

Huxlow Academy

Behaviour & Inclusion Mentor

Remuneration: Grade G Pt 8-13 / Actual Salary: £17,833 to £19,799 (FTE: £20,852 to £23,023)

Contract: 37 hrs pw / 39 weeks pa / Mon to Thurs 8:30 to 4.30 & Friday 8:30 to 4.00 inclusive of 30mins unpaid break

Huxlow Academy is a fully inclusive school, located in Irthlingborough, East Northamptonshire. Our students are a vibrant and varied mix that bring an energy that is not found in many other schools. The loyalty the students show for the staff and community, whom they recognise care so deeply about them, is what makes Huxlow a very rewarding and fun place to work. If you want to work with a team committed to making a difference to the lives of the young people in our community, we want to hear from you!

We are seeking to appoint a Behaviour & Inclusion Mentor to help support our disadvantaged students and their families to help them address barriers to learning, focusing primarily, but not exclusively, on underachieving students. This is a key role in the school's approaches to improving the progress levels of students who are disadvantaged.

The successful candidate will:

- Have the creativity and ability to motivate students who may find aspects of learning challenging.
- Have strong interpersonal skills and be able to relate to a wide range of people;
- Be able to work well as part of a team but also demonstrate the initiative and ability to work alone;
- Be passionate about being involved in the growth of students;
- Be able to demonstrate that they meet the requirements set out in the person specification;
- Be required to undergo an enhanced DBS disclosure check;
- Be eligible to live and work in the UK.

If you believe that you have these qualities, are passionate about being involved in the growth of students and are interested in working as part of our school team, then we look forward to hearing from you.

Training and development opportunities will be offered. All staff are encouraged to study further and the trust will actively support staff to obtain relevant further qualifications where possible.

Tove Learning Trust is a fast moving and exciting place to work. The trust schools have a shared vision and purpose: to deliver outstanding educational experiences that lead to inspiring outcomes. Each academy has a strong individual identity and tailors their educational provision to serve their local community. Academies within the trust collaborate to share expertise and maximise opportunities and experiences for our students.

The Trustees of Tove Learning Trust are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

How to apply

All documents including the full job description, person specification and application form are available on our website <https://www.huxlow.northants.sch.uk/> Please ensure your application form and covering letter includes examples of your experience and how you meet the criteria outlined in the job description and person specification. Further information requests or completed applications should be sent to Sonya Earby-Martin or Kerry Hughes E: hr@huxlow.northants.sch.uk T:01933 650496

Closing date: This vacancy will close when the vacancy has been filled so please apply early to avoid disappointment

Behaviour & Inclusion Mentor

Job Description

Role:	Behaviour & Inclusion Mentor
Reports to:	Behaviour Support Manager
Location:	Huxlow Academy
Contract:	37 hrs pw / 39 weeks pa / Mon to Thurs 8:30 to 4.30 & Friday 8:30 to 4.00 inclusive of 30mins unpaid break
Grade/Paypoint:	Remuneration: Grade G Pt 8-13 / Actual Salary: £17,833 to £19,799 (FTE: £20,852 to £23,023)

Job Context

Huxlow Academy is a fully inclusive school, located in Irthlingborough, East Northamptonshire. It is part of the TOVE Learning Trust. Our students are a vibrant and varied mix that bring an energy that is not found in many other schools. The behaviour support team at Huxlow Academy is evolving and requires an ideal candidate who can support and motivate students to positively develop their social and emotional skills in order to successfully access their learning. The role requires supervision of the Reflection room. Targeted student intervention is being developed to proactively and intervene to support student wellbeing, positively impact on their choices and to overcome barriers to learning.

Key Responsibilities

- Provide support that is additional and complimentary to existing Academy provision.
- Act as a bridge across academic and pastoral support roles with the aim of ensuring that individual pupils and their families engage more effectively in learning and achieve appropriately
- Play a key role in Academy approaches to improve the progress levels of pupils who are disadvantaged.

Responsibility area 1: Provide additional and complimentary support

- 1) In rotation with colleagues, lead and support the Reflection room including responding to on-call removal requests
- 2) Support and assist students in managing social and emotional aspects of learning,
- 3) Developing and deliver proactive intervention strategies and action plans for sustainable improvement
- 4) Liaise with parents by telephone and in writing in a professional and constructive manner
- 5) Positively engage in the development and improvement of behaviour support at Huxlow Academy.

Responsibility area 2: Act as a bridge across academic and pastoral support roles

- 1) Develop contact with families/carers of students who have identified needs as appropriate to keep them informed of progress and secure positive family support for the student and maintain good working relations between home/school.
- 2) Liaise with the Behaviour Support Manager and Assistant Headteacher (Behaviour and Attendance) to ensure positive use of the inclusion area to support student progress
- 3) Support Heads of Year in the collection of statements and investigation of low-level incidents.
- 4) Monitor student progress to ensure the support is effective and productive. This may include the setting of SMART targets with student to encourage their involvement and progress.

