



Raleigh
EDUCATION TRUST

Mentor - Phonics

Contents

The role in a nutshell.....	3
The candidate	3
About your benefits	3
General duties and responsibilities	4
Person Specification	6
About the application process	7

POST	MENTOR - PHONICS
Reports to	Assistant Principal
Salary range	GLPC-E, Point 12 – 19 (£23,836 actual)
Contract type	Permanent
Hours	37 hours, term time only

The role in a nutshell

We are seeking to recruit a dedicated Mentor to assist, plan and deliver the phonics and literacy intervention curriculum to pupils requiring support to access the curriculum. This intervention will be delivered to a group of pupils or on a one to one basis within the classroom environment. The role will be working in collaboration with and directed by the Teacher or senior leaders.

The candidate

The ideal candidate will be able to demonstrate the ability to devise clearly structured activities in line with the school improvement plan; initiate interest and motivate and advance learners. They will be able to offer a supportive and encouraging approach to raise pupil's confidence.

We welcome applications from everyone who believes they meet the expectations of the role regardless of age, gender, ethnicity, sexual orientation, faith, or disability. To ensure that our staff composition is representative of the communities we serve, applications from groups who are currently under-represented in education including people with disabilities and people from minority ethnic backgrounds are particularly encouraged.

About your benefits

The position attracts an excellent remuneration package including a competitive salary, pension scheme, health assured programme with access to mental health, financial and family support (EAP) and the Cycle Scheme salary sacrifice.

We prioritise your professional growth with annual training and development opportunities, training bursaries are available upon request.

General duties and responsibilities

Phonics Intervention	<ul style="list-style-type: none"> • To assist in the development of the appropriate resources, schemes of work, marking and teaching strategies to deliver interventions • To plan and prepare sessions in line with the course overview or requirements • To devise clearly structured activities in line with the school improvement plan initiative that interest and motivate learners, as well as advance learners • To evaluate and monitor the progress of pupils and keep up-to-date records as may be required • To alert the appropriate staff to barriers experienced by pupils and make recommendations as to how these may be resolved • To use Positive Behaviour Support strategies so that effective learning can take place • To differentiate work according to pupils' educational needs, including the setting and marking of work to be carried out by the pupil and homework. • To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual and groups of pupils • To prepare and update resources • To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands • To encourage engagement through standards of work and homework • To mark and give written/verbal and diagnostic feedback as required
Phonics support for pupils	<ul style="list-style-type: none"> • Set high expectations of children and young people so they fulfil their full potential • Differentiate resources and teaching to meet individual pupil needs • Know how to support learners in accessing the curriculum • Assist in the educational and social development of pupils, under the direction and guidance of teaching staff • Consider the needs of the pupil, ensuring their access to the lesson and its content, through appropriate clarification, explanations, equipment and material • Encourage pupils to interact with others and engage in activities led by the teacher • To reinforce learning and promote independent learning • Build and maintain successful relationships with pupils and parents, acting as a role model and being aware of and responding appropriately to individual needs • Promote the inclusion and acceptance, by being consistent with respect and consideration for all pupils • Raise pupil confidence and enhance self-esteem • Encourage pupils to maintain focus and motivation • Supervise and support the named pupils, ensuring their safety and access to learning

