



Reading Mentor

Required for 1st September 2024

Permanent - 32.5 hours per week

Term Time Only



Dear Applicant

Many thanks for expressing an interest in joining Fairfield High School for Girls. Within this pack you will find information about the school, the job vacancy and the application process. This is an exciting opportunity to work in an oversubscribed school and to make a contribution to shaping its future and continue building on its successes.

We require, from 1st September 2024, a motivated, enthusiastic and multi-skilled Reading Mentor to join our hard-working, reflective and forward thinking English Faculty to support the teaching of reading at both KS3 and KS4. It is a flagship Faculty with a team of superb teachers who work together extremely well.

Working within our outstanding English Faculty under the general direction of the Lead Practitioner and Assistant Headteacher/Faculty Leader for English, the successful candidate will be expected to provide additional support for the teaching of reading across the school and deliver one-to-one and small group pupil intervention programmes to raise levels of attainment and achievement in reading. To be successful in this application, you must be able to demonstrate that you can motivate, engage and inspire pupils of all ages and abilities and actively contribute to the high expectations and achievements of the school. Experience in the testing of reading and the management of pupil reading data would be an advantage. We offer excellent support and CPD, including a powerful, whole school focus on the development of learning and teaching. This is an excellent opportunity for the right person.

Fairfield is a great place to work; teachers are able to teach and pupils make outstanding progress as we have high standards and expectations. However, we acknowledge that there is always room for improvement and we strive to be the very best we can. If you wish to work in such an environment, please give us your serious consideration.

If you wish to arrange a visit to the school, or discuss this role in more detail, please contact Mrs Plant – Assistant Headteacher/Faculty Leader for English - lplant@fairfieldhighschool.co.uk

I look forward to receiving your application and thank you in advance for the interest you have shown.

Yours sincerely

A handwritten signature in black ink that reads "S Bateman". The signature is written in a cursive style.

Mrs Stephanie Bateman
Headteacher

Our School

As a high performing school, we offer a rich, broad and engaging education for all our young people. Fairfield High School for Girls is a successful single sex school, a single academy trust, of just under 1,000 11-16 year olds. Our current examination performance places us consistently as Tameside's highest performing school. Not only do pupils at Fairfield attain much higher success ratios than pupils nationally, they also make excellent progress from their starting points. The school's aim is to get the very best from each pupil; not only through superb teaching and learning but also by encouraging involvement in extra-curricular and community activities.

The school enjoys an enviable reputation within its locality. It is extremely popular and has been significantly oversubscribed in recent years with the school roll growing. It attracts pupils from more than 35 different primary schools within four different local education authorities. We are part of Tameside Local Authority which provides a supportive and professional advisory service.

Our Progress 8 score for 2023 is +0.7 for all pupils and +0.38 for disadvantaged pupils. In 2023, Fairfield pupils achieved an amazing 109 Grade 9s at GCSE level, 35 of which were in English. We are delighted that the improvements made in the school have been given public acknowledgement.

Our School's Purpose is...

To inspire pupils to achieve and guide them to be:

- **Successful learners** who enjoy learning, make outstanding progress, achieve outstanding academic results and are ready to meet the challenges of lifelong learning and the world of work;
- **Confident individuals** who are fully engaged in the life of the school and are able to live safe, healthy and fulfilling lives;
- **Responsible citizens** who are able to make a positive contribution to life in Modern Britain and beyond.



Whole-School Priorities 2023/24



successful learners

The knowledge-rich, ambitious curriculum leads to all pupils making outstanding progress in all subjects.



confident individuals

We promote a culture of outstanding personal development within our school and the wider community.



responsible citizens

All pupils have outstanding attitudes and behaviour showing respect, kindness and inclusivity.

Our Vision of Fairfield High School for Girls is...

For the Trustees, Headteacher, Senior Leadership Team and all staff to work together within a tradition of care and service to promote the highest academic standards for all our pupils. Education at Fairfield High School for Girls is a transformational experience, which is realised through daily personal and academic excellence. We have very high expectations of behaviour and appearance reflecting excellent standards in the classroom and we pride ourselves on achieving outstanding progress for all. Our vision is to ensure that Fairfield pupils are **successful learners, confident individuals and responsible citizens**.