Responsibility area 3: Improve progress levels of students who are disadvantaged

- 1) Supporting and assisting students in managing social and emotional aspects of learning, developing, and delivering proactive intervention strategies and action plans for sustainable improvement.
- 2) Devise and implement individual learning and mentoring programmes to assist students and their families to remove barriers to learning, gain self-confidence and improve their performance, attendance, and attitude to learning.
- 3) Compile records and progress reports for each student as appropriate for the mentoring process and accessible to appropriate members of staff so that the mentoring service is accountable and quantifiable in terms of its effectiveness.
- 4) Where appropriate arrange and run group sessions for pupils with common needs, e.g., friendship groups, online safety sessions, informative sessions on personal hygiene, to support the mentoring process.

Responsibility area 4: General duties

- 1) Set up appropriate extra- curricular activities to encourage positive engagement with students.
- 2) Build and maintain positive, constructive, and professional relationships with students, parents, carers, and colleagues to maximise students' development and maintain the overall ethos of the college.
- 3) Contribute to the whole school ethos, environment, and organisation, both practically and as a positive role model for students and colleagues, and act as an ambassador for the school with a desire to raise standards and attainment.
- 4) Attend training courses as appropriate.
- 5) Maintain confidentiality at all times.

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties, and responsibilities.

Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment.

It is the post holder's responsibility for promoting and safeguarding the welfare of children and young people for whom s/he comes into contact with and adhering to and ensuring compliance with the School's Safeguarding and Child Protection Policy 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 in the s/he must record the details and take appropriate action, according to the nature of the concern, to safeguard the young person and inform the relevant staff within school, including the Designated Safeguarding Lead.

Identity, Prohibition, Qualification, Barred List, Enhanced DBS, Section 128, Overseas, Right to work, Reference, Criminal Record and Medical Checks are essential for all applicable posts at the School.

Behaviour & Inclusion Mentor

Person Specification

	ESSENTIAL	DESIRABLE
PRE-EMPLOYMENT CHECKS		
Criminal Records	*	
Enhanced Disclosure and Barring	*	
Proof of identity	*	
Medical Questionnaire	*	
Satisfactory References	*	
QUALIFICATIONS/TRAINING		
GCSE English & Mathematics (Grade A*-C or Grade 4+) or equivalent	*	
Willing to undertake first aid training and duties	*	
Willing to undertake all relevant training as requested including Midas training	*	
Relevant Diploma / NVQ qualification in mentoring		*
Full driving license and willingness to undertake home visits	*	
Minibus license		*
EXPERIENCE		
At least 1-2 years' experience working in schools or other relevant work with young people	*	
Experience working in a classroom environment		*
Experience in a role working with children to overcome barriers to learning, where behaviour and attendance are an issue	*	
General understanding of national of curriculum and other basic learning programmes/strategies		*
Experience working with SEN students, students with mental health issues and students with challenging behaviour		*
Previous experience in a Behaviour Support/Learning Mentor role		*
Experience on SIMS and associated databases		*
COMPETENCIES		
A knowledge and understanding of strategies to remove barriers to learning in young people	*	
Ability to deliver 1:1 support strategies to students	*	
Excellent communication skills	*	
Ability to maintain accurate pupil records as necessary	*	
ICT competent with Microsoft Office packages	*	
An aptitude and enthusiasm for delivering high quality support to disadvantaged students and their families	*	
Flexible, tactful, and diplomatic	*	
Willing to act as a First Aider	*	
Able to work independently and as part of a team when necessary	*	
Self-starter with the ability to encourage, motivate and act as a role model to students	*	
Ability to comply with written and verbal instructions	*	
Ability to work quickly in a busy environment	*	
Ability to comply with all Health and Safety Procedures	*	
Is committed to and meets all the requirements for safeguarding children	*	

Work in accordance with the Trust's values and behaviours	*	
Eligible to live and work in the UK	*	
Willing to work flexibly in accordance with policies and procedure to meet the operational needs of the Trust	*	
A commitment to continuing personal development and training	*	
A commitment to safeguarding and promoting welfare of children and young people	*	

Why Join Huxlow Academy?

Letter from the Headteacher

Dear Candidate

Thank you for your interest in the role of Behaviour & Inclusion Mentor at Huxlow Academy. We trust this application pack provides you with an insight into life at our school and encourages you to apply for the role.

We are incredibly proud of our school, a medium-sized Secondary Academy (11-18), located in Irthlingborough, East Northamptonshire. As a fully inclusive school our students are a vibrant and varied mix that bring an energy that is not found in many other schools. The loyalty the students show for the staff and community, whom they recognise care so deeply about them, is what makes Huxlow a very rewarding and fun place to work. If you want to work with a team committed to making a difference to the lives of the young people in our community, we want to hear from you!

