



**ST PAUL'S**  
GIRLS' SCHOOL

## **Job Description**

### **Learning Mentor**

**Required from September 2024**

**Part time – 25 hours a week**

**Term time (36 weeks) plus one week**

**Salary up to £15,314 (£31,600 FTE)**

### **The School**

St Paul's Girls' School is one of the country's leading independent schools for girls aged 11-18, with approximately 780 students. It is an extraordinary school, offering a classical yet forward-thinking education, rooted in a love of academic discovery and enriched by a broad co-curricular programme, nurturing wellbeing provision and a strong commitment to partnerships and community initiatives. Aspirations and achievements go well beyond what one would normally expect from a school, making St Paul's an exciting, lively, and stimulating place in which to work.

Full details of the school, including our curriculum and public exam results, are available on our website at <http://www.spgs.org>

### **The Post**

*St Paul's Girls' School is seeking a positive and supportive Learning Mentor to work with a Year 10 student with a visual impairment. The successful candidate will be open-minded, empathetic and highly motivated, with the skills to support the student with her emotional and educational needs, and to advocate on her behalf with teaching staff and external professionals.*

The successful candidate will play a valued role in working with the school's Learning Support and Inclusion departments in the continued development of creating an accessible school environment.

A background in education, support work, disability or wellbeing is desirable for this role. Recent experience of academic study, and knowledge of GCSE level courses would be of benefit.

A working knowledge of visual impairment would be desirable but is not essential as all visual impairment mobility and accessibility training will be provided.

## **Job Description**

Key accountabilities: 1:1 mentoring/support sessions with the pupil on a range of areas that may be impacting on individual learning. To pre-empt and provide discreet direct support to pupil in learning environments as necessary.

### Key Duties:

- To support the use of specialist equipment
  - To support pupil's social and emotional development
  - To promote independence and self-advocacy skills
  - To adapt teaching materials e.g. reformatting font and size, simplifying images
  - To support academic teaching staff to provide accessible lessons in all subject areas.
  - To support pupil's study skills in preparation for GCSEs.
  - To support with provision of co-curricular activities and trips when required.
1. To support the use of specialist equipment and technology to promote the pupil's learning by checking that any equipment used by the pupil is functioning properly.
    - To develop own skills in the use of specialist equipment used by the pupil with a visual impairment, including software applications.
    - To ensure academic staff are aware of any implications for their teaching.
    - To ensure any problems with equipment are dealt with as quickly as possible.
    - Supporting the pupil and staff in the use of technology, always encouraging pupil to consistently use and manage their equipment independently.
  2. To support pupil's social and emotional development through delivery of programmes aimed at developing social skills and emotional wellbeing and to facilitate positive interactions with other pupils.
    - To deliver programmes designed by specialists to support this area as appropriate.
    - Encouraging other pupils to develop an understanding of the needs and skills of a pupil with Visual Impairment.
    - To provide support to enable the pupil to have the opportunities to participate in all School activities, to make informed choices and take own decisions.
    - To encourage pupil to evaluate own progress and to take an active part in reviews of their progress, when appropriate. Observing how the pupil expresses their feelings and emotions and relates to others and provide feedback to staff recording any findings accurately.

- To provide support for a wide range of extra-curricular activities which promote learning, good behaviour, positive social skills and wellbeing to enable pupil to experience achievement and develop independence and self-determination.
- 3. To promote independence by seeking opportunities for a young person with VI to experience and become more confident in independent learning. Reinforcing skills taught by a mobility specialist within the school context in order to further the pupil's skill level and confidence in independent mobility.
- 4. To adapt teaching materials e.g. reformatting font and size, simplifying images. Review resources for lessons. Adapt format, text and images (guidance and training will be given).

