



Learning Support Mentor

# Recruitment Pack



Nurturing inclusive learning communities

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## CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Learning Support Mentor at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy and we have high aspirations for future growth.

Thank you for your interest in Ethos Academy Trust and we will look forward to receiving your application.



Chris Davis  
CEO, Ethos Academy Trust





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## HEADTEACHER WELCOME

### Dear Applicant

Elements Academy is a Special School which opened in September 2022 in Rotherham, South Yorkshire. It offers 170 places for Key Stage 2 – 4 pupils (aged 7-16) who have an Education, Health and Care Plan (EHCP) where Social, Emotional and Mental Health (SEMH) is identified as the primary need.

Under the umbrella of Elements Academy, Elevate (Herringthorpe) is a new provision specifically designed to support Key Stage 4 pupils with SEMH needs to access full-time education. In the first instance the provision welcome 15 students with a view to increase by September 2025.

Ethos Academy Trust has a long-standing reputation for achieving outstanding outcomes with vulnerable pupils. Our nurture-based philosophy underpins our practice. At Elements Academy, we provide a caring, stimulating, safe and welcoming environment where learning is enjoyable, and teaching is personalised to the needs and interests of individuals. Pupils are supported to fulfil their academic potential whilst developing the long-term confidence and skills required to succeed in post-16 education, employment or training.

Our outstanding staff teams are skilled at working with young people with needs across the SEMH range. In partnership with parents, carers and other professionals, we take a holistic approach to ensuring a young person's needs are identified and met throughout their journey at Elements Academy, preparing them for the next stage of their lives.

At Elements Academy, you will find strong, hardworking and dedicated members of staff. We believe in investing in our staff team and all staff have access to high quality internal and external professional development. Working within Ethos Academy Trust is extremely rewarding; making a difference to vulnerable children and young people, knowing that the work you do has a genuine, long-term impact on a young person's education and life chances.

We are seeking to appoint a Learning Support Mentor to join our team. The successful applicant must be dedicated to supporting our young people to reach their full potential. We would like to thank you for your interest in Elements Academy, and we look forward to receiving your application.

Paul Farr

Headteacher, Elements Academy



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**Ethos College** provides long-term full-time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted, and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



**Evolve Academy** is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



**Elements Academy** opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental health (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.



**Reach Academy** is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. All pupils attending the academy have an Educational Health Care Plan (EHCP) in place. Our nurture principles underpin our practice and ensure that we meet the individual needs of every pupil. We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



**Engage Academy** is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) with SEMH needs. All pupils attending the academy have an Education, Health and Care Plan (EHCP). We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have extremely high expectations and achieve good academic progress across the curriculum with an emphasis placed on improving pupils' reading, writing and maths skills through personalised and creative learning opportunities.



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**Enrich Academy** is a well-established education provision for Key Stage 4 students (aged 14-16), specialising in supporting students with Social, Emotional and Mental Health (SEHM) needs as well as supporting young people aged 14-16 who are unable to attend a mainstream setting. Our nurture-based philosophy underpins our practice and ensures that we meet the individual needs of every student.

At Enrich Academy, our aim is to provide a caring, stimulating, safe and welcoming environment where learning is enjoyable. We also ensure our teaching is personalised to the needs of students by customising the curriculum to challenge ability and raise aspirations.

We aim to improve student wellbeing and the life chances of our young people, and all our students are supported to fulfil their individual potential whilst developing the confidence and skill required to succeed in post-16 education, employment or training.

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## TRUST MISSION

Ethos Academy Trust is uniquely positioned with a clear strategic focus on Social Emotional and Mental Health and wider Special Educational Need provision. Our Academies are nurturing and inclusive communities, underpinned by a genuine value led culture where pupils and staff thrive and grow to their full potential.

## OUR CORE VALUES

### Leading with integrity

- Championing honesty and transparency
- Building trusting relationships



### Encouraging freedom and responsibility

- Working collaboratively
- Investing in effective partnerships



### Thinking innovatively

- Finding creative solutions
- Meeting individual needs



### Improving continuously

- Raising standards
- Developing strong and effective leaders



### Celebrating achievement

- Improving academic progress
- Enriching personal development



**ETHOS**  
ACADEMY TRUST

Nurturing inclusive learning communities



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## WHY WORK FOR THE TRUST?