I believe that every student and staff member that walks through the doors of Huxlow is a valuable member of our community, and we work hard to ensure they are welcomed, supported, and challenged to be the best version of themselves that they can be.

We are entering an exciting new phase in the history of Huxlow and are placing a pursuit of excellence at the core of everything we do. I hope that you feel inspired to aim high and come and join us as we strive to make Huxlow even better.

Academic success is hugely important to us as we recognise its power to open doors for young people. We have a rich history of students of all abilities, and from a wide variety of backgrounds, meeting and exceeding their potential. In 2019, Year 11 students achieved some of the best GCSE results in the school's history. 53% of students gained 5 GCSE's including English and Maths at Grade 4 and above. Recent CAGs and TAGs have returned record progress data for the school for KS4 and KS5. We were delighted by these excellent results, which reflect the high level of dedication of both our students and staff. As the Headteacher, I am committed to improving the school even further for our students.

We place an emphasis on respect for each other and working together to ensure that our community is constantly developing. Huxlow students are exceptional, staff go the extra mile, and we are dedicated to Professional Learning and Development.

Please explore our website, the recent Headteacher's letters section and our social media, to gain a flavour of what it means to be part of the Huxlow Academy community. We hope you are as impressed by our school as we are. I look forward to receiving your application should you decide you want to be a part of the Huxlow team.

Please contact the school if you have any questions or require any further information.



Paul Letch
Headteacher

Huxlow Academy Information

The Curriculum

Our ambitious curriculum is designed to deliver our vision of “Thriving Through Excellence”. This means we offer a perfect balance of academic learning, personal development, and enrichment.

All teaching and learning is designed to meet our high expectations and aspirations with a clear focus on sharing knowledge and developing lifelong skills. Every child is pushed to do the very best they can do, whilst taking account of every individual’s needs.



Our Key Stage 4 programme is currently extended over 3 years to develop deeper understanding and mastery of subjects at GCSE, in order to achieve the highest outcomes and to aspire for every student to reach their potential.

- All students study English, Mathematics, Science, Religious Studies, Physical Education and French
- At Key Stage 3, students also study Technology, Geography, History, Music, and Drama
- At Key Stage 4, alongside our core subjects, students, make a number of option choices from the range of other subjects including Psychology, iMedia, Sociology, Photography, Dance and Business Studies.

All of this is supplemented by a rich programme of enrichment, curriculum themes and extra-curricular activities.

Our excellent Key Stage 5 provision is delivered alongside our fellow Tove Learning Trust partner, Rushden Academy, as part of The East Northamptonshire School (TENC). Our joint provision has one of the most comprehensive choice of subjects in the county, consisting of over 20 A Level courses and additional BTEC Level 3 courses. Please visit www.tenconline.co.uk for more details.



Huxlow Academy Information

Extra-Curricular and Enrichment

At Huxlow Academy there is a strong commitment from staff to offer our students an inclusive and enriching educational experience, both within the curriculum and through a wide range of extracurricular opportunities.

An exciting array of clubs, activities and trips provide a springboard for developing key life skills. There really is something for everyone! Inspiration is achieved through our many day and residential trips.



Post Covid we are also once again offering highly popular and enriching residential trips and experiences.

These include:

- Duke of Edinburgh expeditions
- Normandy/ Paris/ Holland – Cultural trips
- Austria Ski Trip
- Uganda - International Youth Conference.

Students have the opportunity to visit places of interest in the UK, including theatres, university campuses, science conventions and careers establishments. They are able to experience visiting speakers, authors, and theatre groups during their time at Huxlow. We are also extremely proud of our sporting achievements. Huxlow students have repeatedly achieved excellent results at District, County and National level. Many team and individual sports are run as clubs and activities by our motivated and competitive Physical Education team.



Huxlow Academy Information

Vision, Mission, and Values

Our Vision and Mission:

At Huxlow Academy we create the opportunities to enable everyone that walks through our doors to ultimately achieve our vision of “Thriving Through Excellence”.

Our mission is to achieve this by building an exceptional learning community of aspirational and responsible citizens.



Huxlow is an inclusive school where every student matters. Students come to Huxlow Academy from a variety of backgrounds and quickly become a part of the Huxlow family. Alongside high-quality teaching, we provide a wide variety of effective support. Our success is achieved by knowing every student as an individual and caring for them personally and academically. Students are prepared to successfully navigate the many opportunities and challenges that are presented by the modern world.



To fulfil our mission we work, study, and collaborate by placing a focus on three core values.

- **AMBITION** - We strive hard to achieve the very best in all that we do, and we celebrate achievement and excellence. We enable our students to fulfil their academic and personal purpose.
- **RESPECT** - We pride ourselves on being a school that fosters relationships in an atmosphere built upon empathy, mutual respect, dignity, equity, diversity, and fairness.
- **PRIDE** - Pride in all we do, both from within school and across the wider community, is at the core of our actions. Our students go on to become successful adults and we enable our students to develop the pride and character we need them to have in the future.

