



**TAPESTRY
LEARNING
PARTNERSHIP**

JOB OPPORTUNITY

Learning Mentor– Connect

Chellaston, Derby

Permanent

37 hours per week, 39 weeks per year

Pay Scale 5: £24,990 - £27,083 pro rata (£28,931 - £31,355 FTE)

Join us on an exciting journey of transformation and excellence.

At Tapestry Learning Partnership, we believe in the power of education to change lives. Formed in January 2026 through the merger of two strong trusts, QEGSMAT and Djanogly Learning Trust, we are building a future where every child succeeds and flourishes. Now, we are looking for a passionate and committed Learning Mentor to play a vital role in supporting this vision at Chellaston Academy

About the Role

A Learning Mentor in Connect supports students who are at risk of permanent exclusion and often present with social, emotional and mental health (SEMH) needs, providing both academic and pastoral support through in-class assistance, small-group work and targeted interventions, particularly in literacy and numeracy. They plan and lead structured sessions such as AQA Unit Awards, life-skills activities and careers-focused learning to help students build independence and gain accreditation, while working closely with teaching staff and pastoral teams to remove barriers to learning, improve engagement and promote positive behaviour. The role involves helping students develop resilience and self-regulation so they can successfully reintegrate into mainstream lessons where appropriate, building strong professional relationships that motivate and support progress, and contributing to a calm, safe and purposeful environment within Connect and across the academy.

Who We're Looking For

We are looking for someone who can support students with complex social, emotional and mental health (SEMH) needs, build positive and professional relationships, and contribute to a calm and purposeful learning environment. The ideal candidate will have experience working with children and an understanding of child development, behaviour management, safeguarding, equal opportunities and how children learn. They should be able to work flexibly, communicate effectively, supervise and support students in a range of settings, and help them develop independence, resilience and engagement with learning. Strong organisational skills, the ability to follow guidance while working independently, and a commitment to safeguarding and high standards of behaviour are essential.

About Chellaston Academy

At Chellaston Academy, children are at the heart of everything we do. Our vision is to create mature,

confident and successful global citizens who can thrive in an ever-changing world, guided by our shared values of Integrity, Care and Excellence.

While strong academic outcomes matter, we believe success is defined by far more than examination results. We are committed to developing the whole person, nurturing qualities such as self-confidence, self-belief and self-esteem, and recognising and celebrating individual talents.

Our students benefit from a broad and balanced curriculum, and we work closely with parents and carers to ensure that, when expectations are high and shared, every child can achieve great things. This includes promoting an excellent attitude centred on respect, high standards of appearance, good manners, full attendance and punctuality.

Chellaston Academy is a school where:

- Diversity is celebrated and inclusion shapes everything we do.
- Children feel safe, happy and supported.
- High expectations drive achievement for all.
- Relationships between staff and students are strong, respectful and built on trust.
- Staff wellbeing is valued, and colleagues genuinely enjoy being part of our community.

Why Join Tapestry?

As part of our Trust, you'll benefit from:

- A supportive network of professionals who share your commitment to excellence
- High-quality professional development and career progression opportunities
- A caring, inclusive organisation that values staff wellbeing and work-life balance
- Access to a range of employee benefits designed to promote health and wellbeing

This is your chance to be part of something special. Help us shape the future and make a lasting impact.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: [Tapestry Learning Partnership](#)

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore shortlisted applicants are required to declare all unspent cautions or convictions, and any adult cautions or convictions that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020)

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call 01332 702502.

Further details about our school can be found on our website: <https://www.chellaston.derby.sch.uk/> To apply for this position, please visit our careers page via our website: [Tapestry Learning Partnership](#)

JOB DESCRIPTION



Post Title: Learning Mentor - Connect

Reporting to: Inclusion Officer

Grade: SCALE 5

Disclosure Level: Child Workforce - Enhanced, Children's Barred List

Purpose of the Post

- To support identified students within the academy's onsite Alternative Provision (Connect), working with pupils at risk of permanent exclusion (PEX), primarily with social, emotional and mental health (SEMH) needs.
- To provide targeted academic and pastoral support through in-class support, small group work and structured interventions, particularly in literacy and numeracy.
- To plan and lead structured sessions within Connect, including AQA Unit Award courses, life skills and careers-related learning, supporting students to gain accreditation and develop independence.
- To work closely with teaching staff, the AP lead and pastoral teams to remove barriers to learning, improve engagement, and promote positive behaviour.
- To support students in developing the skills, resilience and self-regulation required to successfully reintegrate into mainstream lessons where appropriate.
- To act as a positive role model, building strong, professional relationships that promote self-esteem, motivation and progress.
- To contribute to a safe, supportive and purposeful learning environment within Connect and across the academy.
- To uphold and promote the values of the Trust, contributing to high standards of behaviour, inclusion and achievement for all students.