Other responsibilities:

- To liaise with Learning Support keeping them well informed and immediately raising any concerns in relation to the pupil you mentor/support.
- To ensure the Safeguarding Lead is informed immediately of any concerns relating to the pupil you mentor/support.
- To attend team and school meetings and those that are specifically in relation to the pupil you mentor/support, such as pastoral support programmes or liaison with other agencies
- To maintain accurate records which measure the impact of your interventions.
- To support liaison with parents including giving written feedback
- To operate within legal, ethical and professional boundaries when working with young people. This includes confidentiality policies.
- To participate in training and other learning activities and relevant wider based training sessions as required to develop the competencies to effectively support pupils with visual impairment and to ensure knowledge and skills are kept up to date.
- To attend meetings and undertake duties as reasonably directed.
- To work with academic and pastoral staff to ensure the provision of both the learning and living environment for a pupil with a visual impairment pays particular attention to lighting, layout, ICT infrastructure and auditory factors.
- To work with academic staff and external organisations to ensure that the pupil has access to the appropriate GCSE accessibility provision.

## **Person Specification**

The successful candidate will be committed to the SPGS values and ethos.

### Essential:

- A good all-round education to degree level
- A commitment to safeguarding.
- Good verbal and written communication skills
- The ability to work effectively with all constituencies, staff, students, and parents.
- Excellent organisational and planning skills
- Confident and efficient in use of IT. Readiness to develop IT skills, as needed.
- Ability to think on one's feet.
- Ability to work flexibly to fulfil the requirements of the post
- Strong listening skills.
- Ability to reflect and think creatively about ways around potential barriers to learning or access.
- An ability to observe and reflect on social dynamics to help the student navigate changes around them.
- The ability to be proactive in seeking advice from others when appropriate.
- Ability to maintain an empathetic and professional demeanour throughout a wide of range of challenges and interactions.

### Desire:

- Supportive of the sporting and artistic side of school life.
- A positive, energetic approach to challenges.
- Patience and persistence.
- An understanding of the organizational and study skills required by secondary and/or higher education.

## **Terms of employment**

- This role is term time plus one week (37 working weeks). This is a total contract period of 41.5 weeks which includes statutory holiday entitlement pro-rata
- Contributory pension scheme
- Free lunches, tea, and coffee
- Free use of the school's sports facilities
- Access to season ticket, cycle and computer loans

**Reports to:** Learning Support Co-Ordinator and Director of Pastoral Care

## **Application and interview procedures**

Please submit applications using the forms provided on our website [www.spgs.org/vacancies](http://www.spgs.org/vacancies). A covering letter addressed to the High Mistress outlining how you match the criteria above must also be submitted. In addition, we ask candidates to provide details of qualifications and experience and the names, addresses, telephone numbers and e-mail addresses of two professional referees, one of whom should be the head of the applicant's present or most recent employer.

The school will shortlist applications as they are received and interviews might be arranged on a rolling basis, so early application is recommended. We will acknowledge all applications and if you do not receive an acknowledgement, it is advised that you e-mail or telephone to confirm that your application has been received. Candidates who have not heard further from us within two weeks of the closing date should assume that the post has been filled.

**Closing date: Thursday 18 April, midday**

**Interviews: Week commencing 22 April**

## **Disclosure and Barring Service (DBS) and overseas police checks**

St Paul's is a "registered body" under the Police Act 1997 because employment here involves access to children under the age of 18. This post will require an enhanced DBS check from the Disclosure and Barring Service (formerly Criminal Records Bureau) before we can confirm an offer of employment. Unless you are a member of the DBS Update Service you will need to apply for a new disclosure, even if you already hold one. Former members of staff who are not on the Update Service who re-join us also require fresh disclosures unless less than three months have passed between their leaving and their re-employment date. If you have lived or worked abroad for 3 months or more within the past 10 years, you will also need to provide appropriate paperwork, such as a police certificate of good conduct, from the countries you have lived in.

## **Safeguarding guidelines**

The post-holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with our child protection policy statement at all times. If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children at St Paul's, s/he must report any concerns to our safeguarding designated person or to the High Mistress.

## **Contact details:**

Human Resources Department  
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