** (Financial/Statistical/Mandates/Constraints/No. of direct reports)

- Range of Teachers and Support Staff approximately 200 across the whole school.
- Range of Students approximately 850.

**Work/Business contacts**

**Internal:** All teachers and support staff to advise how effectively to support students to achieve their Personal Best.

**External:** Alternative provision providers, other Schools within the MAT, Parents and families.

**Expertise in Role Required (At selection - Level 1)**

**Essential or  
Desirable**

- Be able to demonstrate high standards of numeracy and literacy

Essential

• Experience of working with secondary pupils in school for at least 2 years	Essential
• Experience of working with children who have SEN	Essential
• Experience of providing interventions for individuals and groups	Essential
• Ability to engage and influence others	Essential
• Excellent communication skills	Essential
• Excellent behaviour management skills	Essential
• Commitment to the safeguarding of young people	Essential
• Ability to monitor and evaluate impact of interventions and strategies	Essential
• Working knowledge of relevant policies and codes of practice – e.g. Safeguarding and Special Educational Needs	Essential
• Use coaching and mentoring skills with adults and pupils	Essential
• Ability to use ICT to support learning	Desirable

***Other (Physical, mobility, local conditions)***

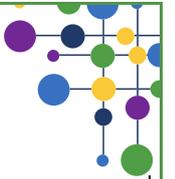
• Has the ability to travel around the local area to visit Alternative Provision providers, including transporting pupils.	Essential
• Is willing to work flexibly within scope of overall hours, e.g. evening meetings.	Essential

***Expertise in Role - After initial development - Level 2***

- Demonstrate leadership and line management skills

***Structure***

Personalised Learning and Behaviour Co-ordinator



**Personalised Learning and Behaviour Worker**

**Signatures**

Approved by : CEO

Approved by : Post Holder/or Representative

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