As a truly exceptional forward thinking school with high expectations for all learners through a relentless approach to overcoming barriers to learning and evidenced by high standards of achievement across all ages, regardless of background.

- A learning centred school which strives to nurture and develop the talents of all of its pupils.
- A vibrant, tolerant and aspirational school community characterised by high levels of staff and pupil happiness and mutual respect, underpinned by pride, ambition and a commitment to achievement and enrichment for all.
- A school community where all staff are committed to the 'lifelong learning' ethos running through personalised professional development underpinned by a collaborative coaching culture which promotes and nurtures all staff to sustain excellence and develop further.
- A school that truly works in the community, with the community and for the community.
- A financially efficient school that can provide for itself, think for itself and utilise resources to maximise the best outcomes for all.
- A school that provides a relevant, purposeful and inspiring curriculum for all pupils enabling them to be active citizens in a modern diverse British and global community.

Our School's Values are...

We want everyone working in a caring school where everyone is valued and everyone values relationships. Our emotionally intelligent school community will celebrate individual differences and people will understand how their actions will impact upon, and be perceived by, those they affect. We expect all members of our school community to be the best they can be and help others to be the best that they can be by valuing 'outstanding progress for all'.



Our Staffing

We have a very capable and talented team of staff. The Senior Leadership Team consists of the Headteacher, a Deputy Headteacher, a Senior Assistant Headteacher, four Assistant Headteachers and the Finance and Business Manager. The Senior Leadership Team are supported by the Headteacher's PA, the Assistant School Business Manager and the Company Secretary. We have circa 65 teaching staff and 45 support staff.

The school is also supported by a committed and enthusiastic Trust Board, the members of which have a diverse range of skills and expertise.

We are strongly committed to the development of our staff. We use external courses to support colleagues but also believe firmly in the benefits of internal expertise – sharing through coaching and 'in-house' best practice sessions. We also work with a group of other schools to support teacher training in middle management and excellent classroom practice.

Our Facilities

We are proud that high-quality teaching and learning at Fairfield High School for Girls is supported by both modern and more traditional facilities. Each classroom is equipped with projectors and interactive equipment; there are now around 600 computers for pupil use.

Main features include:

- An open-plan Restaurant
- Science Laboratories and Technology suites
- A multi-purpose assembly hall
- A Sports Hall
- A Conference Centre
- A Multi-Use Games Area (MUGA)
- Community facilities

Our Location

The school is based in Droylsden, mid-way between Manchester and Tameside. It is ideally located within easy access of a network of motorways and major roads. It is within close proximity to several business parks and Manchester city centre.

Housing in the area consists mainly of private property supplemented by some rented accommodation. The majority of our pupils live in Tameside and the surrounding boroughs but we take pupils from other parts of Manchester and also other authorities.

Our Vacancy

- Start Date:** 1st September 2024
- Closing Date:** 9.00am on Friday 5th July 2024
- Grade/Salary:** NJC Points 11-16 (pro-rata) – Actual Salary £19,518 to £21,248
- Contract Type:** Permanent - 32.5 hours a week - term time only
- Interview Date:** w/c Monday 8th July 2024 at a date to be confirmed

Application Process

Please download, complete and return the application form by the closing date specified. Candidates are asked to complete all the relevant sections of the application form and to submit a supporting statement, addressing the criteria listed on the person specification. This should be no longer than two sides of A4 paper (minimum font size 10). You may include examples from previous paid, unpaid or voluntary experience.

Prospective candidates are encouraged to submit their applications as soon as possible as the school reserves the right to close the advert should we feel able to appoint an appropriate candidate.

Please ensure that you provide an up-to-date email address with your application as we contact candidates electronically rather than by post.

The completed application form should be emailed to recruitment@fairfieldhighschool.co.uk

Or posted to:
Admin Department - Fairfield High School for Girls
Fairfield Avenue
Droylsden
Manchester M43 6AB

Please note that due to the volume of applications we receive, we will only be able to contact candidates who have been selected for interview. If you do not hear from us within two weeks of the closing date, please assume that we will not be calling you for interview on this occasion.

