HIGHSTED GRAMMAR SCHOOL

Highsted Road, Sittingbourne, Kent ME10 4PT
Headteacher: Anne Kelly BA MBA
Telephone: 01795 424223
www.highsted.kent.sch.uk
Email: recruitment@highsted.kent.sch.uk

KS3 Learning Mentor

37 hours weekly, term time only plus 4 weeks
(Highsted Academy Band 6: £20,585 to £22,469 pro rata)

Flexible and enthusiastic individual required to work at this outstanding girls grammar school.

The successful candidate will fulfil a non-teaching role by liaising with tutor teams and parents in order to support the welfare and progress of pupils across KS3.

Experience of working with young people would be an advantage but specific training will be given to the successful candidate.

Please contact Linda Sayers at the school or visit the website to download further information and an application form: www.highsted.kent.sch.uk
Closing date noon Monday 4 October 2021.

The school reserves the right to consider the merits of early applications.

Highsted Grammar School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check.

Highsted Grammar School is an Equal Opportunities Employer.

Healthy Schools

NPQH Leadership Development School
National College for School Leadership

Ofsted Outstanding 2008:2009

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GENERAL INFORMATION

Summer 2021 school performance:
GCSE results achieved by pupils at the end of key stage four

	2021	*2020*
Percentage A*/A grades / 7 and above	57.9%	57.6%
Percentage of pupils gaining 9 - 4 grades, in English and maths	100%	100%
Percentage of pupils gaining at least two 9 - 4 grades, science	99.2%	100%
Percentage of pupils gaining at least one 9 - 4 grade, MFL	94.3%	98.4%
Percentage of pupils achieving history or geography 9 – 4	99.0%	98.4%
Percentage of pupils achieving English Baccalaureate*	98.4%	98.3%

* **English Baccalaureate** consists of 9 - 4 grades at full GCSE in English, mathematics, two science subjects, a foreign language and history or geography.

A-level results achieved by students at the end of Year 13

	2021	*2020*
Percentage pass rate	100%	100%
Percentage A*-B grades	83%	81%

'Highsted Grammar School is an outstanding school. It knows its strengths and areas requiring improvement very well.'
'The school is ambitious for its students and is very effectively focusing the staff team and the girls themselves on raising their expectations and achievements.'
'The school effectively enables girls to make excellent progress. They achieve the highest academic standards.'
'The curriculum gives girls an outstanding range of experiences and there is excellent involvement in extra-curricular activities.'
'There is a strong mutual respect between staff and girls. Initiative is encouraged and girls say that they get on very well together, help one another and enjoy school.'
(Ofsted Inspection report 2009)

Highsted Grammar School is a small girls' grammar school (around 900 on roll, including 182 in Sixth Form) situated in the North Kent town of Sittingbourne. As an outstanding school, we were one of the first to convert to academy status in the autumn term 2010.

Excellent road and rail connections give easy access to London, Canterbury, Ashford and the Continent. Sailing and swimming facilities in the area are good and there are plenty of community activities (for example, orchestral, choral, theatrical clubs, etc.) available. Theatres in Canterbury and Maidstone, as well as those in London, provide entertainment. A well-equipped sports complex in the town has excellent facilities both for the serious sportsman and woman and for family recreational use. House prices are relatively low for the South East and opportunities for further professional development are excellent.

The school itself is a high-performing girls' school, where pastoral care and enrichment feature as highly as academic success. Having featured three times in Her Majesty's Chief Inspector's list of outstanding schools, we are proud to play a leading role in the education of young people in our area. The pupils are exceptional in every way – they are enthusiastic, personable, caring, and show considerable initiative – and we enjoy the

strong support of parents. Likewise, the staff team – teaching, support and administrative – is talented, dedicated, hard-working and committed to the continuing success of the school. The governing body represents a group of capable, multi-skilled individuals, wholly supportive of the work we do.

The main block of the school was opened in 1958 when the school moved from older premises and since then other buildings have been added, including a technology block, new laboratories and additional classrooms. Development of the site continues with an imaginative, multi-purpose teaching area – the Hi-pod; new PE and dance studio, language laboratory and media studies/photography suite.