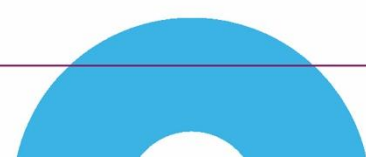
Ethos Academy Trust spans West and South Yorkshire, with all our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.


At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all the children and young people within our community at the heart of what we do. Our staff are pivotal in this and in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for pupils

Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- A chance to work at a unique Trust with a clear direction and commitment to working with Social Emotional and Mental Health need and wider SEND pupils.
  - The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
  - Opportunities to collaborate with colleagues across academies and within the Central Trust teams and other Multi Academy Trusts on a local and/or regional basis.
  - Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
  - Access to Teacher and Local Government Pension Schemes.
  - Access to 24/7 Employee Assistance Programme which includes counselling and physiotherapy services.
  - All staff have 1:1 sessions with their managers every half term and complete a Wellness Action Plan at least annually.
  - All staff are required to have an annual appraisal.
  - We recognise and reward staff who have gone over and above with our half termly values driven staff awards.
  - Opportunity to have your say and to contribute to Academy related developments via annual staff survey, regular “pulse” surveys and Academy Liaison Groups.
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- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted shopping.
  - Additional day off after 5 years' service with the Trust
  - Local agreements for corporate access to gyms and other leisure facilities.







I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust thirteen years ago as an Inclusion Worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification. More recently I was able to complete training to become a SENDCo and I am currently SENDCo for Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

**SARAH SIMMONDS**, SENDCO - REACH ACADEMY



During my 8 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role, I became a member of the Senior Leadership Team at Ethos College and was supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice. From January 2024, I moved to the position of Head of School at Reach Academy.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

**JACK GHEE**, HEAD OF SCHOOL - REACH ACADEMY





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## ADVERT FOR LEARNING SUPPORT MENTOR

Learning Support Mentor

Band F

37 hours per week, working term time only plus 1 week

Permanent

Full time salary - £28,598 - £31,022 per annum

Actual salary - £25,188 - £27,323 per annum

Closing date – 2 March 2026 at 9am

### Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint a Learning Support Mentor to join our passionate and hardworking team at Elements Academy.

If you are looking for a new and rewarding challenge in education and you are committed and passionate to making a difference, then we look forward to hearing from you.

Closing date: 2 March 2026 at 9am

Interview date: To be confirmed

If you require further information or would like to arrange a visit, please contact Jenna Gladwin – [jgladwin@eat.uk.com](mailto:jgladwin@eat.uk.com)

You can apply for the vacancy at

<https://www.eat.uk.com/recruitment-portal/current-opportunities/>

### Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.





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## LEARNING SUPPORT MENTOR JOB DESCRIPTION

<b>Job title</b>	Learning Support Mentor
<b>Location</b>	Elements Academy
<b>Hours</b>	37 hours per week Working term time plus 1 week Permanent
<b>Reports to</b>	Line Manager
<b>Staff responsible for</b>	No staff responsibility
<b>Closing Date</b>	2 March 2026 at 9am
<b>Salary/Grade</b>	Band F  Full time salary - £28,598 - £31,022 per annum Actual salary - £25,188 - £27,323 per annum
<b>Job Purpose</b>	<p>The role will focus on providing aspirational and positive outcomes for pupils with complex social, emotional and mental health (SEMH) needs. This will be achieved through high quality support and engagement, supporting academic learning and securing pupils' physical and emotional wellbeing, whilst raising their self-esteem and encouraging independence.</p> <p>The role will complement the work of the class teacher by taking responsibility for agreed learning activities under the agreed system of supervision.</p>





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## KEY OBJECTIVES AND ACCOUNTABILITIES

