



**Royal Greenwich**  
Trust School



# Candidate Information Pack

## Social and Academic Mentor

*Learning Today, Leading Tomorrow*  
Responsibility | Grit | Teamwork | Success





“ Providing transformational educational opportunities for all children...”

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# Social and Academic Mentor Royal Greenwich Trust School

## University Schools Trust

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# Welcome

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Thank you for your interest in the advertised post at the Royal Greenwich Trust School. We are proud to be a part of the University Schools Trust, a cross-borough multi-academy trust which includes St Paul's Way Trust School and St. Paul's Way Trust Foundation School in the London Borough of Tower Hamlets.

As part of the University Schools Trust, we have strong partnerships with 6 world-leading universities and other key organisations. Together we are working collaboratively to deliver the best outcomes and life chances for our students.

Our staff are our greatest asset and we are working with the UST to develop an exciting people strategy, focused on purposeful practice, bespoke professional development and meaningful staff wellbeing.

The UST provides staff in all its schools with a wide range of accredited courses, training opportunities and networking events to support collaborative practice.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

[www.rgtrustschool.net](http://www.rgtrustschool.net)

If you are interested in applying for the post and would like to arrange an informal discussion, please contact the HR Team on 020 8312 5480 ext. 515

or email [Recruitment@rgtrustschool.net](mailto:Recruitment@rgtrustschool.net).

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**Caroline Longhurst**

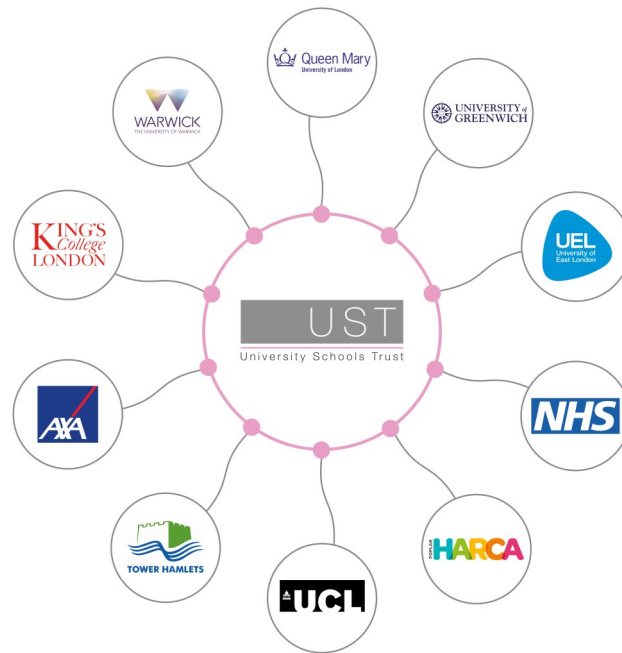
Headteacher

*Learning Today, Leading Tomorrow*

# The University Schools Trust







The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate, share and continually raise our standards.

The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning. Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource – our staff.

For more information about our School of Education please see:

