



STRATFORD GIRLS'
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

Learning Support Mentor

Part time; 24 hours per week, term time + Inset days

12-month fixed term; linked to the student and their funding.

SCP 5-6 £25,583 - £25,989 Full time equivalent

Actual salary £13,914 - £14,199

The School

Stratford Girls' Grammar School is a welcoming, high-performing 11–18 community where students are motivated, respectful and eager to learn. As an Ofsted-rated Outstanding school with exceptional academic outcomes, we are equally proud of our strong pastoral care, inclusive ethos and commitment to supporting every student to thrive.

Our staff describe SGGs as a friendly, collaborative place to work, with high levels of trust, excellent behaviour, and a genuine team spirit. Parents are deeply supportive, and students benefit from a calm, nurturing environment that allows meaningful relationships to flourish.

Set in the beautiful village of Shottery, our compact campus and recently modernised facilities, including refurbished science labs, a full-size sports hall, a drama studio and our historic Sixth Form centre, provide an inspiring and well-resourced setting in which to work.

We are a forward-thinking digital school, using Microsoft 365, OneNote and Teams to streamline communication and teaching. Staff are well supported with professional development and encouraged to grow in their roles.

For someone passionate about student wellbeing and personal development, SGGs offers the chance to make a real, lasting difference in a school where pastoral care is valued, relationships matter, and every student is known and supported.

The Post

Stratford Girls' Grammar School is seeking a caring, patient and emotionally resilient Learning Support Mentor to provide dedicated 1:1 support for a student with an Education, Health and Care Plan. This is a highly rewarding role supporting a bright and creative young person who requires consistent emotional-regulation support, structured routines and supervised access to safe spaces throughout the school day.

The successful candidate will build positive, trusting relationships; provide calm and responsive support during moments of anxiety; supervise quiet spaces at breaks and lunchtimes; and help the student to access learning, manage transitions and develop independence and confidence.

This role requires excellent communication skills, compassion, emotional steadiness and a commitment to safeguarding. Training will be provided, and you will work closely with the SENDCO, pastoral team and teaching staff.

If you are motivated by helping young people overcome barriers to learning and flourish in a supportive environment, we would be delighted to hear from you.

We are a small, friendly team who work collaboratively and are excited to welcome a new colleague to our school.

The Application Process

Those who wish to apply can do so by following the link here from the school's website using **MyNewTerm**.

Please complete the application form online. A written statement in support of your application will be accepted but we do not consider CVs.

If you have any questions regarding this vacancy or wish to visit the school, please contact Joanne Betts, PA to the Headteacher, in the first instance on 01789 293759 or at HeadsPA@sggs.org.uk.

Application deadline: 10am Monday 13th April 2026

Interviews are expected to take place during: w/c 13th April 2026

The Interview

Detailed arrangements will be sent to those invited for interview, but the following elements are likely to be part of the process. They are provided at this stage for information only and are subject to revision.

Our usual practice in school is for all candidates to arrive at the same time and take part in some activities in a group or on a rota basis. Interviews will be on an individual basis. These activities may include:

- meetings and discussions with the Headteacher, the Business Manager, the SENDCO and other key staff as appropriate
- tour of the school and site with student leaders
- individual interviews with panels, which may include students and/or staff

The formal interview: before the interviews, the selection panel will agree on the interview format. The questions asked will be aimed at obtaining evidence of how each candidate meets the requirement of the job description and the person specification and each candidate will be assessed against all of the criteria for the post. The same areas of questioning will be covered for each applicant and no questions which would discriminate directly or indirectly on protected characteristics under the Equality Act 2010 will be asked. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues and their suitability for the role in relation to the safeguarding criteria in the person specification. Candidates will be asked about the most recent safeguarding training.

The interview will also include a discussion of any convictions, cautions or pending prosecutions, other than those protected, that the candidate has declared and are relevant to the prospective employment.

Staff Dress

At Stratford Girls' Grammar School all staff should wear smart clothing which:

- promotes a positive and professional image.
- is appropriate to their role.
- is not likely to be viewed as offensive, revealing, or sexually provocative.
- does not distract, cause embarrassment or give rise to misunderstanding.
- is absent of any political or otherwise contentious slogans.
- is not considered to be discriminatory.
- is compliant with professional standards.

The expectations are that:

- male teaching staff are expected to wear a jacket and collared shirt, and female teaching
- staff equivalently smart attire with a jacket. Ties are optional.
- staff are expected to dress appropriately; all staff should set a good example to students in
- what they wear, avoiding clothing that is overly casual or revealing.

Safeguarding

The personal safety, emotional well-being and social development of students at SGGS is at the heart of our school ethos. Sustaining a vigilant culture of safeguarding awareness across the school, with clearly understood and defined systems for raising concerns, is of paramount importance and underpins all professional conduct and practice. All associate and teaching staff are regularly trained and empowered to deploy their professional curiosity and are tasked with adopting a 'it could happen here' approach to any concerning presentation by a student or member of staff manifest in school.

We advise you that in line with KCSIE 2025 requirements, we will carry out online searches on all short-listed candidates.

This school is committed to safeguarding, equality of opportunity, and promoting the welfare of children and young people. An enhanced DBS check will be required.

Privacy Notice

Information about how we handle your data can be found on our website.

