

# St Katherine's School



## **JOB APPLICATION PACK**

### **Literacy Intervention Mentor**



St. Katherine's  
School

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## ABOUT ST KATHERINE'S

St Katherine's is a dynamic, aspirational school situated on the edge of Bristol in a beautiful rural setting. The school aims to create an environment where students feel confident, secure and valued to help them perform at their best.

Our thriving, diverse community is founded on our core values of respect, responsibility and resilience; we actively encourage everyone within our community to 'live and breathe' our values every day. We have high standards of behaviour, built on the collaborative relationships fostered between staff and pupils. Our committed staff nurture young people through our strong pastoral care and our learners achieve highly, finding their way to a range of higher education and apprenticeship opportunities. We believe in treating young people as individuals and nurture their skills in the academic, creative, physical, emotional and practical domains.

Our ambition is for every student to be happy and to thrive at St Katherine's, ultimately fulfilling their potential regardless of their starting point. Each young person is valued for who they are and what they can become. We celebrate achievement in many forms and value students' positive contributions to school life. With smaller than average class sizes and targeted support from teachers who are passionate about learning, we keep a close eye on attainment and progress, and nurture effort, perseverance and self-improvement.



We were delighted to join Cathedral Schools Trust (CST) in January 2019 and this partnership is already having a very positive impact on our school. We are actively involved in the North Somerset Teaching Alliance (NSTA) and are privileged to offer first class Continuous Professional Learning (CPL) opportunities through the trust and NSTA links. Our staff place great value on their CPL and this remains a priority for the school each year as we focus on what makes the difference - the classroom. CST also has a

well-developed Teaching School Alliance with a full suite of NPQ qualifications on offer along with a significant SLE presence across the Bristol area. The successful candidate may be asked to contribute to school improvement activities across the trust and region where appropriate.

Students, staff, parents/carers and governors are very proud of the school and its achievements. We were left disappointed in March 2018 with our Requires Improvement judgement from Ofsted and we continue to deliver on improvements across the school in line with our improvement plan. We deliver a high quality education for all our young people, focusing on the whole child with equal value being placed on outcomes and character. We have been oversubscribed for the last two years and are confident we are rapidly becoming a very good school. Further information is available on our school [website](#).



We are committed to delivering our Quality Improvement Plan and our two most recent strategic changes have been the introduction of our Houses in September 2018, along with improving our climate for learning through our Ready To Learn approach. This is an exciting time for the school and we are looking for applicants with a passion for young people to drive their success even further. In return, you can expect effective support and challenge from our strong leadership team along with a hardworking, talented and passionate staff body. Along with this, our dedicated governing body are fully committed to delivering the best opportunities for our confident, thoughtful, articulate and creative young people.



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# Literacy Intervention Mentor

**32.5 hours p/w, term time only + 5 INSET days**

**JG5 £16818 - £19046 pa**

We are seeking to recruit a Literacy Intervention Mentor who can help empower students to make accelerated progress in Key Stage 3 English so that they can succeed and achieve at Key Stage 4 and beyond. The successful candidate will play a key role in supporting teachers and students and communicating with parents to help them support their child at home.

Alongside working with Key Stage 4 students, the successful candidate will work with Key Stage 3 students each week to deliver appropriate literacy intervention.

Parental engagement and support will be a key element of the role. The successful candidate must be able to build positive relationships with parents and carers and will be proactive in devising practical support and resources for use in the home environment. We would also like to offer workshops for parents to help them support their children.

At St Katherine's we believe that a child's prior attainment does not determine their future attainment and this post offers a fantastic opportunity for the right candidate to make a measurable difference to the lives of young people and their families.

Excellent communication/ interpersonal skills and the ability to engage and motivate young people essential.

St Katherine's is a vibrant, medium sized 11 – 19 mixed comprehensive school and part of Cathedral Schools Trust. We are situated on the edge of Bristol in a beautiful rural setting. The majority of our students live in Bristol and due to the easy transport links, make a positive choice to travel out of the city each day to enjoy the wealth of opportunities that St Katherine's has to offer. All at St Katherine's believe that there are no limits to what a young person can achieve. Through focusing on high quality learning and teaching we work tirelessly to educate young people for academic success and life.

Further information about the school, the post and how to apply can be found on the school [website](#) To apply please click on the link <https://www.tes.com/jobs/employer/-1001486>

St Katherine's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to DBS Barred list and Enhanced Disclosure checks.