The Learning Resource Centre was created out of the old school library and boasts a light, comfortable and airy environment with good book stock, excellent ICT facilities and a pleasant reading area. It is very popular with students and well used by all age groups. Books, newspapers and specialist magazines are catalogued alongside other media and loans are monitored through an electronic library management system. Much of the day-to-day running of the Centre is undertaken by a group of library prefects, trained and overseen by the Centre Manager.

Highsted is a school of opportunity for staff as well as pupils, winning the School Achievement Award in two out of the three years that the scheme ran. We contribute extensively to initial teacher training, with many PGCE and SCITT trainees successfully completing their programme in the school each year and in recent years, no less than six members of the leadership team have been promoted to headship posts.

Pupils are granted places at the school on the basis of success in the Kent selection tests or the Highsted Test, broadly speaking they represent the top 25% of the ability range. The economic and social characteristics of the locality are not the most affluent in Kent, so opportunities for value-added are high and the school is able to make a real impact within the community. At Sixth Form level we work in partnership with two other local schools, Borden Grammar (boys) and Fulston Manor (mixed). Through this arrangement, we focus mainly on A-level provision and are able to offer more than 34 different courses, including several applied A-level options. Highsted continues to be placed in the top 100 secondary schools (The Telegraph) based on our A-level results.

The school, formerly sponsored by Microsoft, received specialist school status through science and consequently we have implemented major changes to the ICT infrastructure to make full use of these connections. Across the school we regard this not only as a strategy to develop science further and promote the role of women in this area, but also as the opportunity to enhance provision across the whole curriculum.

Music and drama within the school are exceptional, with high quality productions taking place every term. There is a strong choral tradition in the school. Sporting activity also features highly in the work that we do, and the pupils enjoy both local and national recognition in areas as diverse as cricket, judo and life-saving. Other extra-curricular activities are wide-ranging and responsive to student need. A very strong School Council has been an established part of Highsted for more than 50 years.

The school has enjoyed a long-standing partnership with Gymnasium Fridericianum, Erlangen in Bavaria and this has led to regular exchange visits for more than 25 years. From our advantageous geographical position, we are also able to undertake day trips to Europe and each year there are study visits to France, Belgium and Italy, organised by different subject areas. For the first time in 2005, a group of Year 12 students spent three weeks in quality work experience placements in Brussels and this has now become a regular part of the summer term enrichment programme, supported by substantial grants from the EU.

From this brief description, potential candidates will realise that this grammar school offers far more than a purely academic focus. This does not come about by accident. It is entirely dependent on the determination and commitment of the whole school community, alongside effective delegation of tasks. If you have the potential to contribute to an exceptional school and would like to be part of a friendly, winning team, we would love to hear from you!

This post would suit a creative and ambitious professional who can work well as part of a team, is keen to contribute ideas and take on new initiatives and has high expectations of the students. It provides an opportunity to work with able and well-motivated students within a successful department and with friendly colleagues. Flexibility and a personal desire to broaden professional experience would be an advantage.

In line with supporting the wellbeing of all staff, all Highsted employees will receive a private health care package supported by Benenden Health Care.

Anne Kelly (March 2021)

HIGHSTED GRAMMAR SCHOOL: JOB PROFILE
RESPONSIBILITIES FOR EDUCATIONAL SUPPORT STAFF

Job title: KS3 Learning Mentor

Reports to: Assistant Headteacher KS3

Postholder's name:

Date:

Grade: Highsted Academy Trust Band 6

Purpose of job

To provide academic and pastoral support to students; to support the roles of the Assistant Headteacher (KS3), Heads of House and Subject Leaders. To liaise with and provide administrative assistance for the transition of students into Year 7 from primary schools and co-ordinate the transition programme. To be an invigilator for external and internal examinations in line with Kent's 'Ways to Success' document'.

Hours of work: 37 hours, 8.05 am – 4.30 pm Monday to Thursday, 8.10 am to 4.30 pm Friday, term time only plus four weeks and Staff Development days.

