

# Learning Mentor Ford Primary



**Giving every learner  
the opportunity to  
succeed**





Welcome to  
ACE



Where learners are  
ready, respectful  
and safe

[www.aceschools.transformingfutures.org.uk](http://www.aceschools.transformingfutures.org.uk)

Dear Prospective candidate,

Thank you for taking the time to look at our advert for the Learning Mentor position at our Ford Primary base.

You will be at the forefront of making life changing differences to a group of young people who deserve the same high level of education as their peers.

If you believe that you can bring passion and energy to your work with the young people we teach, we would love to hear from you.

For further information please visit our website [www.transformingfutures.org.uk](http://www.transformingfutures.org.uk)

I look forward to hearing from you.

A handwritten signature in black ink, appearing to read 'M. Bindon', on a light-colored background.

Matthew Bindon  
Headteacher  
**01752 896100**



## Schools - who we are

ACE schools is an alternative provision academy based across Cornwall, Plymouth, and Devon. We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.

The school is based on 11 sites across the three localities and these sites are divided into three primary areas of need. These include: bases to support young people's health and welfare needs, this can include mental and/or physical illness that prevents them from attending school; reintegration, and intervention bases to support young people with challenging behaviour and social emotional needs back into school; WRAP bases where we provide one to one support for pupils with Education Health Care Plans (EHCP).

We currently employ over 200 members of staff across the school in a range of positions. At present in the school, we have 23 different roles and responsibilities across the team ranging from welfare, curriculum, and professional development leads as well as teachers, teaching assistants and mentors.

In February 2019 Ofsted inspected the whole school rated us as a 'good school' and we are incredibly proud of the report. Below are some of the highlights.

### **This is a good school**

- Leaders are passionate that every pupil, whatever their previous education history, deserves another chance to succeed. As a result of their commitment to providing high-quality provision, pupils do well.
- Leaders have developed strong systems of management across sites. There are common expectations and systems of accountability. Individual sites are, therefore, well organised.
- Leaders work very hard to safeguard pupils. They are very aware of the many risks to their pupils. They have established good relationships with outside agencies. There is a very strong safeguarding culture throughout ACE.
- Teaching is of high quality on most sites. It is tailored precisely to individual needs and underpinned by very strong relationships between adults and pupils. This quality is not as consistent on the Bretonside site.
- Leaders offer a bespoke curriculum tailored to individual needs and aspirations. This means that pupils are much more likely to engage and succeed.
- Pupils' attendance improves considerably. Pupils learn to manage their emotions and behaviour. Pupils develop pride in their work.
- Pupils make good progress. They frequently gain a range of qualifications and leave ACE for a variety of appropriate destinations. Pupils with special educational needs and/or disabilities (SEND), including those with mental health needs, do well.
- Trustees have overseen the successful establishment of the multi-academy trust and a period of expansion. They identified themselves that governance required strengthening. They have taken appropriate action but there is still work to do to ensure that leaders are rigorously held accountable for all sites.





***"I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important"***

**Pastoral Lead**



# WELCOME

Thank you for your interest in a role within Transforming Futures Trust. This is an exciting time for the organisation. I hope this brief introduction gives you an understanding of why.

Transforming Futures Trust is made up of three, and soon to be four, academies in the Southwest of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND). The trust was first formed some time ago. It is now an innovative, secure organisation that is increasingly working alongside local areas to contribute more to the SEND system across Devon, Cornwall and Plymouth.

Although all our academies meet the needs of children and young people with differing needs, Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our academies which supports the wellbeing and development of all children and young people, staff, parents/carers and stakeholders and the wider communities they are a part of.

Transforming Futures Trust works with children for whom mainstream education is not right: those who have SEND, some with challenging behaviour; children with mental health concerns; students who find the traditional setting of a school intimidating. This is why the people who work for us are highly committed to a core principle that all learners, whatever their ability or background, get the best education possible.

Under the strong, collaborative and considered leadership in our academies, staff benefit from being members of tight communities that work together to achieve the best possible outcomes for children and young people. As the trust develops, so does the way we plan to ensure all staff meet their full potential. Professional development and protecting staff wellbeing are priorities for the trust. This means you can rely on the fact we will ensure you will benefit from a smooth induction and suite of training tailored specifically for you.

As a trust we pride ourselves on the impact we have had on many pupils' outcomes. I hope this introduction demonstrates why we think this is a great trust to work for.