Key Duties and Responsibilities

- Provide in-class support for students within Connect and, where appropriate, in mainstream lessons.
- Deliver and support targeted interventions, including literacy, numeracy, and SEMH-focused programmes, on a 1:1 and small group basis.
- Plan and deliver structured sessions on a 1:1 or to a small group, including:
 - AQA Unit Award Scheme modules
 - Life skills programmes (e.g. independence, communication, wellbeing)
 - Careers education, employability skills and preparation for next steps
- Support students in managing behaviour, emotional regulation and engagement with learning, using agreed strategies and behaviour plans.
- Work collaboratively with teaching staff to adapt learning activities to meet individual needs.
- Develop and implement individual support plans and intervention programmes in conjunction with the AP Lead and SENCO.
- Monitor, evaluate and report on student progress, including accreditation outcomes ensuring accurate records are maintained.
- Provide feedback to staff on student engagement, progress and barriers to learning.
- Support reintegration strategies for students returning to mainstream lessons.

- Build positive relationships with students to encourage attendance, engagement and achievement.
- Liaise with parents/carers where appropriate to support student progress and wellbeing.
- Contribute to maintaining a structured, calm and purposeful environment within the provision.
- Support the development of students' social skills, resilience and independence.
- Participate in relevant training (INSET) and ongoing professional development.

The post holder is expected to:

- Maintain strict confidentiality and adhere to data protection legislation and associated Trust policies at all times.
- Demonstrate a clear understanding of, and commitment to, safeguarding and child protection, maintaining an awareness of relevant procedures and responsibilities.
- Comply with the Trust's Health and Safety Policy and ensure safe working practices in the performance of all duties.
- Uphold and promote the principles of the Trust's Equal Opportunities Policy in all aspects of the role.
- Adhere to all other relevant Trust and school policies and procedures.
- Undertake any training and professional development necessary to effectively carry out the duties of the post.
- Perform any other reasonable duties commensurate with the level and responsibilities of the role, as required by the Trust.

Person Specification



Post requirements	Essential	Desirable	Evidence and Assessment
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Qualifications			
Good basic education to GCSE level in literacy and numeracy, or the equivalent GCSE English and Maths A* - C or equivalent	✓		Application form, certificates
A relevant qualification in Childcare and/or Education		✓	Application form, certificates
Knowledge and experience			
Experience of working with children	✓		Application form, references
Being a paid worker in play schemes, crèches, midday supervision, after-school clubs or similar Currently working as a teacher, learning mentor, teaching assistant or healthcare assistant. Experience supporting children with a range of needs, including, ADHD, Pathological Demand Avoidance (PDA), Oppositional Defiance Disorder (ODD) and trauma, and attachment-related difficulties.		✓	Application form, references
Have knowledge and understanding of: the needs of young children; child development and the ways in which children learn; the roles played by various adults in a child's education; behaviour management strategies; equal opportunities safeguarding	✓		Application form, references
Experience supporting primary and/or secondary students with Special Educational Needs and Disabilities (SEND), with particular expertise in addressing social, emotional, and mental health (SEMH) needs		✓	Application form, references
Personal skills and qualities			

Able to: - help professional staff to achieve their objectives; - assist children on an individual basis, in small group and whole class work; - explain tasks simply and clearly and foster independence; - supervise children, and adhere to defined behaviour management policies; - accept and respond to authority and supervision; - work with guidance, but under limited supervision; - liaise and communicate effectively with others; - demonstrate good organisational skills; - reflect on and develop professional practice; - display work effectively, and make and maintain basic teaching resources.	✓		Application form, references
Able to: - monitor, record and make basic assessments about individual progress - suggest alternative ways of helping children if they are unable to understand; - describe, in simple terms, the process of behaviour management with children; - identify gaps in their own experience that they need help in filling; - demonstrate the ability to learn and adapt from past experience. Be a confident swimmer		✓	Application form, references
Ability to work flexibly in order to meet the demands of the job. Enthusiastic, hardworking and assertive Excellent attendance and timekeeping record	✓		Application form, references

Meet deadlines and respond to unplanned situations Ability to work as part of a team and on own initiative Self-motivating with the ability to multitask Commitment to the highest standards of child protection Recognition of the importance of personal responsibility for Health & Safety			
Desire to enhance and develop skills and knowledge through Continuous Professional Development		✓	Application form, references