### Main Duties

- To work with students through Intervention sessions as required.
- To develop and implement personalised plans for pupils based on individual need, in line with Education Health and Care Plans.
- To work with specific students through catch up sessions and extra-curricular activities.
- To develop trusting relationships with parents/carers, liaising regularly to share information.
- To promote the inclusion and acceptance of all pupils within the classroom.
- To support pupils consistently whilst recognising and responding to their individual needs.
- To encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
- To promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Update pupil records, using the MIS system and CPOMS, to record accurate objective accounts.
- To provide feedback to pupils in relation to SEMH progress and achievement.
- To organise and manage an appropriate learning environment and resources.
- Within an agreed system of supervision, plan and deliver challenging teaching and learning and SEMH objectives to evaluate and adjust lessons/work plans as appropriate.
- To monitor and evaluate pupils' responses to learning activities through a range of assessments and monitoring strategies against predetermined learning and SEMH objectives.
- To provide objective and accurate feedback and reports, as required, to the teacher/SLT on pupil achievement, progress and other matters.
- To record progress and achievement in lessons/activities systematically and provide evidence on a range and level of progress and attainment.
- To promote positive pupil behaviour, maintaining high expectations for all pupils, using effective strategies to support pupil behaviour promoting self-control and independence.
- To support the role of parents and pupils' learning and where appropriate, to lead meetings with parents and/or external agencies to provide constructive feedback on pupil progress/achievement etc, completing relevant associated documentation.
- To administer and invigilate exams/tests.
- To produce intervention lesson plans, resources etc.
- To advise on the appropriate deployment and use of specialist aid/resources/equipment.
- To deliver and supervise out of school learning activities within the guidelines established by the academy.
- To contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

### General




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- Act with integrity, honesty and professional competence and understand the importance of confidentiality.
- Have a positive attitude towards working with vulnerable young people including ability to be understanding, responsive, calm and supportive.
- Carry out your duties with due regard to current and future Trust and academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Trust communications.
- Take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety at Work Act
- Demonstrate day to day commitment to the Trust's vision, mission and core values.
- Carry out such reasonable additional duties as may from time to time as determined by or on behalf of Trust Senior Leaders or the Trust Board.

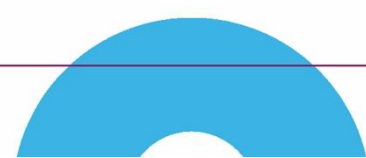
## PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
<b>Knowledge, Education and Training</b>	Higher Level Teaching Assistant standards must be met, or equivalent qualification of experience	E
	NVQ 2 or equivalent in English and Maths, or proven numeracy skills to Level 2	E
	Good knowledge and understanding of child development and learning processes	E
	Good knowledge and understanding of relevant policies, codes of practice and legislation related to education and SEND/SEMH provision	E
	Good knowledge and understanding of statutory frameworks relating to education	E
	Evidence of training in relevant learning strategies to support pupils with Special Educational Needs	E
	Knowledge and experience of using a wide range of computer applications and ICT including Microsoft Office and MI systems	E
	Basic knowledge and understanding of Health and Safety issues and the ability to identify risks within own workplace	E
	First Aid training, or a willingness to undertake	E
<b>Relevant Experience</b>	Experience of working with children	E
	Experience of working in a school setting	D



	Experience of working with adults and children, and an ability to relate well to others	E
<b>Aptitudes, skills and competencies</b>	Experience of working with a range of external and internal stakeholders	E
	Ability to work within Trust policies and procedures with other stakeholders in a democratic, transparent way and with accountability	E
	Ability to motivate others to work to their full potential, demonstrating honesty and integrity	E
	Ability to develop and select appropriate and effective solutions to problems and proactively manage risk and change	E
	Ability to challenge the status quo and seek out best practice to achieve the Trust's vision	E
	Ability to deliver efficient and effective customer service to internal and external stakeholders	E
	Commitment to safeguarding and promoting the welfare of young people	E
	Understanding of equality and diversity with an ability to manage their own behaviour and demonstrate fairness	E
	Ability to work with others in a flexible and constructive way, helping to generate an environment of trust and cooperation	E
	Ability to communicate with, and engage others, in an effective and persuasive manner	E
	Emotional resilience when dealing with sometimes challenging behaviour	E
<b>Any additional factors</b>	Commitment to ongoing personal training and development	E
	Willingness to work outside of normal Trust hours on occasion and with due notice	E
	Willingness to undertake an Enhanced Disclosure and Barring service check; pre-employment and annually	E
	Holds a current driving licence, and business insurance, and has access to own vehicle for transport during the working day	E

**Equality and Diversity statement** Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.





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### Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

### Online checks for shortlisted candidates

In accordance with DfE Keeping Children Safe in Education 2024, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

### GDPR

A copy of our Privacy Notice is available via our website: [www.eat.co.uk](http://www.eat.co.uk)



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Nurturing inclusive learning communities

Ethos Academy Trust  
c/o Reach Academy  
Field Hill Centre  
Batley Field Hill  
Batley  
WF17 0BQ