We would strongly encourage you to visit our academies and see first-hand the purposeful environments within them.

**Matthew Barnes**  
Chief Executive Officer



# ABOUT US

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Our core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Head teachers, School staff, parents/carers, stakeholders and the wider communities they are a part of.

We have proven educational practice and strong leadership which has enabled us to develop new provisions across the South West to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to school support.



# GOVERNANCE, RESPONSIBILITY & LEADERSHIP

The mission of the Trust is to do our very best for learners. Our schools meet high standards and all of them achieve excellent outcomes. There is one overall leadership team which is responsible for this. It has three parts:

- **The Trust Board** has a new Chair and a number of new Trustees with a wide range of experience and skills to govern the Trust to a very high standard. They are responsible for making sure our schools are effective.
- **The Executive Team** implements the Trust's strategy and policies. They make sure that all processes run smoothly and efficiently. Our new executive team is making great strides in reducing costs and improving quality.
- **The Senior Leadership Teams** ensure that every student has the best possible experience at school. This includes learning, personal development and skills for their next steps in life. This may be to a mainstream setting, to a next school or further education, or into employment.

These three teams work together to help our students achieve the best possible outcomes for themselves and their communities.

## OUR VISION

We stand for excellence in education, uncompromising professionalism, and solution-focussed support, with our pupils at the heart of everything we do.

## OUR VALUES

**Valuing the individual  
and our service to them**

**Compassion and  
caring for everyone**

**Professional  
excellence in all we do**

**Valuing growth and  
releasing potential**


**Celebrating Success**



During the academic year 21/22 we asked staff what it was like to work at ACE and here is what they said;

I am proud to work for ACE?

[More Details](#)

 Insights

169

Responses



4.46 Average Rating

***"The relationships we have with the students are really strong" Teaching Assistant***

***"It's been so nice having him at ACE, with all the support he has been given." Parent***

***"The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised" Teacher***

***"ACE is just brilliant. I couldn't ask for a better school. You work miracles" Parent***

***"I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures" Teacher***

***"Having worked for ACE for only a short time and I have been impressed at how the students are supported" Teaching Assistant***

***"The work we do at ACE is brilliant and I am delighted to have joined the team this September" Teacher***

***"My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner" Parent***

***"I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important" Pastoral Lead***



***“My son enjoys coming to school which  
is so nice to hear after years of  
struggling to get him into the right  
place where he can get a good  
education”***

**Parent at ACE Schools**

## **About the role**

**Job Title:** Learning Mentor

**Base:** Ford Primary

**Salary Range:** Grade D point 8 £20,852 FTE (£15,685 pro rata for 32.5 hours 39 weeks a year term time only) per annum

**Contract Type:** Permanent

**Interview Date:** TBC

**Start Date:** As soon as possible, pending pre-employment checks

## **Job Description**

### **Job Purpose**

Under the direction of the teachers on site and guidance of pastoral leads, work closely with an individual or small group of children to support them with their learning both on site and through a wide variety of learning outside the classroom activities to meet their needs as identified in their Education Health Care Plan (EHCP).

The role gives flexibility for the mentor and pupils to plan their day-to-day activities together and find different ways of learning.

### **Responsibilities**

Support for students in accessing learning activities in a variety of settings, including vocational placements and Learning Outside the Classroom, as directed by Teacher/Senior Staff to include:-

- Support and encourage students to engage in learning activities, and promote Good Behaviour
- Supervision of students during off-site activities, this could include engaging in sport, adventurous activities, attending vocational training courses with other providers, visiting or transitioning to another school
- Be aware of, and comply with Policies and Procedures relating to:- Child Protection; Health & Safety; Security; and Confidentiality – reporting all concerns to the Designated Person/s
- Be aware of, and support difference, and ensure all students have equal access to opportunities to learn and develop
- Provide support for the preparation of, and undertaking of examinations
- Be an effective role model for the standards of behaviour expected of students
- To support in the development of Individual Education Plans (IEPs)
- Build a positive working relationship with parents/carers through daily contact, usually by phone

Support for the Academy to include:-

- Contribute to the overall ethos/work/aims of the School
- Appreciate and support the role of other professionals, and maintain positive working relationships
- Attend relevant meetings as required within contracted hours
- Participate in training, learning activities, performance development, and maintain record of own professional development

