

Pastoral Mentors

Grade N5 £29,064- £31,022 pa

37 hours per week, Term Time plus 5 Training Days to be worked during school closure as directed by the school

Actual Salary Range: £24,995to £26,637 pa

1 year fixed term



ACHIEVEMENT, STUDENTS
& LEADERS MATTER

CANDIDATE
INFORMATION PACK



Kenton School, Drayton Road,
Newcastle upon Tyne, NE3 3RU



Learning that Connects

Studio West, West Denton Way,
Newcastle upon Tyne, NE5 2SZ



INTRODUCTION

From the Chief Executive Officer

Dear Applicant

Northern Leaders Trust, formerly Kenton Schools Academy Trust, formed in 2014, is a growing, passionate Trust in the North East of England. Our eyes are firmly fixed on providing the best education possible for young people in our city, our region and nationally. Students are at the centre of everything we do. Through collaboration, every aspect of our work is of high quality. Our academies deliver an ambitious and inclusive curriculum that enables all students to excel academically and socially.

We know the key to our success is having a strong team committed to the ethos of the school with the skills, dedication and passion to motivate and instil high expectations in every student to achieve their potential regardless of the barriers they face.

We are seeking applications for a Pastoral Mentor to join our Trust ,who will assist the AP Lead/Manager.

To support all teachers and other staff, including, in the schools' AP as part of a professional behaviour support team through individual and group intervention. To help raise standards of pupil's achievement and to undertake a range of teaching and learning activities under the professional direction and supervision of the AP Lead/Manager, in line with the school's policies and procedures.

Candidates must possess an understanding of the barriers to learning for children and young people and a working knowledge of strategies to overcome them combined with excellent interpersonal skills with the ability to form effective, professional relationships with all stakeholders. And most importantly, candidates must have the ability and flexibility to adapt to ensure the needs of all students are met.

If you have skills, commitment and initiative to succeed in our team, we want to hear from you. In return we offer:

- The opportunity to join us at an exciting time working with both Kenton School – a vibrant and inclusive large secondary school, or Studio West – one of the only remaining studio schools in the country.
- Salary sacrifice schemes such as car leasing and cycle to work.
- Access to on site gym facilities.
- Fantastically resourced schools with easy commuting access to both the A1 and A19.

Yours sincerely
Lee Kirtley

Chief Executive Officer

Family Support Worker Job Description

Pay Range: N6

Responsible to:

Director of Attendance and
Inclusion



Job Purpose

To support all teachers and other staff, including, in the schools' AP as part of a professional behaviour support team through individual and group intervention. To help raise standards of pupil's achievement and to undertake a range of teaching and learning activities under the professional direction and supervision of the AP Lead/Manager, in line with the school's policies and procedures.

To provide support to promote academy attendance strategies

Main Responsibilities

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

Main Duties

Character Development/Behaviour Support

- Oversee the education of pupils with a wide range of challenging behaviour.
- Implement individual learning programmes and individual and group interventions as part of the Alternative Provision.
- To act as a mentor and to support identified pupils with specific issues.
- To participate in the planning and supply of resources for learning programmes under the guidance and direction of the Alternative Provision Manager
- To support colleagues through providing advice and guidance on behaviour strategies and to liaise with teaching colleagues, parents/carers and other agencies where appropriate.
- To attend relevant behaviour training and disseminate this training to identified key staff

Teaching and Learning activities.

- The following activities will be undertaken with the guidance and support of teaching staff:
- To help pupils make progress in lessons, including working with individuals and small groups, where the teacher is not present when pupils are in the provision
- To be aware of the most up-to-date training and resources in supporting vulnerable and disengaged pupils, including Attachment Theory and Emotion Coaching.
- To communicate effectively and sensitively with pupils to support their learning.
- In line with the school's policy and procedures, to use behaviour management strategies which contribute to a purposeful learning environment.
- To organise and manage safely the physical teaching space and resources for which they are responsible.
- To liaise with teachers, parents or other agencies involved in the educational provision of individual pupils.

JOB DESCRIPTION

Main Duties continued

Planning, Monitoring and Assessment.

- To monitor the behaviour of pupils on re-introduction to the curriculum and support staff in this re-introduction in all aspects of employment and service delivery.
- To gather information, as directed, about named pupils and their current skills.
- To plan and prepare relevant resources and activities designed to support a pupil's return to mainstream lessons.
- To support teachers in selecting and preparing teaching resources that meet pupils' needs and interests.
- To provide feedback to pupils and colleagues on pupils' learning and behaviour in an agreed and established format.
- To support teachers in evaluating pupils' progress through a range of monitoring and assessment activities including participation in Individual Education Planning and review meetings.
- To monitor pupils' participation and progress, giving constructive feedback to support as they learn.
- To maintain and analyse records of pupils' progress.

