



Dean Field Community Primary School



Pastoral Learning Mentor Job Applicant Pack



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We invest in people Platinum



Cover Letter

Dean Field Community Primary School

Cousin Lane
Ovenden
Halifax
HX2 8DQ
Tel: 01422 258258



Dear Applicant,

I am glad our advert caught your attention and I am pleased to provide you with further information about a new and exciting opportunity at our school. Please find enclosed in the application pack the following to assist you with your application:

- Job Description
- Personnel Specification
- “My School” – children’s views on life at Dean Field Community Primary School
- Our ethos and vision

When completing the application form you need use your personal statement to address the requirements of the person specification, you must meet the essential criteria to be shortlisted. Please note we do not accept CV’s the enclosed application form (including a supporting statement) must be completed in full.

We are a school at the heart of the community and we serve many vulnerable families; families who deserve the very best and this is what we aim to give them. The best start in life, the best education, the best teachers and support staff.

We work very closely with our families and parental engagement is high on our agenda. We also work closely with organisations and charities within our community and teach our pupils to be responsible, tolerant citizens; preparing them for life in modern Britain.

To get a glimpse of what life is really like at Dean Field please visit our school website www.deanfieldschool.co.uk for more information about both Dean Field and the Family of Learning Trust.

If you feel excited about the opportunity to work with us and change children’s lives, then we would welcome your application.

Please return your application to the school via email to dedwards@deanfieldschool.co.uk by **noon on Friday 5th September 2025**.

Applicants who have been shortlisted for interview will be contacted by email, therefore it is important that you check your emails.

Good luck and best wishes,

Fiona Pether
Headteacher

Pastoral Learning Mentor – Job Advert

Dean Field School is vibrant one form entry primary school at the heart of the Ovenden community. Dean Field is part of the Family of Learning Trust and is a key partner working in collaboration with schools across the Trust to drive strong educational development, particularly in schools that face challenging circumstances.

At Dean Field we are determined to continue to improve standards and outcomes across the school. We are committed to providing a nurturing and secure environment for our pupils to learn. Our last Ofsted rating of “Good” (April 2022) demonstrates this commitment and we are looking for likeminded colleagues to join our school and Trust.

We have following post available to commence as soon as possible:

Pastoral Learning Mentor

37 hours per week during term time, plus 5 days (37 hours) to be worked during school closure periods.

Working pattern to be agreed on appointment, however, hours will be predominantly during the school day and Monday to Friday.

Salary: Scale 5, points 12 to 17. Actual salary range £25, 078 to £27, 203 per annum.

We are seeking a candidate who is caring, compassionate, understands the challenges facing pupils and can relate well to primary aged children. Your role will be to work with some of our vulnerable pupils to enhance their learning experience in school, ensuring they feel safe, listened to and are equipped with the skills to help them access their learning.

Your working week will primarily be in school, working directly with children and the remainder of your working hours can be worked from home on research, preparing resources and designing appropriate interventions to meet the needs of the pupils you will support.

Experience in a similar role is essential. You will need to have a strong understanding of vulnerable children and those facing barriers to their learning, including children with ASD and those with social, emotional, and mental health needs. Your role will involve working with children who have particular pastoral needs, supporting them with strategies and interventions aimed at building self-esteem, developing coping strategies, encouraging positive social interactions, and fostering resilience.

The ideal candidate would also have experience delivering Forest School sessions or outdoor interventions, using nature-based approaches to support emotional wellbeing and engagement. Previous experience in analysing data, using Boxall Profiles, Strength and Difficulties Questionnaires, and creating social stories will be an advantage in this role.

We are looking for a candidate who is impassioned about providing the best opportunities for our children whilst acting in a professional manner to build a relationship of trust with both the children and their families.

Therefore, we are looking for someone who:

- Is enthusiastic, highly motivated, hardworking, and committed to supporting all pupils with social and emotional needs.
- Enables all pupils to access school life and the curriculum, by working alongside teaching staff and the SENDCO.
- Will meet and promote high expectations by way of nurture and encourage our children to fulfil their potential.
- Has excellent interpersonal skills and is committed to working as part of a team.

