



Hemingford Grey
SCHOOL

Hemingford Grey Primary School

Information for applicants



Together **E**veryone **A**chieves **M**ore



St Ives Road
Hemingford Grey
Huntingdon
Cambs PE28 9DU

Headteacher: Kirsten Marriott
Deputy Headteacher: Danielle Jones

Telephone: 01480 375040

Dear Applicant

Thank you for your interest in the vacancy advertised at our school. Please find attached our applicants' pack and accompanying information as well as an application form.

Please complete the form as well as providing us with an accompanying letter of no more than 2 sides of A4 paper telling us why you feel you would like to work here and what skills and levels of expertise you can offer us.

Please note that the salary for this post equates to equivalent to Level 2

If you would like to arrange a visit to our school, please contact our school office by telephoning our Office Manager, Hayley Coulter on 01480 375040 or email office@hemingfordgrey.cambs.sch.uk. Our school website will also provide you with additional information www.hemingfordgrey.cambs.sch.uk.

Our school demonstrates a commitment to safeguarding and promoting the welfare of children and young people by providing a safe working ethos through a range of rigorous policies and procedures and therefore the successful candidate will be required to complete a Disclosure and Barring check (DBS). We expect all staff to share this commitment.

We look forward to receiving your application.

Kind regards

Kirsten Marriott (Headteacher)



Email: office@hemingfordgrey.cambs.sch.uk
Website: www.hemingfordgrey.cambs.sch.uk

About the Appointment

- The vacancy is for a part time Pastoral Support Mentor to work 15 hours per week
- The salary scale is equivalent to Level 2
- The school admits from the villages of Hemingford Grey and Hemingford Abbots and there are presently 297 pupils on role.
- A Job Description and person specification is included in this pack.
- You are invited to submit an application form, together with a letter of application stating your experience and skills which will enable you to do this job.
- The closing date for applications to be received is Thursday 20th June 2019 at 12 noon. Shortlisting will take place on Friday 21st June and please note, only successful candidates will be notified.
- Shortlisted candidates will be invited for interview on Friday 28th June 2019.
- ***Interviews will be held at Hemingford Grey Primary School. As part of the interview process candidates' suitability to work with children will be assessed and the successful candidate will be required to complete an enhanced DBS disclosure.***
- Visits to the school are encouraged and can be arranged by contacting Hayley Coulter, the Office Manager, on 01480 375040.
- Completed applications should be marked Private and Confidential and submitted to:

Mrs Hayley Coulter
Office Manager
Hemingford Grey Primary School
St Ives Road
Hemingford Grey
Cambridgeshire
PE28 9DU

- Alternatively, you can email your pack to: office@hemingfordgrey.cambs.sch.uk

Pastoral Support Mentor Job Description 2019.20

Purpose of Job

The purpose of the Pastoral Support Mentor is to work as a member of the school's pastoral team, working alongside teaching staff, parents and pupils. The underpinning value of the work is to ensure that every pupil achieves their potential through the provision of targeted support and intervention, working with the school's leaders.

To enable children to overcome personal barriers to learning and to help provide a structure that supports the safety and well-being of our young people, particularly with regard to the mental health of children.

To work with other staff and families to support engagement, attendance, behaviour, transition and progression in order to improve pupil progress and achievement.

Key Role Objectives

- To work with school staff and external agencies to identify children in need of extra support
- To develop plans of support that, for the majority of children, will develop resilience and the ability to work towards their educational and life goals
- To develop either 1:1 or group mentoring relationships with children identified as needing support
- To work with small groups of children identified as 'vulnerable'
- To provide a 'safe haven' for those students who need it
- To liaise with parents, colleagues in school and with outside agencies to work towards the best outcomes for students
- To maintain accurate records and help with any administration relevant to referrals to outside agencies

Review Arrangements

Progress on all aspects of this job will be reviewed on a regular basis with targets identified and agreed within the performance management process.