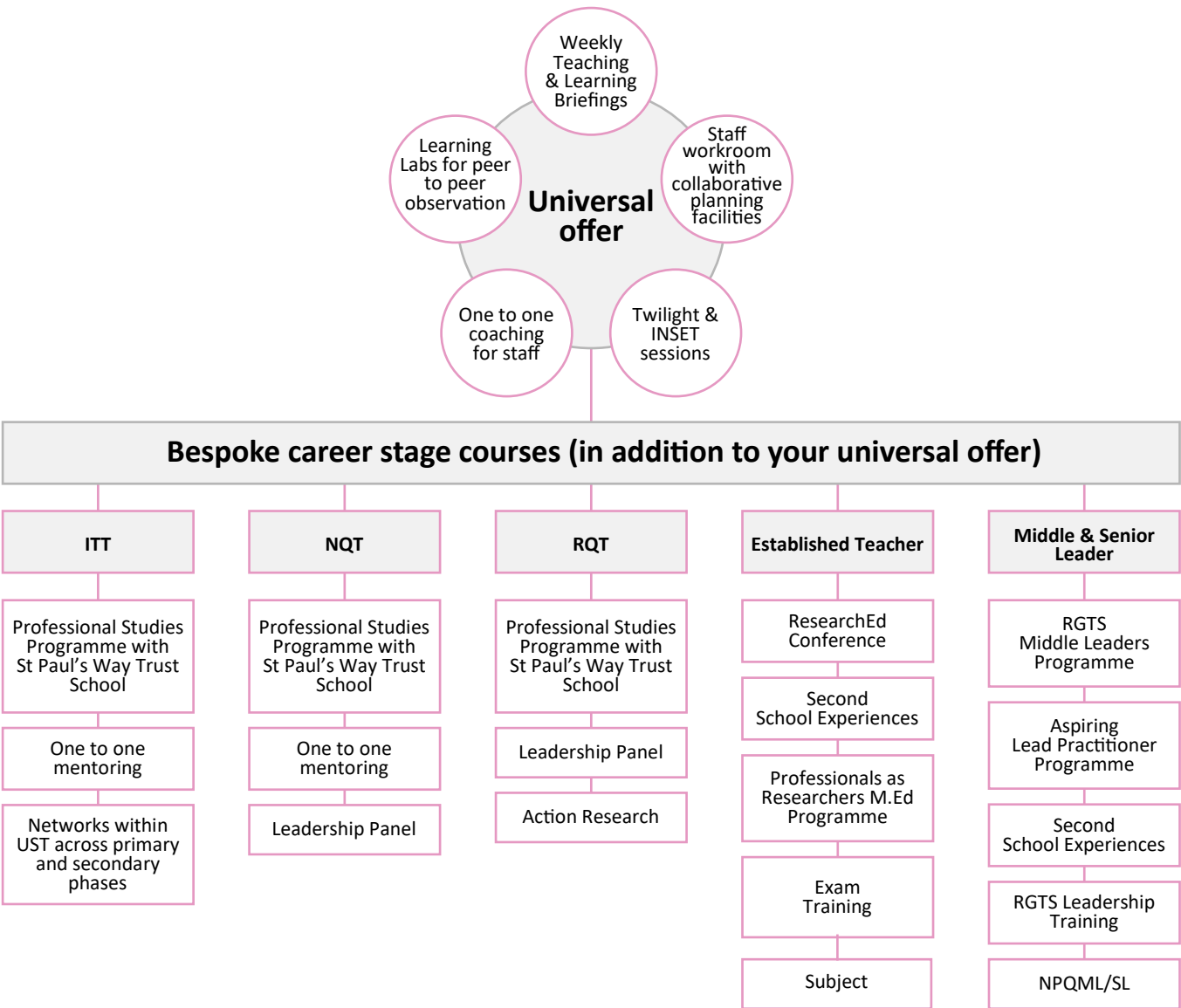
[www.ust.london/444/school-of-education](http://www.ust.london/444/school-of-education)

# Continual Professional Learning

At RGTS we are committed to ensuring that all staff across the school are given opportunities to develop their practice in order to excel as professionals. This is achieved through a programme of internal and external training with an extensive network of training providers across London, our staff have access to the highest quality of training available.

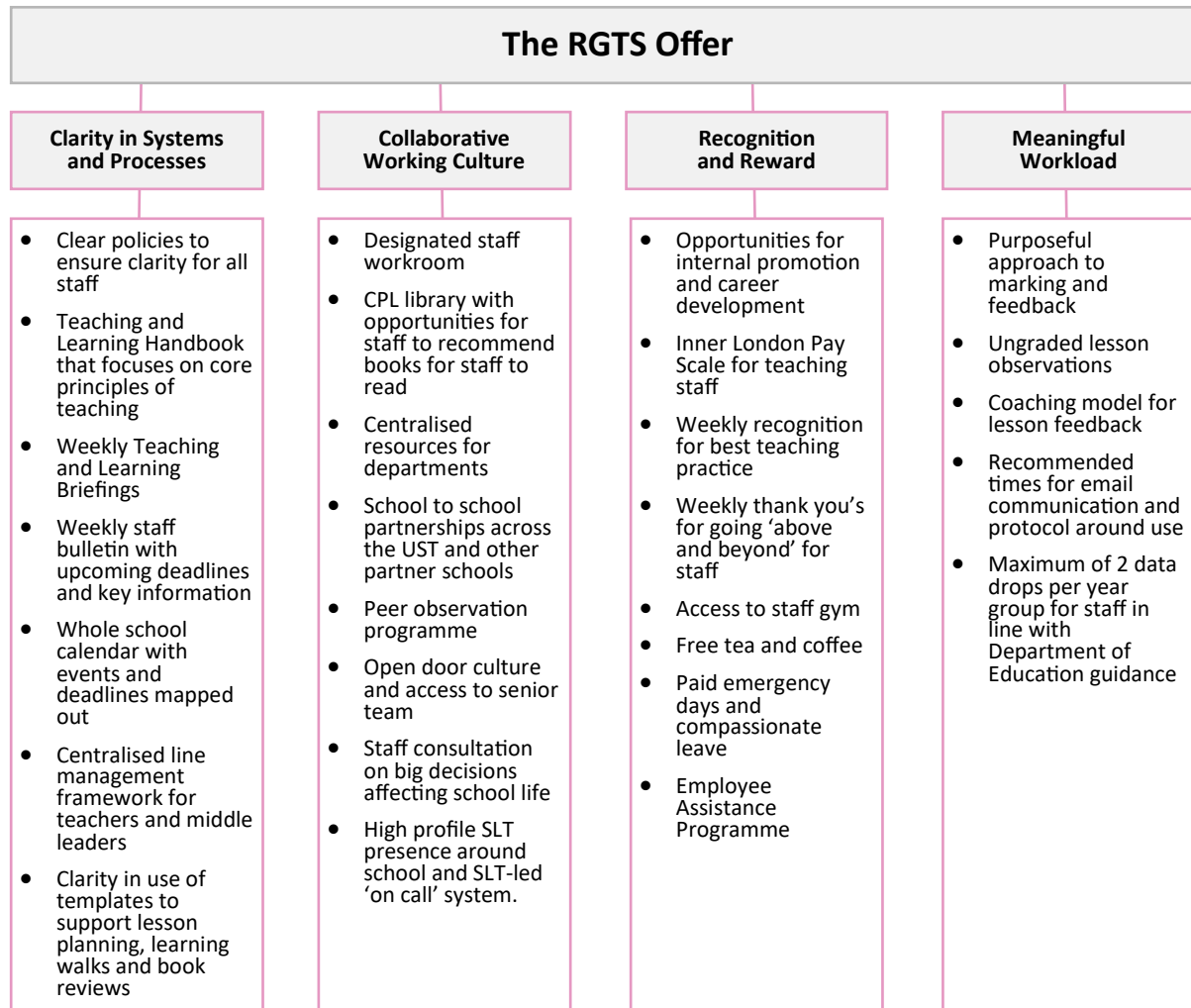
All teachers at RGTS have access to regular opportunities for training and development, both as individuals and as part of their wider faculty teams. This includes:

- Weekly teaching and learning briefings where colleagues share best practice
- Masterclasses for specific areas of pedagogical development
- Twilight sessions for extended faculty-based training
- Learning labs that allow teachers to conduct peer to peer observations
- Coaching from a team of external coaches





# Staff Benefits and Wellbeing



RGTS is committed to ensuring that staff are supported and that their wellbeing is considered at school. To that end, strategies to support staff are grouped into four broad areas:

- **Clarity in Systems and Processes** - staff are given clear direction and that time can be managed effectively.
- **Collaborative Working Culture** - staff are able to access peer to peer support and work together to minimise personal workload.
- **Recognition and Reward** - staff feel valued for their contributions to the school and that staff are encouraged to go the extra mile.
- **Meaningful Workload** - decisions are mindful of staff workload and efficient working practice.

<b>Job Title:</b>	Social and Academic Mentor
<b>Location:</b>	Royal Greenwich Trust School
<b>Responsible to:</b>	Designated member of the SLT/Extended Leadership Team
<b>Responsible for:</b>	Designated Student Caseload
<b>Full/part time:</b>	Full time (35 hours per week), Term Time only (39 Weeks per year)
<b>Grade:</b>	Scale 5 – £25,578 - £26,985 per annum (Salary will be pro-rata of FTE) Pro rata - £22,195.27 - £23,416.19

## INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

## OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

## MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

## JOB PURPOSE

- Act as a Champion for vulnerable students through effective role modelling, forming positive relationships and utilising creative approaches which provide them with the skills to be successful and happy
- Provide targeted intervention and support to students within the key stage and contribute to the raising standards agenda.
- The postholder will encourage and enable students to become independent and resilient learners by providing one to one and small group coaching in academic related skills, wellbeing & self-management and emotional literacy

## SPECIFIC RESPONSIBILITIES

### Academic Links

- Work with subject teachers and middle leaders to identify students of all levels in need of support and challenge, devise bespoke plans to support them and create a mentoring timetable
- Plan and deliver sessions to support students' academic literacy
- Provide one to one small group tuition in basic literacy and numeracy in Key Stage
- Support students in their exam preparation and revision
- Monitor the impact of academic and pastoral interventions and report on the progress made with students at Key Stages meetings and to SLT/governors/parents as requested by the Line Manager

### Inclusion

- Support the work of the inclusion team by highlighting any concerns about students' progress, engagement, behavior and wellbeing
- Assist with the implementation of interventions and support for students identified on the Vulnerable Student Index
- Identify students' barriers to learning and put in place interventions to overcome these barriers
- Liaise with parents/carers in order to develop positive working relationships and ensure that additional support is provided at home
- Enable students to self-regulate, manage their behavior and engage fully in learning
- Facilitate restorative conversations in order for students to repair relationships within the school community and beyond and encouraging them to be excellent ambassadors for the school
- Play a key role in the supervision of the Internal Exclusion room and work with the Inclusion support Manager to ensure that students adopt a quiet and focused approach to their work and independent reflection
- Carry out one to one work with vulnerable students to assist with their reintegration into mainstream lessons from internal exclusion through the use of bespoke strategies
- Liaise with subject staff to share strategies which will enable students to be successful in lessons
- Converse with parents/carers in a timely and professional manner via telephone and through meetings [as agreed with the line manager]