In return, we offer a benefit package that includes:

- Membership of Local Government Pension Scheme with employer contribution of approximately 17%
- An Employee Assistance Programme, offering support and access to resources to help you maintain a healthy work life balance
- Commitment to professional development for all staff recognised through our Investors in People Platinum award (July 2023)

Our school also offers you the opportunity to:

- Work in a friendly, caring and inclusive community where everyone is valued.
- Engage with enthusiastic children who enjoy learning.
- Support teachers to deliver a rich and exciting curriculum, recognised through a range of curriculum awards.
- Work with an experienced, supportive and successful team who love to work collaboratively.
- Development that will support you on your chosen career path.

Please visit our website: www.deanfieldschool.co.uk for an application pack.

Please note we do not accept CVs, only a fully completed Dean Field School application form will be accepted.

For further information about the role please view our website or contact Dawn Edwards, School Business Manager on 01422 258258.

CLOSING DATE: noon on Friday 5th September 2025

Interviews will take place the week commencing 8th September 2025

You will be contacted by email to inform you if you have been selected for an interview, please check your spam box!

The trustees of the Family of Learning Trust and the Governors of Dean Field School are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment. Applicants to posts that are exempted from the Rehabilitation of Offenders Act will require a DBS (formerly CRB) from the Disclosure and Barring Service and other pre-employment checks before the appointment is confirmed.

Safer Recruitment at Dean Field School

Safer recruitment practice aims to minimise the risk of appointing an individual who is unsuitable to work in a post where they would be in contact with children or vulnerable adults and could cause them harm.

Dean Field School is fully committed to the principles of safer recruitment.

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children.

All candidates are expected to understand their own duties and responsibilities in regard to child protection and safeguarding with due relevance to the specific post advertised.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and thus prevent unsuitable people from working with vulnerable groups, including children. It is a criminal offence for a barred individual to be offered (or indeed to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity).

Accordingly, all of the following steps will be taken as part of the recruitment processes:

- ✓ confirmation of identity by sight of original official documents (passport, photocard driving licence etc.)
- ✓ confirmation of professional qualifications (those required to fulfil the post) by sight of original documentation
- ✓ satisfactory references - a minimum of two written references **(one of which must be from most recent employer)** will be taken up prior to interview (the identity of all referees must be open to verification)
- ✓ full scrutiny of employment history with clarification to be sought (from candidate or referees as appropriate) in the event of identified gaps or discrepancies
- ✓ internet and social media checks
- ✓ all necessary checks relevant to the disqualification requirements relating to childcare in accordance with the 'Childcare (Disqualification) Regulations 2009'.

In line with DBS regulations all candidates for relevant posts are required to provide details of any relevant unspent convictions. Additionally, for those posts involving "regulated activity", all 'spent' convictions must be disclosed under the Rehabilitation of Offenders Act 1974. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

A DBS check will be requested for appointments to all relevant posts and for those involved in 'regulated activity' this will include an additional check of the Children's Barred List. Any conditional offer of appointment will be made strictly subject to both receipt of all required documentation (as specified) and satisfactory verification of all checks as above.



Pastoral Learning Mentor - Job Description

Post Title: Pastoral Learning Mentor

Grade: Scale 5, points 12 to 17

Hours: 37 hours per week during term time, plus 5 days (37 hours) to be worked during school closure periods

Responsible to: Senior Leadership Team/ Headteacher

Responsible for: None

Main purposes of the job

1. To provide and promote a complementary pastoral learning mentor service to teachers, addressing the needs of children who need support to overcome barriers to learning both inside and outside the school in order to achieve their full potential
2. To facilitate young people's learning and development through mentoring and to support a successful transfer and transition in learning at key stages
3. To provide a complementary service throughout the school that enhances and extends existing provision in order to support learning, participation and encourage social inclusion
4. To promote and safeguard the welfare of children and young people within the school

Main responsibilities and tasks

1. Work under agreed line management to deliver a specialist learning mentor service bridging learning and pastoral support for children, young people and those engaged with them, in order to remove barriers to learning and raise standards
2. To identify pupils needing pastoral and mentoring support and provide assessments of their personal, social and emotional needs
3. To develop one to one and group mentoring relationships with children needing particular support where necessary aimed at achieving the goals defined in the action plan
4. Working with other key staff members draw up and implement an action plan for each child who needs particular support
5. To plan and oversee activities for groups of children to support their social interaction needs over breaktimes and lunchtimes.
6. Act as key focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives e.g. family break up, loss, bereavement, friendships and illness (specifically around health and fitness)
7. To identify those children who would benefit most from pastoral learning mentor support and manage a personal caseload