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that over time the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of the 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 Support Mentor Job Specification 2019.20

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential	Desirable
Qualifications		
GCSE pass in English and Maths	✓	
Experience		
Successful experience as a learning or pastoral mentor is desirable		✓
Previous experience working with young people in a school setting or similar	✓	
Some experience of working in an environment with challenging students		✓
Professional Skills and Attributes		
Able to motivate and inspire young people of all ages to improve their behaviour and have the highest aspirations	✓	
Able to make decisions, identify and solve problems based on thorough analysis and sound judgement.	✓	
Able to work with children to analyse data to set challenging targets for improvement and plan actions		✓
Excellent interpersonal, written and oral communication skills.	✓	
Strong organisational skills.	✓	
Knowledge and Understanding		
An understanding of children with special education needs and disabilities		✓
An awareness of de-escalation procedures similar to those in the “Step Up” training		✓
A professional and highly motivated individual who is a strong team player.	✓	
A person who is respectful towards all children, with an unshakable belief in their entitlement to the highest equality education and ability to achieve, whatever their personal circumstances.	✓	
The ability to deliver high quality pastoral support that fully meets the needs of our children.	✓	
Committed to raising standards of achievement through improving behaviour for learning.	✓	

ABOUT THE SCHOOL

Hemingford Grey Primary School is a full primary school (Reception to Year 6) with a school roll of approximately 297. Our school is expanding and we have an extension which opened in September 2014. Over the next year the school will grow to 315. We admit children from the villages of Hemingford Grey and Hemingford Abbots. It is County policy to admit children during the academic year in which they are five years of age. Children are admitted to reception class in September (staggering the intake over two or three weeks). To help in this process, the school has established strong links with the children in their pre-school environment.

Our school is fully committed to providing high quality Continuing Professional Development opportunities to our staff in order to enable them to deliver creative learning opportunities to children in the context of high expectations and standards. Our CPD programme regularly includes bespoke training delivered by national consultants as well as opportunities to visit other schools both within and outside of the county of Cambridgeshire.

Our school has a strong set of aims and values which set our climate and ethos. These are laid out in a separate document contained within this pack.

Equal Opportunities

Hemingford Grey School is committed to promoting equality and diversity, providing an inclusive and supportive environment for all. The School will:

- Ensure that people are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio- economic background, working hours, or any other inappropriate distinction.
- Promote diversity and equality for students and staff and value the contributions made by individuals and groups of people from diverse cultural, ethnic, socio-economic and distinctive backgrounds.
- Promote and sustain an inclusive and supportive study and work environment which affirms the equal and fair treatment of individuals in fulfilling their potential and does not afford unfair privilege to any individual or group.
- Challenge inequality and less favourable treatment wherever practicable.
- Promote greater participation of under-represented groups of staff by encouraging positive action to address inequality.
- Promote an environment free of harassment and bullying on any grounds in relation to all pupils and staff.

School Rules

The school has rules to aid the smooth running and the safety of the children. We have 7 golden rules:

1. We are kind and helpful
2. We always try our best
3. We listen
4. We always think about how people feel

Plus for Key stage 1:

5. We say please and thank you
6. We tell the truth
7. We look after other people and things around us

For Key Stage 2:

5. We are polite
6. We are honest
7. We respect everybody and the environment around us

We exercise kind, but firm, discipline where respect for each other and basic courtesies are emphasised. Children learn the fundamental parameters of behaviour, which in turn lead to greater self discipline and maturing ability to use their judgement. Emphasis on praise and celebration of endeavour as well as success, assist in the establishment of a happy, learning environment for the children.

Bullying

A clear and consistent policy on bullying is in place and the staff and children are aware of its contents. Vigilance is constantly exercised and parents are encouraged to report any problems to ensure early action by the school.

Safety

Children are supervised by designated adults in all areas of the school from 9.00 am to the end of the school day. Our site manager makes regular checks of the buildings in line with County regulations. Fire drills and critical incident drills are regularly and efficiently carried out. Children assess the risks in a range of areas including independent working and offsite visits and are alerted to the potential hazards which surround them.

