



Woodston Primary School

Learning Mentor

Recruitment Pack





Content

<u>About Woodston Primary School</u>	3
<u>A brief history of our Trust</u>	4
<u>Our Vision, Mission and Values</u>	5
<u>Why work for us</u>	6
<u>How to apply</u>	6
<u>Job description and Person Specification</u>	7





About Woodston Primary School

Interim Headteacher: **Nikki Lamond**



Thank you for your interest in joining Woodston Primary School. I am delighted to introduce myself as the Interim Headteacher. My name is Mrs Nikki Lamond, and I am proud to be leading the school during this exciting period of transition and opportunity.

I bring with me significant leadership experience, having previously served as a Headteacher in both Peterborough and Corby. I am passionate about creating inclusive, supportive, and high-achieving school environments where both children and staff can thrive.

At Woodston, we are fortunate to have a dedicated team, enthusiastic and respectful pupils, and a supportive community. As a school, we are committed to continuous improvement, collaboration, and providing the highest standards of teaching and learning.

Whether you are at the start of your career or bringing experience with you, we value every member of our team and are committed to professional development and wellbeing. If you share our values and ambition for children, we would be delighted to hear from you.

Woodston is a large school with a rich history, located in one of the older areas of Peterborough. The school has a strong relationship with its staff and community, including a private nursery on-site. Our local governance committee is passionate and involved in the school's daily life.

At Woodston Primary School, we work together with enthusiasm to provide a safe and happy learning environment. We strive to achieve excellence by encouraging everyone to be the best that they can be. We have a safeguarding at the heart of our purpose. We achieve this through our CARE code:

- Compassion
- Ambition
- Respect
- Equity





A Brief History

Meridian Trust, formerly known as Cambridge Meridian Academies Trust (CMAT), is a values-led Trust and has risen to be one of the highest performing academy groups in the country. Our Trust was first formed as an educational trust to create a federation of schools in 2006 with a desire to provide high quality and dynamic education for everyone, right in the heart of our community. Through various government policies, our commitment to collaboration has remained consistent.

Meridian Trust was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our steady growth since then reflects our commitment to the communities we serve and our track record of success. The period since 2018 has seen an increase in speed of growth as many long term projects matured and our relationship with Sharnbrook Academy Federation emerged.

We are currently a family of 65 academies (including 19 primary, 3 special and 13 secondary schools and one all through). The secondary schools include a University Technology College, an Upper School, four 11-16 schools and six 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles of Cambridge and Peterborough and the main communication routes between. We merged with Cambridge Primary Education Trust to become the Meridian Trust in April 2022. In addition to operating schools, we are the home of the Cambridgeshire and Peterborough Teaching School Hub, and

train more than 150 new teachers each year through Meridian Trust ITT. We retain a strong commitment to growing and supporting staff throughout their training and career development. We have a proven track record of school improvement and transforming the lives of children and young people over the last 10 years.

Students thrive in Meridian Trust academies as a result of the implementation of our values, our successful and proven systems and our commitment to valuing people. We are among the highest performing multi-academy trusts in the country for student progress. Our academies are well-run and our staff benefit from excellent access to professional development.

Our commitment to the education system goes beyond just our own academies. We operate 'The Cambridge Partnership', one of the largest initial teacher training providers in the country which has recently merged with the SAF ITT, and 'Leadership East' these further strengthen our capacity and commitment to professional development. We also provide support through various SLAs to a number of other trusts and academies.

As a strong, regional multi-academy trust we currently operate schools across Bedfordshire, Cambridgeshire, Lincolnshire, Peterborough, and Northamptonshire. We are proud to have strong partnerships within all these communities.



Valuing People



High Quality Learning Environment



Pursuit of Excellence



Extending the Boundaries of Learning



Achievement for all



Trust Vision, Mission and Values

Our values and who we are:

Meridian Trust is a successful multi-academy trust founded on its commitment to people and communities.