8. Communicate clearly with teachers, support staff, families and professionals in order to promote health and fitness
9. To support pupils' learning in the most effective way (be based in year 6 in the mornings)
10. To maintain regular contact with families/carers, to keep them informed of the child's needs and progress and to secure positive family support and involvement
11. To work closely with key members of staff to ensure that the needs of the children are met, including contributing to policies and practices that will promote inclusion and engagement
12. To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with school policy
13. To operate within agreed legal and ethical boundaries particularly in regard to child protection
14. To carry out duties in accordance with health and safety legislation and the school policy
15. To promote positive behaviour for all students in accordance with school policy
16. To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post
17. To deliver and lead sessions for children who require additional support with healthy eating and fitness
18. To communicate effectively with senior leaders, keeping them informed of children receiving 1:1 or group support for fitness/motor skills

General

1. To further support the climate for learning, contributing to the overall work/ethos and aims of the School.
2. Make a significant contribution in actively promoting equality and diversity in sport and further develop a culture of achievement and high expectation.
3. Develop effective working relationships with schools, partners, and other agencies as appropriate;
4. Assist the Headteacher and governors in responding to local and national drivers affecting the School;
5. To fully participate in CPD activities;
6. To undertake any other duties as directed by the Headteacher.

Review arrangements

The details contained in this job description reflect the content of the job at the date it was prepared. However, it is inevitable that, over time, the nature of the jobs may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the school will expect to revise the job description from time to time and will consult with the post holder at the appropriate time.

Pastoral Learning Mentor - Person Specification

Attributes	Category	How identified
Qualifications		
Sufficiently literate and numerate to be able to communicate effectively with pupils and parents	Essential	Application form/Interview
Suitable professional qualification relating to the role	Desirable	Application form/interview
Evidence of commitment to own professional development	Essential	Application form/interview
School Knowledge and Understanding		
Commitment to the development of the school's inclusive ethos	Essential	Application form/Interview
Indication of how relationships could be fostered and developed between the school, families and the local and wider community	Essential	Application form/Interview
Commitment to working in collaboration and partnership with other agencies	Essential	Application form/interview
Experience		
Experience of supporting English and Maths provision in a school	Essential	Application form/interview
Promotion and preservation of high standards of behaviour and use of positive behaviour management strategies	Essential	Application form/ interview/references
Recent experience and evidence of working with children with social, emotional and behavioural needs	Essential	Application form/interview
Experience of working across more than one key stage	Desirable	Application form/interview
Role Specific Knowledge		
Knowledge of current education issues and developments	Desirable	Application form/interview
An understanding of social, emotional and mental and health in children	Essential	Application form/interview
Strategies to meet the needs of vulnerable pupils	Essential	Application form/interview
An understanding of pupils on the Autistic Spectrum	Essential	Application form/interview
Strategies for improving the quality of behaviour management and pupils social and emotional development	Essential	Application form/interview
Experience in using social stories with pupils	Desirable	Application form/interview

Attributes	Category	How identified
Skills and Abilities		
An ability to positively develop one to one mentoring relationships with pupils and groups identified as needing support	Essential	Application form /interview/references
A highly motivated team member who is approachable and promotes positive relationships	Essential	Application form /interview/references
Able to develop an ethos of support and challenge, where pupils can achieve success and become engaged in their own learning	Essential	Application form/references
Effective administration and organisational skills	Essential	Application form/interview/references
Ability to communicate orally and in writing to a wide range of audiences	Essential	Application form/interview
Excellent ICT skills	Essential	Application form /interview/references
Able to handle and interpret data and information in order to monitor pupil progress and attainment	Desirable	Application form/interview
Ability to maintain confidentiality	Essential	Application form/references
Evidence of monitoring, and evaluating pupils' needs and developments.	Desirable	Application form/interview
Ability to maintain records and evidence of contribution to reviews of children's progress through written reports	Essential	Application form/interview
Ability/Willingness to drive the school minibus	Desirable	Application form/interview
Other		
To demonstrate adaptability, approachability, calmness, self-confidence and self-motivation	Essential	Application form /interview/references
Commitment to safeguarding and to the welfare of children and young people	Essential	Application form/interview



Application Guidance

Please read these Guidance Notes carefully before completing the application form. The application form is the first step in the recruitment process, which may lead to an interview and the possible offer of a job. It is therefore important that you complete the application form as fully as you can. We do not accept CV's and therefore the information that you supply on the application form is the only information that we consider when deciding whether you should be shortlisted.