Pastoral Care

Pastoral care is provided primarily by the classroom teacher, who will discuss any concerns with parents by appointment.

Medical

The school accesses the services of the School Nurse Duty Desk .



Welfare

The Education Welfare Officer (EWO) will give advice on free school meals, uniform grants, employment of children by-laws and children in entertainment.

Relationships between the School and Home

We are keen to establish and maintain a successful home /school relationship for each of our children. Parents and visitors are welcomed to attend a wide range of events at school. Parent /teacher consultations are held twice per year in the autumn and spring with an open afternoon in the summer. These provide opportunities for parents to discuss their child's progress and view work.

The school benefits from many parent helpers who bring their skills and experience to enhance school life. We have a homework policy that has been generated by the pupils themselves and all children are expected to continue their learning outside of the school day.

Organisation of Classes

We currently run mixed year classes throughout the school apart from Foundation Stage. The school leadership team comprises: the Headteacher, Deputy Headteacher, Phase Leaders in FS, Yr 1/2, 3/4, 5/6 and Inclusion Manager.

Curriculum

The school curriculum complies with the legal requirements of the Education Reform Act 1986 and consists of Religious Education and the subjects of the National Curriculum. We have made significant changes to the design of our curriculum and we now deliver learning in a creative, cross curricular way which takes into account the many learning opportunities in our near and local environments. The impact of this hard work on pupil engagement, attitude and outcomes has been significant. Please see the attached key document outlining our approach to teaching and learning.



Special Needs

The school has a structured policy relating to the identification of Special Needs Education and all allocation of appropriate support.

Able Children

The school works towards allowing able children to follow programmes of study suited to their individual needs and abilities.

Extra Curricular Activities

Each term, a programme of after school and lunchtime clubs is offered. The school has many sporting facilities and plays football and netball matches with local schools. We have a strong association with Huntingdon Gymnastics club and St. Neots Sports Academy. All children are encouraged to participate in sporting activities. Various local organisations visit the school, such as theatre groups, voluntary bodies and national organisations. School life is enlivened by visitors from other cultures and countries.

School Visits

The children are given the opportunity to take part in school visits which are linked to the curriculum. These include trips to theatres, museums and historic buildings. We expect that all pupils will engage in active learning making use of our school environment and the local and near local environment whenever possible. Year 4 and 6 pupils have the opportunity to go on a residential visit.

Governing Body

Hemingford Grey Primary school has an enthusiastic and dedicated governing body which includes people from many areas of the local community and many different walks of life. Governors include parents, teachers, members of the local community and appointees from the Local Authority. All governors serve a four year term of office. The governors' role is to manage the school and to help the school determine its aims and objectives. The governing body supports parents, staff and children and acts as a link between the school, the community and the LA. They work closely with the Headteacher to manage the school budget, appoint staff and ensure the National Curriculum and assessment procedures are implemented. The Governing Body is proud to be a critical friend of the Headteacher, and support the whole school.



Governing Body 2018-19

Community Governor

Rachel Brown (Co-Chair)

Community Governor

Helen Peat (Co-Chair)

Headteacher Governor

Mrs Kirsten Marriott

Co-opted Governor

Hayley Coulter

Parent Governor

Clare Lowe

LA Appointed Governor

Jenny Jones

Parent Elected Governor

Vanessa Allen

Parent Governor

Raylene Armstrong

Community Governor

Ruth Burrows

Parent Elected Governor

Julie Fryer

Parent Governor

Rick Howell

Hemingford Grey School Staff

Kirsten Marriott	Headteacher
Danielle Jones	Deputy Headteacher

Teaching Staff

Sarah Askew	Reception (Foundation Stage Phase Leader)
Charlotte Garcia	Reception
Tara Mills	Reception
Alison Brown	Reception
Sarah Hampton	Year 1/2
Elliot Mephram	Year 1/2 (KS1 Phase Leader)
Sarah Atkins	Year 1/2
Herdeep Ward	Year 3/4
Ben Carter	Year 3/4
Vicki Read	Year 3/4 (Lower KS2 Phase Leader)
Danielle Jones	Year 3/4/5/6
Sarah Symons	Year 5/6
Nicholas Churchill	Year 5/6
Kathryn Honey	Year 5/6 (Upper KS2 Phase Leader)
Michelle Parker	Inclusion Manager
Marie-Odile Guillou	French Teacher