**Closing Date: midnight 19 October 2020**

**Interviews will take place over the course of that week.**



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# JOB DESCRIPTION

**JOB TITLE:** Literacy Intervention Mentor

**GRADE:** JG5

**SCHOOL:** St Katherine's School

**REPORTS TO:** SENDCo

## 1. JOB PURPOSE

- (a) To work within a learning framework set by the Senior Leadership Team (SLT), provide support for individual students in literacy by removing barriers to their learning and ensuring that they have equality of access to opportunities to develop to their full potential.
- (b) To act as an integral part of the school staff team, and as such to make a contribution to the overall aims of the school and, working within agreed policies and procedures, maintain a range of effective networks and partnerships.
- (c) Assist with resource preparation and management, primary liaison activities and other tasks as required to support teaching and learning activities.
- (d) Support parents evenings and liaise with parents/carers as required.

## 2. RESPONSIBILITIES AND ACCOUNTABILITIES:

### (a) Support for students

- i. Establish and maintain effective relationships with students.*  
Work with individual (or specified groups of) students from across a range of subjects, including those with Special Educational Needs, to help them overcome perceived or real barriers to achieving their learning targets. This involves understanding and respecting the learning styles and preferences of student(s) and using this knowledge to advise and support them.
- ii. Secure the trust of the student(s).*  
Agree with each student on a one to one basis, mutually acceptable ways of working together, and jointly determine the individual roles and responsibilities within the relationship. Set realistic expectations and time scales and agree the scope and use of confidential information.
- iii. Provide care and support for the students.*  
Promote student well-being by encouraging them to develop good relationships with others. Motivate and empower them to develop their self-reliance and self-esteem and help them to adjust to new challenges and educational settings.  
Develop a shared understanding of their learning mentoring needs, identify the necessary level of support and agree a plan of action.

- iv. Identify and unlock barriers to literacy development, playing a key part in library lessons. This will involve: leading and managing home- school communication for designated students on the Accelerated Reader programme in Key Stage 3; delivering and monitoring appropriate Literacy catch up programmes for designated students in KS3 (Lexia) and KS4.
- v. Provide resource packs to help students make accelerated progress in spelling, reading and writing.
- vi. To lead and manage literacy interventions including Lexia, individual and paired reading programmes and dyslexia screeners including delivering a system for communication with pupils and parents about results and strategies to improve their access to the curriculum.
- vii. Liaise with parents/carers to ensure parental engagement and support and provide workshops for parents/carers and/or resources for use in the home environment to help them support their children, as appropriate.
- viii. Liaise with the Second in English in terms of Library provision.
- ix. Communicate key messages to support literacy needs across the curriculum through staff training events and briefings and supporting whole school initiatives as appropriate.

**(b) Support for the school**

*(i) Establish and maintain effective working relationships with line manager*  
 Work with the SLT Lead for Inclusion and Achievement on a one to one basis, in such a way as to ensure that there is an understanding and clarity of their own responsibilities and the role of the Literacy Intervention Mentor within the school generally.

*(ii) Assess and review student progress and achievement.*  
 Collect, record and securely maintain all information necessary to set targets and agree action plans, monitor the student's progress, assess and review support programmes and to determine appropriate exit strategies.

Assist staff in the Inclusion Faculty and other school staff in the assessment of the mentoring needs of individual students.

*(iii) Assist in maintaining a meaningful learning environment.*  
 Monitor and record the effectiveness of the specialist support provided to the student(s) and contribute to the advancement of programmes and procedures which maximise the benefits available to the individual student(s).

Identify signs of student disengagement and, in consultation with school colleagues, develop strategies to improve attendance, enhance individual motivation and attitude, and avoid potential exclusion.

*(iv) Develop and maintain working relationships with other professionals.*

Work effectively with all teachers, support staff and other professionals, applying own strengths and expertise to ensure that the learning mentor role contributes positively to the overall values, aims and objectives of the school. Provide effective support for all other members of the school staff by sharing own knowledge and expertise in a professional and constructive manner.

Take an active role in supporting and developing a culture of team working for the benefit of students', both individually and collectively.

Participate in staff meetings and contribute to the development of policies and procedures which support equality of opportunity, recognise the diverse needs of students and promote social inclusion.

Attend Inclusion Team meetings and briefings to share and receive information on vulnerable students and support for students with Special Educational Needs

Contribute to the support for students in receipt of Access Exam Arrangements

(v) *Contribute to the management of student behaviour and security.*

Contribute to the maintenance of school policies which encourage positive student behaviour and advise on policies and procedures related to students' health, safety and security.