### **General Duties**

- Provide clerical/admin support, e.g. attendance/absence, typing, photocopying, printing, display, baseline assessment at times
- Ensuring maintenance of a clean, safe, and orderly working environment



- Timely and accurate preparation of routine equipment, resources, materials, as instructed, ensuring quality/safety
- Undertake record keeping as directed
- Monitoring and arranging orderly and secure storage of learning resources

## **Experience & Job Knowledge**

### **Essential**

- Experience of supporting young people with behavioural & learning difficulties
- Experience of supporting with the supervision of young people during off-site activities

### **Desirable**

- Evidence of supporting in the writing of IEP's and Pastoral Support Plans
- Evidence of involvement in extracurricular activities
- Evidence of supporting in developing / delivering programmes of academic work
- Knowledge of Special Education Needs (SEN) and statutory assessment procedures, and the SEN Code of Practice
- Experience of working with young people who suffer from mental health complications

## **Skills**

### **Essential**

- Good communication and interpersonal skills
- Ability to work within school community teams, and wider community teams
- Ability to produce clear, concise and accurate reports
- Ability to confidently support (with teacher guidance) children with maths, English, science and other subjects to GCSE level
- Ability to follow instructions, and to use initiative to work with young people in a variety of outreach placements, including Food & Nutrition, P.E./Outdoor Education, and Vocational placements
- Ability to work within corporate policies. Awareness of Equal Opportunities and Health & Safety, Child Protection Procedures and Safeguarding & Welfare
- Ability to maintain good discipline and challenge negative behaviour
- Ability to form and maintain positive relationships with a wide range of people

### **Desirable**

- Evidence of communicating & cooperating with a range of Children's and Young People's Services such as Social Care, Educational Psychologists, Child and Adolescent Mental Health Service(CAMHS)

## **Qualifications**

### **Essential**

- GCSE English and Maths (A\*-C) or Adult Literacy & Numeracy Level 2 equivalent
- Level 3 qualification in working with children or young people

### **Desirable**

- Teaching assistant related qualification
- Youth work related qualification
- Other equivalent qualification relevant to children/young people

## **Physical Requirements**

### **Essential**

- Participate in off-site and in-house extra-curricular programmes, lone working
- Full, clean driving licence and willing to use your car to transport pupil to and from activities
- Business use insurance on your car

### **Desirable**

- Mini-bus driving certificate

- Ability to visit and provide support at other ACE sites when required

### **Personal Qualities and Attributes**

- Patience, acceptance, curiosity, and empathy with and for the children
- Team player
- Punctuality and reliability is essential
- Resilience, energy, and a solution focussed attitude
- Confidentiality
- A strong work ethic will need to be demonstrate

## **Useful Information**

	<b>Start time</b>	<b>End time</b>	<b>Lunch</b>	<b>Requirement to drive and transport pupils</b>
<b>Bretonside</b>	8:30	3:30	30 minutes – independent	No
<b>Dover Road</b>	8:30	3:30	30 minutes – independent	No
<b>Outreach</b>	8:30	3:30	30 minutes – independent	Yes
<b>Nurture</b>	8:30	3:00 Monday - Thursday 3:30 Friday	30 minutes – Whilst supporting pupils	No
<b>One to one Learning mentor</b>	8:30	3:00 Monday - Thursday 3:30 Friday	30 minutes – Whilst supporting pupils	Yes
<b>WRAP Exeter</b>	8:30	3:00 Monday - Thursday 3:30 Friday	30 minutes – Whilst supporting pupils	Yes
<b>WRAP Plymouth</b>	8:30	3:00 Monday - Thursday 3:30 Friday	30 minutes – Whilst supporting pupils	Yes
<b>WRAP Bodmin</b>	8:30	3:00 Monday - Thursday 3:30 Friday	30 minutes – Whilst supporting pupils	Yes
<b>WRAP Redruth</b>	8:30	3:00 Monday - Thursday 3:30 Friday	30 minutes – Whilst supporting pupils	Yes
<b>WRAP Launceston</b>	8:30	3:00 Monday - Thursday 3:30 Friday	30 minutes – Whilst supporting pupils	Yes

## Our schools

Alongside ACE Schools, Transforming Futures Trust is made up of two more academies based in the South West of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND).