Support Staff

Linda Beasley	Teaching Assistant
Carolyn Lew	Teaching Assistant / HLTA
Kirsty Beardall	Teaching Assistant
Lavina Glass	Teaching Assistant
Sean Wilcox	Teaching Assistant/HLTA
Monica Mallol Wright	Teaching Assistant
Tracy McMahon	Teaching Assistant
Paula Seamark	Teaching Assistant
Vicky Jaffe	Teaching Assistant
Heather Adland	Teaching Assistant
Libby Wilkin	Teaching Assistant
Lisa Tagg	Teaching Assistant
Claire Bamber	Teaching Assistant

Office Staff

Hayley Coulter	Office Manager
Rochelle Butcher	Office Administrator
Joanna Guest	Finance Administrator

Caretaking Staff

Jeremy Birkin	Site Manager
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Catering

Chef Giuseppe	School Caterer
Alison Jennings	Assistant Caterer
Ann Brown	Assistant Caterer

Midday Supervisors

Lisa Tagg	Senior Midday Supervisor
Shameen Soloman	Midday Supervisor
Victoria Jaffe	Midday Supervisor
Chelsea John	Midday Supervisor
Faye Lyon	Midday Supervisor
Emma Turner	Midday Supervisor
Shoba Chockalingham	Midday Supervisor
Tracy McMahan	Midday Supervisor
Mary Margot	Midday Supervisor

CONDITIONS OF EMPLOYMENT

The successful candidate will be required to satisfy the authority of his /her physical fitness before the appointment is confirmed. In accordance with the requirements of the Home Office and the Department for Education and Skills, the appointment is subject to a Criminal Records Bureau search.

CAMBRIDGESHIRE LOCAL EDUCATION AUTHORITY

Following the Local Government Review in the late 1990s Cambridgeshire County Council encompasses Cambridge City, South and East Cambridgeshire, Fenland and Huntingdonshire. The academic reputation of Cambridge includes the University Department of Education and Homerton College which play an active role in the both local and national developments.

Cambridgeshire Education Authority enjoys a reputation for innovation and partnership. Financial devolution to schools and colleges was pioneered in Cambridgeshire well in advance of the 1988 Education Reform Act. The working relationships between Headteachers, governors and the LEA are strong and are supported by the development of effective and wide ranging consultative arrangements. These include a forum comprising all secondary Headteachers (CSH), the Special Schools Heads Association (SSHA) and Cambridgeshire Primary Heads Forum (CPHF) which includes representatives of nursery schools. There is also a forum for Chairs of Governors and Governor Advisory Group.

Pupil Support Services

Pupil Support Services and Special Educational Services support children with additional needs and include:

- Educational Psychology Service
- Hearing Support Service
- Home tuition for sick children
- Teaching in hospitals and psychiatric units
- Pre-school Service (including Portage)
- Primary Support Service
- Secondary Support Service (including a support service for looked after children)

- Student Assessment Service
- Visual Impairment Service
- Education Welfare Service
- Education Child Protection Service
- Health and Drugs Education Service
- Multicultural Education Service
- Student Awards Service.

Further information on Cambridgeshire and the Local Education Authority can be found at:
<http://www.cambridgeshire.gov.uk/education/>

Policy Statement on the Recruitment of Ex-offenders

- As an organisation which uses the Disclosure and Barring Service (DBS) scheme, the Governing Body of Hemingford Grey school complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all job applicants will be subject to a criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A Disclosure will only be requested from the DBS for those positions where a Disclosure is required. All application forms and recruitment information will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. This information should be sent under separate, confidential cover. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- We ensure that people at the school who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the school. This will depend on the nature of the position and the circumstances and background of your offences.