Report any issues related to child protection/safeguarding or situations that potentially pose a danger to any student.

(vi) *Review and Develop own professional practice.*

Develop and maintain effectiveness as a member of the school staff by taking responsibility for own continuing professional development. Remain aware of current legislation affecting the student/school relationship.

**(c) Support for parents and other carers.**

(i) *Liaise effectively with parents.*

Taking account of any confidentiality agreement reached with the child or young person concerned, discuss with parents and other designated carers the mentoring and support being provided to their child. Secure parental consent and encourage their participation in the programme of support.

Promote partnership working between home and school and help to develop and maintain parental or carer interest in their child's education.

**(d) Support to other professionals and agencies.**

(i) *Promote the Learning Mentor service.*

Raise awareness of the Learning Mentor service amongst education professionals and other agencies providing support to students and young people.

(ii) *Support across school provision of the service.*

Liaise with other Learning Mentors across the LA/Region to provide a continuity of support to students when they transfer schools. Support the sharing of information, professional knowledge and best practice.

### **3. SUPERVISION RECEIVED:**

Overall supervision received from the SENCo with support from the Second in English

### **4. CONTACTS:**

- (a) Staff and students within the school
- (b) Parents and carers.
- (c) Local Authority officers and representatives of those agencies providing specialist support to students.

### **General Responsibilities:**

- To be aware of and understand the School's Equal Opportunities, Race Equality, Whistleblowing, IT and Safeguarding Policies ensuring at all times that the duties of the post are carried out in accordance with School Policies.
- To ensure compliance with all Health and Safety legislation, risk assessments and associated codes of practice and school policies.
- To review and develop working practice by developing and maintaining effectiveness as a member of the school staff through taking responsibility for own continuing professional development.
- To work effectively with both teaching and support staff, applying own strengths and expertise to contribute positively to the overall aims and objectives of the school.
- To undertake any duty or responsibility that the Headteacher and line manager asks relevant to the school's needs as required and are commensurate with the grade. This is not an exhaustive list and some changes to both the Job Description and duties may occur.
- The postholder must at all times maintain confidentiality and work within the requirements of data protection/GDPR at all times.
- To take part in the school's annual appraisal process for support staff

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

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# PERSON SPECIFICATION

## Literacy Intervention Mentor

ASSESSMENT CRITERIA	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>A good standard of general education, normally evidenced by 5 or more GCSEs (including Maths and English at Grade C or above)</li> <li>A Level English</li> </ul>	<ul style="list-style-type: none"> <li>Degree in English</li> </ul>
<b>WORK RELATED EXPERIENCE &amp; ASSOCIATED VOCATIONAL TRAINING</b>	<ul style="list-style-type: none"> <li>Experience of using effective methods of communication, consultation and dissemination</li> <li>Evidence of continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>An awareness of different assessment techniques and Assessment for Learning and effective monitoring of student progress</li> <li>Experience of supporting students in the secondary age range.</li> <li>Experience of working with young people with Speech, Language and Communication Needs (SLCN) and challenging behaviour</li> </ul>
<b>OTHER RELEVANT EXPERIENCE</b>		<ul style="list-style-type: none"> <li>Experience of teaching in a school</li> <li>Successful employment of a range of resources and learning and teaching strategies encouraging differentiated learning. Range of experience in raising standards through effective teaching and learning.</li> </ul>
<b>SPECIALIST KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Some knowledge and experience of the UK education system and previous experience of working with young people in</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of current best practice in the use of data to support student progress</li> <li>Awareness of current thinking in Literacy teaching and curriculum developments</li> </ul>

	<p>need of guidance and support.</p> <ul style="list-style-type: none"> <li>• Knowledge of a range of Literacy Interventions</li> <li>• Interest in and understanding of dyslexia</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of a range of Literacy Interventions</li> <li>• Interest in and understanding of dyslexia</li> </ul>
<b>JOB RELATED SKILLS</b>	<ul style="list-style-type: none"> <li>• Excellent IT skills</li> <li>• Sound knowledge of basic IT applications</li> </ul>	
<b>PERSONAL SKILLS</b>	<ul style="list-style-type: none"> <li>• Have high expectations of students and colleagues</li> <li>• Have a passion for seeing all students including those with SEN make the best possible progress</li> <li>• Maintain a sense of humour as well as a sense of direction</li> <li>• A lively and effective teaching style, which engages and motivates young people</li> <li>• Good communication skills with colleagues, students, parents and external agencies</li> <li>• Excellent interpersonal skills with both adults and young people</li> </ul>	
<b>OTHER</b>	<ul style="list-style-type: none"> <li>• Satisfactory enhanced DBS Disclosure and Barred list checks</li> </ul>	