Dimensions

1. Line management responsibilities:

Not applicable.

2. Statistical information relating to the scope of the job.

School roll: 900

3 Learning Mentors (one for each key stage)

Agreed by …… Approved by ……

Date ……

Principle accountabilities

Management of Pastoral Care

- To respond to incidents of student absence and provide daily report to the Deputy Headteacher, Assistant Headteacher, Head of House and SEND Manager.
- To take specific responsibility for the welfare of students in the Lower School, following up at the earliest opportunity, any concerns as they arise. Liaise with Safeguarding Lead in the first instance.
- To investigate and resolve pastoral issues raised by staff, students or parents.
- To monitor and support the academic progress and social development of students in the key stage. In particular to identify and support key vulnerable and target groups (including FSM, FSM6 and LAC). To monitor and record students' progress towards identified targets; to provide reports on progress as required.
- To monitor and celebrate the success of students using formal and informal structures to celebrate their achievement (including attending Lower Awards Evening).
- To facilitate students' participation in the life of the school, particularly in the house system. To support extra-curricular activities, school visits, charity work and the work of the school council.
- To implement the school's systems for informing students of their progress, rewarding good performance, disciplining poor conduct and maintaining standards of dress.
- To manage casual admissions' testing and be responsible for the induction of new pupils; including primary school visits, all relevant meetings and follow-up events.
- To be responsible for the induction of new students in KS3.
- To ensure that parents/carers are fully involved in their daughters' education. To manage the preparation for parents' evenings and to attend the evenings for Years 7 - 9 (changes to working hours following discussion with Assistant Headteacher).
- To organise agreed elements of the Year 6 Open Evening and Year 9 Options Evening (as appropriate).
- To manage KS3 detentions, exits and internal exclusions, keeping all records and informing parents.
- To attend looked after children (LAC) meetings as required and to keep accurate records and copies of communication. To liaise with multi agencies under the supervision of the Designated Safeguarding Lead, SEND Manager, or Assistant Headteacher as appropriate.
- Be available to support key vulnerable and target groups daily during the school lunchtime and in the one-to-one suite during the school day. In addition, to provide an alternative curriculum when necessary.

Personal, Social, Health, Citizenship and Economic Awareness Understanding:

- Assist with the administration for the KS3 interview programme and keep up-to-date records.
- To prepare, duplicate, and issue appropriate resources, as required by Assistant Headteacher and Head of House.
- To liaise with School Librarian on access to, and display of, careers resources.
- To carry out administrative tasks to support the KS3 PSHCEE focus day programme.
- Maintain a folder with standard letters.
- Champion an aspirant careers programme within KS3.

***Management of Attendance*:**

- To make telephone calls to parents where students in Years 7 - 9 could be absent without permission, ensuring this is completed before 9.30 am. To send out letters on a weekly rolling cycle and liaise with Attendance Services where necessary.
- To take overall responsibility for monitoring the attendance and punctuality and developing strategies to challenge and reduce absence/lateness. Challenge patterns of poor attendance and punctuality. Issue Head of House with all attendance data on a weekly basis.
- Support the office in the entering of absence codes on the computer on a daily basis, ensuring the Lower School is up to date at the end of each week. Report all authorised and unauthorised codes to the Assistant Headteacher before leaving at the end of each week.
- Produce unexplained absence lists and place in registers and check for and address missing marks weekly.
- Lead strategy meetings when attendance falls below 94%.

In addition the post-holder is to:

- Act as an invigilator in internal and external examinations.
- Assist with general office duties as requested by the Administration Office Manager.
- Act as First Aider after receiving appropriate training and ensure training is kept up-to-date.
- Assist with answering the telephone adhering to the telephone protocol, and passing on calls or taking messages (all within the Support Staff Code of practice).
- To meet with the Line Manager and SEND Manager every week to enable regular review and discussion. Feedback to Assistant Headteacher and Designated Safeguarding Lead at the end of each week.