**ACE Tiverton is a new specialist secondary school, educating students with ASC and linked social, emotional and mental health needs.** Our learning family is built upon strong, trusting relationships, a deep sense of belonging and high aspirations for our students in every area of their lives. We challenge everyone in our school team to embrace learning, take risks and be the very best they can be.



**Courtlands Special Academy in Plymouth supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs from across Plymouth, Devon and Cornwall.**

Our passion is meeting the needs of every child, however complex, and seeing them flourish into well rounded members of the community.





*"Coming to Exeter WRAP has enabled me to reclaim many of the things that had been taken away from me. I had been lost to the profession in mainstream teaching: the autonomy of planning creatively, an opportunity to get to know the whole child and the day to day reward of knowing that I am making a real difference to the lives of the young people."*

**Teacher at Exeter WRAP**

# WORKING WITH US



Transforming Futures Trust is a great place to work - across our schools we have over 300 talented members of staff, in a variety of teaching and support roles. Our alternative provision and special school academies are nurturing, inclusive communities which combine creative and engaging learning opportunities with a culture of respect.

The Trust attracts people who are up to the challenge of working in our innovative and exciting environment to improve outcomes for children and young people. The rewards are seeing the difference we make every day and being part of a caring and supportive team.

As a large alternative provision that is part of a Trust we can offer you as future

employees many exciting benefits:

**SCHOOL DAY:** The school day for students runs from 8:30am - 2.00pm, except on Fridays when we finish at 1.30pm.

**HEALTH ASSURED** Health Assured provide our employees with support to enable you and your immediate family the best in life. Their 24/7 confidential support service can be used for a variety of issues including;

- Legal information
- Housing concerns
- Family issues
- Financial information

**CPD:** All members of staff have CPD sessions that take place on a Friday afternoon that are finished by 3:30pm, meaning that none of our training takes place after the school day. Each week we run a wide variety of 'drop in' sessions to allow staff to tailor their professional development.

**CAREER PROGRESSION:** As a school that covers three counties, staff can move between bases and progress their careers into one of 23 different roles in the school.





### **MULTI AGENCY WORKING:**

Due to the high level of need for a number of our pupils there will often be occasions where you get to work with professionals from other organisations.

### **WELL-BEING ACTIVITIES:**

Once a term staff are given opportunities to take part in well-being activities ranging from sporting, cultural or

### **INDUCTION AND QUALIFICATIONS:**

When you join ACE, you will be given an induction to our school and provided with Team Teach (physical intervention training) as part of this induction. This induction will continue with a comprehensive package which may include first aid certificates, activity leadership as well as a thorough explanation in our systems, trauma informed practice and in-depth safeguarding training.

**DELT SHARED SERVICES:** Delt provide management and assistance in IT, HR, Finance and Estates functions for Transforming Futures Trust. Staff

within these teams may work for Delt but they support

Transforming Futures Trust solely. We encourage the staff on our bases to design their own wellbeing activities. In 2022 we were awarded our Silver Wellbeing at work award.

**STAFF SUPERVISION:** As a school, we purchase the support services of a local Psychology service so that all members of staff can receive supervision from trained professionals when staff need support for issues inside and outside of school.

**IT EQUIPMENT:** Whatever job role you join ACE in, you will be provided with the IT equipment required to carry out your work.





If you have an understanding and capacity to support young people with learning and communication challenges or emotional, social and mental health needs and you have a desire to help make a difference to young people's lives then we would like to hear from you.

You can view our available opportunities on the **Current Vacancies** page on our website. However, if there is nothing currently matching your skill set or location then don't worry, there's good news, you can sign up to our **Candidate Pool**.

Joining our Candidate Pool is the best way to express your interest in joining the Trust in the future and ensure you are first in line to receive a notification when a suitable vacancy arises.

It's easy to register, simply download the registration form, answer 6 questions to help us identify suitable skills and experience for any future vacancies and return it to [TFTRecruitment@deltaservices.co.uk](mailto:TFTRecruitment@deltaservices.co.uk).

We will hold your details on file for 6 months and use the information you have given us to notify you of suitable vacancies arising.

**Transforming Futures Trust c/o PHP Law LLP, 6 Delamore  
Park, Cornwood, Ivybridge, Devon PL21 9QP UK**

**01752 396100    [admin@transformingfutures.org.uk](mailto:admin@transformingfutures.org.uk)**