# ABOUT CST

## INTRODUCTIONS

Cathedral Schools Trust was established in February 2016 to include Bristol Cathedral Choir School (an academy since 2008) and Cathedral Primary School (a free school that opened in 2013). Headley Park Primary School and Victoria Park Primary School, joined the trust in August 2017 and St Katherine's School joined in January 2019. Stoke Park Primary School joined the Trust in June 2019 and Trinity Academy is our brand new secondary school which opened in September 2019 with year 7 only. Trinity will grow year on year and will move from temporary accommodation into a state of the art new school building in September 2021, eventually setting up a sixth form centre too. A brief overview of the schools currently in CST is shown below. We expect the trust to grow locally and modestly over coming years.

SCHOOL	PHASE	TYPE	NO. ON ROLL	LOCATION
Bristol Cathedral Choir School	Secondary	Academy (C of E designation)	1087 currently rising to 1150 by 2021	College Square, Bristol BS1 5TS
Cathedral Primary School	Primary	Free school (Christian ethos)	363 currently rising to 420 by 2020	College Square, Bristol BS1 5TS
Victoria Park Primary School	Primary	Academy	420	14 Atlas Rd, Bristol BS3 4QS
Headley Park Primary School	Primary	Academy	420	Headley Lane, Headley Park, Bristol BS13 7QB
St Katherine's School	Secondary	Academy	890	Pill Road, Pill, Bristol, BS20 0HU
Stoke Park Primary School	Primary	Academy	200	Romney Avenue, Lockleaze, Bristol BS7 9BY
Trinity Academy	Secondary	Academy	120 (Yr 7 only) rising to 780 by 2023	Brangwyn Grove, Lockleaze, Bristol BS7 9BY

## VISION

The vision for the trust has evolved over time and is based upon the following guiding principles:

- Made up of a broad and diverse range of schools to include primary and secondary and culturally and socio-economically diverse schools, to become a mixed MAT.
- Working towards a critical mass of approximately 5-10,000 children within a local catchment area of greater Bristol.
- Ensuring that in the first instance, we grow through strong partnerships, generating high aspirations for all pupils, especially the disadvantaged, and building on the existing success of the founding schools and the Teaching School Alliance.
- Allowing each school appropriate earned autonomy and individuality, with high levels of trust and collaboration between schools. Understanding the drivers which led us to develop the trust and ensuring that other schools retain their identity but are committed to meaningful collaboration and using the trust to create new opportunities for both children and staff.
- Ensuring staff and children fulfil their potential and all are valued and nurtured.
- Delivering a commitment to creative, aspirant, innovative thought and action, rooted in evidence and action research.

Within the trust, our expectation is for all schools to be committed to:

### **People: strong and trusting relationships.**

As a trust we want to ensure that staff at all levels are supported to improve through focused professional development opportunities and appropriate coaching and mentoring. We aspire to treat each other with respect and professionalism being positive but challenging, taking time to ensure that all staff and children feel valued.

### **Music and the arts**

All of our schools will ensure that the curriculum is broad, balanced and appropriate to the community we serve. Curriculum design is the responsibility of individual schools though we are committed to collaboration. Music will be important within all of our schools giving all children the opportunity to sing and play. We will all committed to providing the best co-curricular opportunities for our children.

### **Collaboration**

We are committed to the dissemination of best practice and high levels of support and accountability for all staff. We understand that we are better together and aim to give and

receive support from within the trust and further afield. We want to forge wider partnerships in the best interests of children and staff co-creating alignment where it is sensible to do so.

### **Diversity**

We recognise the strength in diversity and are determined to learn from each other. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world.

Our expectation is for every pupil to have:

- An excellent and inspiring experience.
- An education celebrating a wide range of world views and interpretations.
- Access to enrichment opportunities, in particular around music.

In turn our expectation is for staff to be:

- Recognised and valued.
- Provided with opportunities for learning, career development and opportunities for progression across the trust and the wider education system.
- Listened to with good communication across all levels of the organisation.
- Encouraged to try new ideas and to innovate.

## VALUES

We are a values-driven organisation and expect all staff to aspire to our core beliefs. You can find out about the Trust by visiting [www.cathedralschoolstrust.org](http://www.cathedralschoolstrust.org)



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