Other Duties

- Under the supervision of the Principal or other designated teachers to invigilate internal and external examinations.
- To undertake supervisory duties during break times and lunch times as directed.
- Promote the safeguarding and welfare of children and young persons the postholder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.
- Promote and implement policies and practices that encourage mutual tolerance and respect for diversity.



GCSE Results Day

Our 2025 GCSE results reflect the many positive changes that have taken place in the academy over the last year. All students are given the best possible support and advice and encouraged to follow their passion, whatever that might be.

Family Support Recruitment Specification

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

1. Previous experience working with secondary school age students in a paid or voluntary capacity.
2. Awareness of potential reasons for disengagement and negative behaviour in children/young people.
3. Knowledge of a range of character development, attitudinal and behaviour improvement and engagement strategies
4. Experience of implementing a range of character development, attitudinal and behaviour improvement strategies.
5. Awareness of relevant legislation relating to child protection and a good understanding of child development and learning processes.
6. Effective written communication skills.
7. Excellent ICT skills and ability to use them effectively to support learning.
8. High standards of literacy and numeracy (e.g. GCSE A*-C in Mathematics or English to be able to offer evidence of commensurate experience.

Desirable

- 9 Experience of planning and implementing evidence-based personal development strategies, preferably with secondary school age children/young people and experience working with teachers to address an individual's needs
- 10 Understanding of the national curriculum and statutory frameworks relating to teaching.

Family Support Worker

Person Specification

Part B: Assessment Stage Continued

Essential

1. Effective oral communication and presentation skills.
2. Ability to supervise pupils during temporary internal inclusion.
3. Ability to persuade, influence and gain co-operation.
4. Awareness of barriers to learning.
5. Ability to plan and implement individual behaviour improvement strategies.
6. Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including: § motivation to work with children and young people § ability to form and maintain appropriate relationships and personal boundaries with children and young people § emotional resilience in working with challenging behaviours § attitude to use of authority and maintaining discipline.
7. Effective organisational skills and the ability to prioritise to meet deadlines.
8. Ability to work effectively with minimal supervision on own initiative and as a member of a team.
9. No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.

Assessment/Selection Methods

The above will be assessed through a selection process of student-based activities and formal interview.

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

- 1 Enhanced Certificate of Disclosure from the Disclosure and Barring Service*
- 2 Additional criminal record checks if applicant has lived outside the UK
- 3 Children's Barred List Check*
- 4 Medical clearance
- 5 Identify and Right to work in the UK check
- 6 A minimum of two satisfactory references from current and previous employers (or education establishment if applicant not in employment).

*All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website (www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974).

This post is classed as being in 'Regulated Activity' as defined in Keeping Children Safe in Education 2021, therefore in addition to the DBS check, a check of the Children's Barred List will also be conducted as part of the pre-employment screening process



A-Level Results Day

Northern Leaders Trust is laying the foundations now for a period of solid growth over the coming years.

These results are just the start of this journey.

About our Schools

Studio West



Studio West opened in 2014 as a 13 to 19 studio school but, with effect from September 2017 and due to local, popular demand, a change in age range was agreed with the DfE and the school began to admit students in Year 7.

The school now has around 550 students with a PAN of 90.

The ethos of Studio West is enshrined in 'Learning that connects.' The principle that learning must constantly connect school with the real world and the full range of work-related learning and career progression, towards university, an apprenticeship or other destination tailored to the needs of the individual.

Graded as 'Good' by Ofsted in early 2019, we are one of the most successful studio schools in the Country. We use the full range of work-related learning and career progression alongside academic prowess to prepare students for university, an apprenticeship, further training and employment - tailored to the needs of the individual.



For further information, please visit our website

www.northernleaderstrust.org

About our Schools

Kenton School



Kenton School is a vibrant and inclusive secondary school at the heart of the community in which we serve.

With just over 1800 students, Kenton is amongst the largest schools in the North East. However, despite the size, the school prides itself on retaining a family atmosphere, where students feel not only challenged through quality first teaching and learning but supported and motivated by the strong pastoral team.

Our Kenton team are passionate about providing the very best education possible for young people in our city, our region and nationally and our strong and committed team share our vision of ensuring all our students not only reach their potential but that they are confident, happy and resilient students who treat each other with compassion and respect.