### General administration

- Check that information required by various external bodies is produced within the given time scale and is of an excellent quality
- Assist middle leaders to establish and maintain accurate intervention records for targeted students
- Provide administrative support for the relevant postholders within the respective key stage
- Ensure that all interventions are logged on SIMs and CPOMs and internal trackers as appropriate
- Maintain good filing systems within the key stage
- Use email as an effective method of communication with stakeholders
- Organise workload and priorities tasks appropriately
- Meet all agreed deadlines



### **Wider Professional Responsibilities**

- Make an active contribution to the policies and aspirations of the school
- Seek to share your expertise with colleagues
- Contribute effectively to the work of the wider team.
- Play a critical role in the life of the school.
- Promoting the general progress and well-being of individual students
- Providing guidance and advice to students on educational and social matters and on their further education and future careers
- Providing a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer
- Communicating and consulting with the parents / carers of students in line with school procedures;
- Participating in meetings arranged for any of the purposes described above;
- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students.
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.

### **COMMON ROLES OF ALL TRUST MEMBERS**

#### **Leadership: Vision and Values**

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents/carers and wider community, the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive innovation.
- To drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the Trust, where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

#### **Leading and Managing Others and Self**

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.

- Work within the Trust's Health and Safety Policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents/carers, colleagues and visitors.
- Adhere to Trust policies and procedures.

**Additional Requirements:**

- The postholder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities Policy and Use of ICT Policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

## JOB AGREEMENT

The postholder will be line managed and appraisal managed by: A designated member of the Senior Leadership Team.

The above job description was agreed on ..... (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

\_\_\_\_\_ Signed by (Postholder)

\_\_\_\_\_ Signed by (Headteacher)

	Essential
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Grade A* - C GCSE English and Maths or equivalent.</li> <li>• NVQ Level III or equivalent.</li> <li>• English/maths GCSE grade A*-C/4+ or equivalent</li> </ul>
<b>Knowledge/ Understanding</b>	<ul style="list-style-type: none"> <li>• Experience of working with young people at secondary level, preferably within a multi-ethnic urban school (not essential).</li> <li>• Understanding of current theory and practice in delivering learning interventions</li> <li>• Relevant experience/proven success in working with young people in school or youth setting</li> <li>• The ability to work as part of a team.</li> <li>• The ability to communicate effectively with individuals and groups of students, teachers, parents and other members of staff.</li> <li>• The ability to establish and maintain effective working relationships with teachers and other members of staff.</li> <li>• The ability to accept guidance and direction from teachers.</li> <li>• The ability to distinguish between the roles and responsibilities of the teaching assistant and the class teacher.</li> <li>• The ability to keep written records and support the development of students' literacy and numeracy skills with confidence.</li> <li>• A willingness to undertake training to ensure that the roles are effectively carried out.</li> </ul>
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>• An understanding of the strategies needed to establish consistently high expectations</li> <li>• The ability to work as part of a team and to develop and maintain positive relationships with all colleagues.</li> <li>• Excellent behaviour management skills.</li> <li>• Ability to coach and develop others and model best practice.</li> <li>• Good level of ICT skills.</li> <li>• Knowledge of strategies that can be used effectively at all Key Stages to raise attainment.</li> <li>• Ability to lead and manage own work effectively in line with school the school's priorities, meeting all agreed deadlines.</li> <li>• Ability to accurately reflect on practice and identify professional development needs</li> <li>• Strong leadership skills and evidence of motivating students and staff.</li> <li>• Ability to recognise and respond to the needs of students of different learning needs and backgrounds.</li> <li>• Ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Passionate about developing and working within a culture of academic excellence.</li> <li>• Committed to providing an inclusive transformational education for all students.</li> <li>• Motivated to contribute directly to the creation and growth of a thriving new secondary school.</li> <li>• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels.</li> <li>• Committed to contributing to school life as a whole and willingness to be involved with enrichment activities and community projects.</li> <li>• A positive approach to hard work and collaboration within a team.</li> <li>• Passionate belief in the success of young people in the subject and in teaching and obtaining high standards.</li> <li>• Responsive to and resilient when faced with the management of change or challenge.</li> </ul>



# Application and Selection Process

All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

## **To apply please:**

- Visit <https://www.rgtrustschool.net/vacancies> and follow the link to complete your application form.
- Provide a personal statement (no more than 2 sides of A4) which demonstrates your suitability for this role based on your experiences and achievements to date and how you meet the criteria set out within the job description and person specification.
- Provide two professional references, one of whom must be your current Headteacher.

Deadline for applications to be received is **Wednesday 29th June, 9am.**





## Royal Greenwich Trust School

765 Woolwich Road, Charlton, London SE7 8LJ

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