Phonics support for teaching and learning	<ul style="list-style-type: none"> • Liaise with the relevant teaching staff, in support of the named pupils within the class • Work collaboratively with teaching staff to ensure the correct differentiation is in place for pupils • Be aware of the pupil's needs, progress and achievements; provide feedback to teaching staff • Work collaboratively with teaching staff to manage the behaviour of the pupils • Promote good attendance and contribute to the shared responsibility to improve overall attendance • Work on differentiated activities with or for identified groups • Be involved in keeping records and evaluating identified pupils' progress • Work with external agencies or professionals, where appropriate to enhance pupil learning.
Phonics support for the curriculum	<ul style="list-style-type: none"> • Encourage and support pupils to understand instructions • Encourage and support pupils to undertake additional literacy and numeracy tasks as directed • Encourage and support pupils in using ICT • Prepare and maintain equipment or resources to assist pupils
Trust responsibilities	<ul style="list-style-type: none"> • Support and uphold the Trust's ethos, values, policies and procedures • Apply and adhere to the Trust's Code of Conduct • Act with professionalism and integrity at all times, promoting the Trust's values • Comply with any reasonable request from the Principal to undertake work of a similar level or commensurate with the role / level of responsibility • Comply with Data Protection legislation and follow the principles of GDPR • Promote a commitment to equal opportunities and anti-discriminatory practice adhering to the Trust's and Academies EDI policies • Promote a work environment that protects people's health and safety and welfare in accordance with the Trust's Health and Safety Policy

All staff are expected to maintain high standards of customer care in the context of the Trust's Core Values, to uphold the Equality and Diversity Policy and health and safety standards and to participate in training activities necessary to their post.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer. The responsibility level of any other duties should not exceed those outlined above.

Person Specification

Education & Qualifications	<ul style="list-style-type: none"> • Ongoing CPD • Level 3/4 TA qualification • Evidence of specialism in literacy and reading development and/or a particular area of need • Recent training in relevant learning strategies e.g. literacy/numeracy • First degree or equivalent, relevant to the role (D) • Counselling or other relevant therapeutic qualification (D) • GCSE grade C or above (4+) in Maths and English
Communication Skills	<ul style="list-style-type: none"> • Committed to working positively with all stakeholders • Effective communicator who is at ease with all stakeholders • Good interpersonal skills that support effective relationships with young people • Ability to write action plans, maintain accurate records and create reports
Experience & Knowledge	<ul style="list-style-type: none"> • Knowledge/experience of PRU/specialist settings • Proven experience of delivering phonics intervention • Experience of developing and teaching reading • Knowledge of the National Curriculum including numeracy and literacy strategies • Experience of working with vulnerable children and young people • Experience of successful intervention/support work responding to the academic needs of young people • Knowledge of effective learning and engagement strategies and good practice approaches • Experience of liaising with a range of agencies, professionals and parents/carers to support and safeguard children and young people (D) • Experience of promoting the learning and welfare of children and young people
Management of Resources	<ul style="list-style-type: none"> • Manage all resources effectively • Support staff to ensure good understanding of their role in supporting pupil wellbeing • Establish clear systems and processes to allow effective handling of issues and tracking of actions • Ability to understand, analyse and make effective use of a wide range of data particularly concerned with achievement

Personal Attributes	<ul style="list-style-type: none"> • Use skills and qualities to add to those of the mentor team (D) • Able to work independently and make judgements whilst also working as part of a wider team • Resilient and determined whilst a supportive team member able to demonstrate empathy to address matters in a sensitive and considerate manner • Commitment to inclusion and diversity to ensure the maximum benefits for pupils and staff • Commitment to personal development for self • Commitment to the promotion of safeguarding and welfare of children and young people
Work to promote mutual respect and good relations	<ul style="list-style-type: none"> • Commitment to inclusive education • The desire to support a working culture which values creativity and openness and is sensitive to need.
Work related circumstances	<ul style="list-style-type: none"> • Be willing to undertake training and development, as necessary, to enhance service deliver

D = Desirable

About the application process

If you meet the criteria and you are enthusiastic about the role, we would welcome your application.

To complete the application process, you will need to complete the application form and associated documents through the portal which can be found at: <https://raleigheducationtrust.facebook.co.uk/vacancies>

Only candidates requested for an interview will be contacted. If you are not invited, we thank you for your interest in this exciting post with the Trust.

Raleigh Education Trust is obliged by law to operate a checking procedure for employees who have substantial access to children and young people. It is an offence to apply for a position within a school or trust if you are barred from engaging in regulated activity relevant to children.