We aim to provide a broad curriculum, focussing on educating our students for their future in the modern world, not the past or even just the present. We also believe strongly in developing the creativity of our students and this is demonstrated through our commitment to delivering arts courses as a core subject.



For further information, please visit our website

www.northernleaderstrust.org

About our Trust

Northern Leaders Trust; Formed in 2014, our Trust currently incorporates both Kenton School and Studio West, an innovative 11-19 studio school.

Under the leadership of Chief Executive Officer Lee Kirtley, the Trust's main objectives are encompassed in its vision statement, which is 'Students are at the centre of everything we do. Through collaboration, every aspect of our work is of high quality. Our academies deliver an ambitious and inclusive curriculum. This enables all students to have high aspirations and to excel academically and socially.'

Each academy is unique and retains its own identity whilst aligning with our Trust vision and values. Each academy's motto summarises this.

Kenton School

'All Different, All Equal.'

Studio West

'Learning that connects.'

Our Trustees

Over the last three years, the Trust Board, comprising of 3 members and 7 Trustees has delivered major improvements to the governance, leadership and financial health of the Trust.

Our Trustees come from a variety of different education and business backgrounds, driving the strategic vision of the Trust and our schools. The Trust and its schools are supported by a strong central services team covering core Trust functions, such as HR, Finance, Data and ICT.

TRUST SHARED VALUES

Shared Expectations – The One Trust Rule

Every student and adult is expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their wellbeing at all times.

Integrity

We act with honesty, transparency, and strong moral purpose in all that we do. Our decisions are guided by what is right for children and young people. We take responsibility for our actions, build trust through openness, and demonstrate consistency between our words and behaviours. We model ethical leadership so that students and staff feel safe, respected, and confident in our fairness.

Ambition

We are relentlessly ambitious for every student and every member of staff, regardless of starting point or background. We believe that all can achieve highly and are proud to create an aspirational culture. We challenge limits, remove barriers, and provide the support needed so that excellence is both expected and attainable.

Belonging

We create environments where every individual feels known, valued, safe, and proud to be part of our Trust community. We recognise that belonging strengthens wellbeing, engagement, and success. Through inclusive practice and strong relationships, we ensure that diversity is respected, voices are heard, and connections with families and communities are meaningful and sustained.

Collaboration

We believe we are stronger together. Collaboration is central to improving outcomes, developing expertise, and sustaining excellence. We work purposefully within and between schools, across trusts, and with wider stakeholders to share knowledge, solve challenges, and create opportunities for all. Professional generosity and collective responsibility underpin our approach.

Additional Information for Applicants

Conditions of Service

The conditions of service applicable to the post are those determined by the National Joint Council for Local Government Services (the National Agreement) and locally agreed terms and conditions.

Working Hours

The working hours for this post are 37 hours per week. Normal working hours are Monday to Thursday 8 am to 4 pm and Fridays 8 am to 3.30 pm with a 30-minute unpaid lunch break each day. This post is term time plus 5 training days.

Annual Leave Entitlement

As this is a term time only post, annual leave entitlement is incorporated into annual salary. This equates to an additional 5.6 weeks pay (25 days plus 8 public holidays for staff with less than 5 years' continuous local government service, and 6.25 weeks pay (29 days plus 8 public holidays pro rata) for staff with 5 years' or more continuous local government service.

Pay and Grading

The grade of the post is N5, equivalent to local government pay spine points 13 – 17 with current corresponding full-time salary of £29,064 - £31,022 pa

The actual salary for this post pro rata to term time plus 5 days and including annual leave entitlement as outlined is as follows:-

Less than 5 years' continuous local government service:
£24,955 to £26,637 pa
5 or more years' continuous local government service:
£25,403 to £27,144 pa

Safeguarding

Northern Leaders Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school.

Rehabilitation of Offenders

All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974.

Additional Information for Applicants

Pay and Grading Continued

Progression through the grade is by annual increments on the 1 April each year until the top of the grade is reached. Where 1 April falls within the six month probationary period, the increment is held and is paid on the 1st of the month following successful completion of the probationary period and from 1 April thereafter.

Probationary Period

This is a permanent post. However, new entrants to Northern Leaders Trust are subject to a six month probationary period.

Equal Opportunities

The school is opposed to any form of unfair discrimination and is publicly committed to be an equal opportunity employer.

Pension Scheme

On appointment, new associate staff will be automatically joined into the Local Government Pension Scheme (unless they choose to opt out). Further information can be found at www.twpf.info.



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