Our proven approach over more than a decade has elevated us to a respected and admired academy trust, a national leader in education and a source of great pride to the communities we serve.

Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.

Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to Meridian Trust values, practices, curriculum approaches and operational systems.

Our Vision:

High-quality educational provision for all at the heart of local communities.

Our Mission:

To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Young people become successful learners and confident, empowered individuals;

- Young people are encouraged to think for themselves and act for others, equipping them with the values, attributes, knowledge and skills to make a rewarding contribution to society;
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families, and other local stakeholders;
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported;
- Well-run schools retain and develop their distinct contextual identity while sharing and contributing to the Meridian Trust values, practices, curriculum approaches and operational systems.

The enactment of our values for staff:



Valuing People

Engaged, developed, supported, and consulted.



High Quality Learning Environment

Experts who strive for continual development. Collaborative networks, trusted to deliver.



Pursuit of Excellence

Set ambitious goals and model what success looks like. Eager to improve.



Achievement for all

Make connections, provide opportunities. Generous and sharing of knowledge and



Extending the Boundaries of Learning

Are accountable for the outcomes we contribute towards and strive for the very best.



Valuing People



High Quality Learning Environment



Pursuit of Excellence



Extending the Boundaries of Learning



Achievement for all



Why work for us

Meridian Trust aims to be the employer of choice for the communities we serve. Since 2010 we have nurtured and developed the careers of many people. You can read about some of those journeys in the 'Meridian Trust People' section of this website. We are committed to making a difference to young people's lives and the communities we serve. Help us make our mission a reality.

Benefits:

As a multi-academy trust of 36 schools, Meridian Trust can provide a wide network of opportunities for collaboration and career development for both teaching and support staff. With an initial teaching training facility and a teaching hub network within our Trust, there are ample opportunities to both, get into teaching, and develop within the profession.

- As well as the above we also offer:
- Unlimited access to CPD via Meridian Learning
- Free annual eye tests
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support
- Unlimited value cycle to work scheme

To see the full range of benefits available, please visit [Employee Benefits - Meridian Trust](#)

How to apply

To apply please complete the online form on MyNewTerm . Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Closing Date: 04/05/2026

Interviews: 07/05/2026

Applying:

For any questions about the application process please contact: Sophie Laycock, HR Officer at slaycock@meridiantrust.co.uk

Meridian Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory pre-employment checks including enhanced DBS disclosure. We are committed to diversity & inclusion and equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships. Meridian Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our students.



Valuing People



High Quality Learning Environment



Pursuit of Excellence



Extending the Boundaries of Learning



Achievement for all

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Learning Mentor
JD Reference:	STD ED 46
School/Academy:	Woodston Primary School
Weeks:	39 Weeks
Hours of work:	37 Hours
Salary:	Grade 7
Responsible to:	Headteacher

Role:	To support the teaching of students
Purpose of job:	To provide support and guidance to students through removal of barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential

Responsibilities and Accountabilities:

General:

- Manage a case load of students, offering timetabled support to individual and groups of students.
- Lead and develop provision so that students have a calm and enjoyable experience.
- Establish and maintain positive relationships with the families of students at the school, through regular workshops and targeted events.
- Develop and maintain effective and supportive mentoring relationships with students and their parents/carers.
- To provide a service across the school that complements and enhances existing provision to support learning, participation and encourages social inclusion.
- Work with a range of external agencies to provide support and learning opportunities and improve the quality of services to students.
- Assist staff to identify students showing early signs of disengagement and those that would benefit from mentoring to overcome barriers to learning.
- Assess underlying reasons for disengagement and compile a comprehensive profile that takes into account social, emotional, mental and educational needs.
- Support learning and personal development through one to one and group mentoring.