Person Specification: Learning Support Mentor

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• A good pass in GCSE English and Maths, a Teaching & Learning Support related qualification	<ul style="list-style-type: none">• Mental Heal First Aider
Experience	<ul style="list-style-type: none">• Experience working with young people in an educational, care or youth setting	<ul style="list-style-type: none">• Experience working in a secondary school environment.• Has experience of working with very able students/young people• Familiarity with CBT informed emotional learning- approaches.• Experience supporting sensory sensitive students.
Professional Knowledge	<ul style="list-style-type: none">• Understanding of autism, anxiety and emotional regulation needs.• Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.• Has knowledge of relevant Health and Safety requirements.• Has a very good working knowledge of Microsoft 365 and TEAMS	<ul style="list-style-type: none">• Experience assisting with independence or life skills- development.• Have Autism Awareness courses completed• Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.• Has knowledge of relevant Health and Safety requirements.•
Skills and Abilities	<p>Essential</p> <ul style="list-style-type: none">• Calm, consistent and nurturing approach, with the ability to co-regulate effectively.• Emotionally resilient and able to remain steady during periods of dysregulation.• Shows personal integrity and maintains professionalism at all times.• Values and respects the views, needs and experiences of students.• Demonstrates positive, caring behaviour with strong pastoral instincts.• Maintains confidentiality and exercises sound judgement.• Strong communication and interpersonal skills.• Able to relate effectively to students, staff and parents.	

- Works collaboratively and supportively with colleagues across the organisation.
- Respects and values the diverse experiences, backgrounds and ideas that others bring.
- Well organised, with the ability to manage routines, transitions and time effectively.
- Able to work well under pressure, maintain perspective and bring an appropriate sense of humour.
- Committed to safeguarding and the protection of children and young people.
- Willing to work within organisational policies and meet required standards.
- Demonstrates commitment to continual personal and professional development.
- Reflective and willing to learn from experience.
- Committed to selective education
- Committed to single-sex girls' education.
- Committed to maintaining the unique and caring ethos of the school

Special Requirements

Job Description: Learning Support Mentor

Reports to: Special Education Needs Coordinator (SENDCo)

This post is linked to statutory EHCP provision and is part-time to meet the student's flexible timetable and throughout the day support needs.

Purpose of the Role

To provide consistent, individualised and responsive support for a student with an EHCP, enabling them to access learning, regulate emotionally, use safe spaces, develop independence and participate successfully in school life.

Key Responsibilities

- Support the student to stay calm, feel safe and be ready to learn.
- Provide steady support during anxious moments and guide the student to a quiet space when needed.
- Help the student build social confidence and solve everyday problems.
- Supervise the student in a quiet area at break and lunchtime to ensure safety and consistency.
- Help the student take part in lessons by organising resources and collecting any missed work.
- Support the student in moving calmly between lessons and safe spaces, and in managing timetable changes.
- Promote independence through routines, organisation and basic life-skills practice.
- Notice sensory triggers and support the student to use agreed sensory strategies.
- Keep brief, accurate daily notes and share essential updates with school staff and parents.
- Complete simple administrative tasks linked to the EHCP.

Specific duties aligned to the responsibilities

1. Emotional wellbeing & daily check ins

- Conduct a daily 10-minute emotional check in using agreed visual tools.
- Monitor basic needs (hunger, thirst, tiredness) and early signs of anxiety.
- Practise calming strategies and help build a personal emotional regulation "toolbox".

2. Crisis response & co-regulation

- Provide immediate co-regulation and de-escalation when the student becomes distressed.
- Accompany them to a quiet, calm space and remain until they are settled.
- Offer rhythmic or sensory calming activities and guide a short reflective debrief.

3. Social mentoring & communication support

- Mentor the student following social difficulties or misunderstandings.
- Support problem solving, perspective taking and understanding relational dynamics.
- Coach prioritisation during periods of competing emotional or academic demands.

4. Break, lunch & transition supervision

- Supervise access to a quiet indoor space at every break and lunchtime.
- Maintain a weekly timetable of spaces with backup options.

- Ensure safeguarding procedures (e.g. knowing location) are followed.
 - Support arrangements for eating privately when needed.
5. Learning support & academic access
- Conduct brief weekly check ins with subject staff to ensure continuity.
 - Give pre-warnings ahead of assessments or key changes.
 - Collect missed work and ensure the student receives notes/resources promptly.
 - Supervise decompression, rest or academic catch-up during non-contact periods.
 - Provide half termly, 30-minute, organisational coaching.
6. Reintegration & flexible timetable support
- Implement reintegration plans and support flexible attendance.
 - Assist with calm transitions between rooms, lessons and safe spaces.
 - Monitor patterns in attendance, energy and anxiety; report concerns promptly.
 - Support half termly reviews of readiness to increase lesson access.
7. Independence & life skills- development
- Support self-care routines and development of daily independence habits.
 - Assist with organisational systems (task boards, apps, reminders).
 - Support early-stage travel training tasks (planning routes, initial accompanied journeys).
 - Encourage development of routines and time management habits.
8. Sensory support
- Ensure the student can access sensory supports (e.g. ear loops) quickly and safely.
 - Identify sensory triggers and facilitate proactive sensory breaks.
 - Help adapt environments and expectations where possible.
9. Communication, record-keeping & professional collaboration
- Keep concise daily notes on wellbeing, triggers, incidents and strategies.
 - Share essential updates with SENDCO, pastoral team and teachers.
 - Contribute to APDR cycles, annual reviews and parent communication as required.
 - Attend supervision, CPD and team meetings linked to the student's plan.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the School.