General Information

- Please read the job description, person specification, advertisement and any other papers carefully, before filling in the form, and use this information to make your application relevant to the post.
- Please use **black ink** or type your application form – this helps when the applications are photocopied.
- **Do not send a CV with your application** – we believe that asking all applicants to complete an application form ensures fairness and consistency in our recruitment process.
- Do not submit the same application form for more than one job. Tailor each application to fulfil the requirements for a particular job. Please endeavour to keep your application form neat and tidy – the application form provides our first impression of you!
- The selection criteria used for shortlisting are the skills, abilities, knowledge and experience required to do a specific job. No assumptions will be made about these criteria. It is therefore vital that you tell us how you meet the selection criteria.
- Please return the application form by the closing date advertised.

The Application Form

- ✓ **Personal Details** – In accordance with the Data Protection Act and GDPR, the information you provide on the application form will be used solely for the purpose of the recruitment procedure and will not be used or passed on to any third party for any other reason. We prefer to make contact through email, therefore make sure your personal e-mail address is provided clearly and check your inbox regularly after the closing date (and your spam!)
- ✓ **References** – In order to speed up the process of appointment we will make a request for references before we interview you, unless you specify otherwise.
- ✓ **Recruitment Monitoring** – The Family of Learning Trust operates a policy of equal opportunity and fair treatment for employment and development. To assist in monitoring the effectiveness of this policy, and for this reason only, applicants are asked to give details of their ethnic origin, sex and any disability. The information you provide is used solely for monitoring purposes. It will be treated as confidential and will be detached from your application form on receipt. The information will not be seen by those who decide on the list of applicants to be invited to interview.
- ✓ **Education, Qualifications & Training** – Please include all your education, qualifications & training, both informal and formal. You may be asked to produce certificates confirming qualifications at a later stage.

- ✓ **Present/Recent Employment** – Starting with your present employer, please complete this section in date order, beginning with your most recent job and listing all work undertaken, paid and voluntary, since leaving school. Please account for any breaks/gaps in employment history since leaving full time education. Please continue this section on a separate sheet if necessary.
- ✓ **Skills, Abilities, Knowledge & Experience** – This section is the most vital part of the form. You may be one of many people applying for a job, so your application needs to stand out by showing your suitability against the person specification. You should provide **examples** of how you meet the skills, abilities, knowledge and experience identified, these can be non-work based if necessary.



“My school” Life at Dean Field – Pupil Voice

“I like this school because of the staff. My teacher, for example, cares about our future.”

This school has great children and adults!”



“This school is the best because we get to go on fun trips and a residential in year 6!”



“We have lots of visitors in year 6, like Luke Ambler, the Police and Junior Wardens.” They teach us about what life will be like when we grow up.

“I think Dean Field is the best school because the teachers challenge us and make us think.”



“I like this school because I like to see people working together, playing together and being nice to each other.”

“Dean Field is the best because we have a big playground with lots of fun equipment.”

We asked our pupils:

What qualities do you want staff to have?

We want somebody who:

- Cares about us
- Pushes us to make progress
- Makes learning exciting
- Makes us smile
- Is firm but fair



The Family of Learning Trust Vision

'Learning Without Limits'

The Principles of our MAT

- A commitment to a culture of lifelong learning for all hence our ethos is 'Learning Without Limits.'
- Relentless pursuit of excellence in all aspects of school life.
- A bespoke curriculum, tailor made to meet the needs of our children with strong links to the community and the outdoors.
- Strong pastoral care for all children. Rigorous and Robust systems for monitoring important areas of school life
- Successful partnerships with parents, families and the local community

Our behaviours

These are our expectations for our staff:

- I am honest
- I am respectful
- I am positive
- I am supportive
- I communicate
- I am flexible

Dean Field is a friendly caring school with high expectations for all our pupils. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. Our curriculum is rich and inspiring and offers pupils a broad range of experiences and opportunities. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued. Interwoven throughout our curriculum are key 'characteristics of learning' which we hope to instil in our pupils. We encourage children to take risks and teach them that it is ok to fail.