- Plan individual and group mentoring programmes that provide a range of strategies that will motivate, challenge and empower further learning and will help students to make positive changes.
- Develop, agree and implement action plans with groups and individual students, their parents/carers, teachers etc. based on the particular assessment of strengths and needs.
- Maintain accurate records for each identified student.
- Complete the administrative actions relevant to the role of Learning Mentor: Record keeping, reporting, planning etc.
- Support students to manage change and transition in their lives.
- Respond to the needs of students that have experienced trauma.
- Promote inclusion, equality, participation and the rights of the child.
- Support students starting school and moving between schools, including good liaison with other schools.
- Develop additional and alternative interventions and activities that support the desired outcomes, build self-esteem and encourage learning and social inclusion.
- Contribute to processes and procedures to improve attendance.
- Liaise closely with teachers and other staff in school to ensure they understand and support the strategies being used by the Learning Mentor.
- Develop and maintain appropriate contact with families and carers of students with identified needs to keep them informed about the student's needs and progress, and to secure family support for the student.
- Support parents/carers to develop ways of handling relationships and behaviour that contribute to positive experiences of everyday life with the child.
- Follow school procedures to facilitate access to specialist support services for students experiencing barriers to learning.
- Provide regular feedback to staff, other professionals and parents/carers.
- Liaise regularly with SENDCO to discuss case load.
- Develop and maintain effective relationships with external agencies and individuals to address needs and help remove barriers to learning for students.

Support for the School:

- Be aware of, and comply with, policies and procedures, e.g. child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Supervise students on visits, trips and out-of-school activities as required.
- Attend and participate in regular meetings as required.

- Recognise own strengths and areas of expertise and use them to advise and support others.

Support for School/Academy/Place of work:

- Participation in staff events by arrangement.
- Attend Staff Meetings.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the Trust values.
- Follow school policies, practices and procedures.

Data security:

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
- Contribute to the maintenance of a safe and healthy environment.

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

Child Protection and Safeguarding

- The post holder will have a shared responsibility for the safeguarding of all students and young people. The post holder also has an implicit duty to promote the welfare of all students and young people.
- To inform the Child Protection Officer of any issues relating to the safety and well-being of students.

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share in this commitment.

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: March 2026

Person Specification – Learning Mentor	Assessment Key: A = Application Form I = Interview
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Education and Qualification		Essential	Desirable	Assessment
1	Good educational background including GCSE or equivalent in English and Maths.	✓		A
2	Degree		✓	A
Experience		Essential	Desirable	Assessment
3	Experience of supporting students or young people in an educational setting.	✓		A/I
4	Experience of working with students/young people in other settings.		✓	A/I
5	Experience of working with external agencies		✓	A/I
6	Experience of working closely with parents in successful home-school partnerships that support students' needs		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment
7	Understanding of the education system	✓		A/I
8	Understanding of how students learn	✓		A/I
9	A sound grasp of the concept of inclusive practice	✓		I
10	Knowledge of the concept of confidentiality	✓		I
11	Awareness of child protection issues	✓		I

12	First aid certificate		✓	A
Skills and abilities		Essential	Desirable	Assessment
13	Skilled at making and sustaining positive relationships with students/young people	✓		I
14	Ability to use language and other communication skills that parents, students and staff members can understand and relate to	✓		I
15	Able to work closely with students/young people, offering them practical advice and strategies that assist them to overcome problems and barriers to learning	✓		I
16	Excellent written and oral communication skills.	✓		I
17	Ability to contribute to team meetings and contribute ideas	✓		I
Personal Qualities		Essential	Desirable	Assessment
18	Willingness to undergo further training and development	✓		I
19	Positive and enthusiastic approach towards work	✓		I
20	Ability to act on own initiative	✓		I
21	Kindness, patience and empathy towards students and colleagues.	✓		I
22	Ability to work as part of a team effectively	✓		I
23	Resilient	✓		I
Child Protection		Essential	Desirable	Assessment
24	Support the Academy policies on safeguarding and child protection	✓		A/I
Other		Essential	Desirable	Assessment
25	Flexibility of working hours	✓		A/I