- Annually, on Options Evening (Y9), assist with the options procedure to meet the needs of the students (NB this involves an attendance of approximately one hour in the evening for which the working hours that day will be adjusted).
- Lead on all Year 5 – Year 7 transition within school by liaising with feeder primaries and ensuring successful integration of students into the Highsted community.
- Collate all Y9 options and report to the Assistant Headteacher in a timely manner, no later than two weeks.
- Undertake in service training as appropriate.
- Cover for absent colleagues and interchange duties as necessary at busy times.
- Be available during the summer period to support with transition arrangements for Year 6 students and Year 9 – Year 10.
- In line with school policy, contribute fully to maintenance of the whole school ethos by undertaking responsibility for the behaviour of all pupils around the site.
- Undertake a key role for the transition of KS3 students into KS4 and all that this entails.

Necessary experience

- The postholder requires a good level of general education.
- A high level of interpersonal and communication skills.
- Computer literacy, including a proficiency in Excel and Word.
- A flexible, efficient approach to duties is required, with the ability to act on own initiative.
- The ability to relate well to children and adults.
- Knowledge of SIMs is essential.

This KS3 Learning Mentor job profile does not constitute a fixed list of tasks. It reflects the core priorities of the role which are subject to change depending upon the changing needs of the school and of the students.

Confidentiality

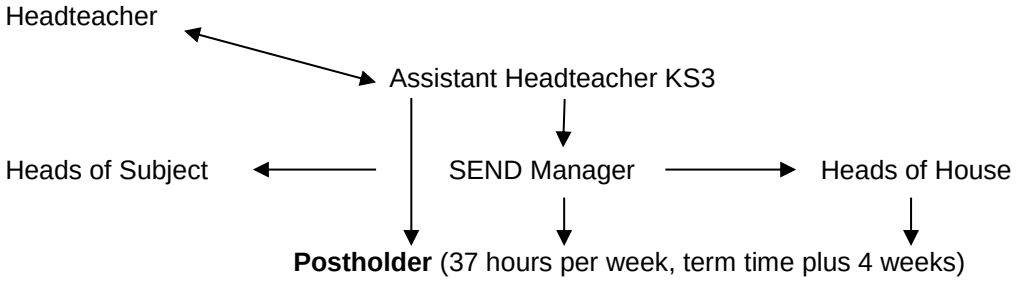
All personal information regarding students, parents, employees at the school to which the Key Stage Learning Mentor may have access in the course of his/her work are to be regarded as strictly confidential in all respects even within the working environment. Disregard of confidentiality will be grounds for disciplinary procedure.

To fulfil as an employee, legal obligations under Health and Safety requirements; namely those of personal safe practice and the promotion of Health and Safety procedures generally.

Job context

The postholder has day to day contact with staff, students, parents and members of the public, in person and by telephone and works as a cover supervisor and as part of the Administration team.

Organisational structure



Person Specification
KS3 Learning Mentor

	Essential	Desirable
Experience	Educated to GCSE standard (level 2) or equivalent, with GCSE English and mathematics.	
	Use of ICT, in particular, office packages such as Word and Excel.	
	Evidence of excellent time management skills and ability to multi-task.	Successful experience in working with young people.
	Knowledge of SIMs.	
Personal Qualities	Evidence of working with other professionals as part of a team.	Willingness to take on delegated responsibility.
	To be a flexible and helpful member of a team.	
	Can do philosophy	
	Enjoy working with young people.	
	Sense of humour.	
	Ability to work under pressure and meet deadlines.	Ability to build on the experience, advice and contribution of others.
	Consistently high expectations.	
	Self-motivated and self-confident.	
Skills	Confidence in dealing with pupils, parents and outside agencies in person and on the telephone.	
	To pay attention to detail.	
	High-level communication and presentation skills.	
	Communicate effectively with groups of children to maintain an orderly atmosphere.	
	Think creatively and imaginatively to solve problems.	Ability to anticipate problems and to put strategies in place to evaluate them.
	Ability to use ICT effectively to support the job.	
	Excellent organisational skills.	