For additional information about the school please visit the website www.fairfieldhighschool.co.uk

Background Checks and Safeguarding Pupils

Fairfield High School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The position advertised is subject to an Enhanced Disclosure and Barring Service Check, medical clearance, satisfactory references, qualification checks and eligibility to work checks under the Asylum and Immigration Act.

Thank you

Thank you for considering Fairfield High School for Girls and we look forward to receiving your application.

Job Description

Reading Mentor

Permanent contract – 32.5 hours a week - term time only

Responsible to:

- Lead Practitioner for English
- Assistant Headteacher/Faculty Leader for English

Post Purpose:

- To support the teaching of reading at both KS3 and KS4 under the direction of the Lead Practitioner for English and the Assistant Headteacher/Faculty Leader for English.
- To deliver one-to-one and small group pupil intervention programmes to raise levels of attainment and achievement in reading.
- To assist in the testing of reading and the management of pupil reading data.

Working Relationships:

- SEND Faculty Staff
- Headteacher and Senior Leadership Team
- Faculty and Subject Leaders
- Teachers and Support Staff
- Pupils, Parents and Carers
- External Agencies

Working Time:

- Permanent - 32.5 hours per week - term time only.

Main Duties and Responsibilities:

- To be responsible for the day-to-day running of intervention sessions, including communicating details to pupils, colleagues, parents and carers.
- To support whole school reading strategies and interventions, as appropriate.
- To deliver planned programmes of pupil intervention to small groups of targeted pupils (before school / during the school day / after school). Including programmes such as Lexonik Advance and Lexonik Leap.
- To plan bespoke reading intervention programmes that meet the identified needs of pupils.
- To assist in the testing of pupil reading ages including retesting of select pupil cohorts.
- To monitor progress of target pupils and provide feedback to pupils, colleagues and parents.
- To be responsible for the day to day running of the Reading Partners programme during form time.
- To keep accurate records of pupil attainment and engagement with intervention.
- To guide and assist pupils on the selection of information and resources and choice of literature to meet curriculum needs and for reading for pleasure.
- To support the Lead Practitioner for English in promoting reading for pleasure across the school through book clubs, special promotions, World Book Day, competitions, and author visits.
- To work alongside teachers within the classroom to support pupils with their learning.
- To prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist in teaching.
- To actively support the promotion and importance of reading across the school and to the wider school community.
- To promote the inclusion and acceptance of all pupils and staff, supporting wellbeing.
- To set challenging and demanding expectations and promote self-esteem and independence.

- To support and implement the school behaviour policy, helping pupils to focus their attention and keep on the task.
- To help the pupil develop positive relationships with other pupils and adults.
- To contribute to the development of a purposeful working atmosphere within the school.
- To undertake break and lunch duties as required.
- Employees will be expected to fulfil any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Other Activities:

- Providing or contributing to verbal and written assessments, reports and references relating to individual pupils and groups of pupils.
- Routine care of equipment and materials used or displayed by the school.
- Routine tidiness and presentation of designated work areas.

Professional Development:

- To continue own professional development as agreed with your line manager.
- To attend and participate in appropriate meetings.
- To participate in training and other learning activities.
- To actively engage in the Performance Management process for support staff.
- To appreciate and support the roles of other professionals.
- To recognise one's own strengths and areas of expertise and use these to advise and support others.
- To develop constructive working relationships and communicate effectively and professionally with other staff.

Discipline, Health and Safety:

- Maintaining Behaviour for Learning and discipline among the pupils and safeguarding their health, safety and wellbeing when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere.
- To share responsibility for the health, safety and welfare of pupils at all times.
- To follow the school procedures for rewards and sanctions.

Staff Meetings:

- Participating in meetings at the school, which relate to the curriculum for the school or the administration and organisation of the school, including pastoral arrangements.

Management of Resources:

- Taking such part as may be required of them in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- To assist the Lead Practitioner to identify resource needs and to contribute to the efficient/ effective use of physical resources.
- To cooperate with other Faculties to ensure the sharing and effective use of resources to the benefit of the school and the pupils.

Safeguarding and Equality:

- To have a thorough understanding of up-to-date safeguarding requirements and best practice.
- To demonstrate an understanding and acknowledgement of the individual's responsibility for promoting and safeguarding the welfare of children and young people.
- To demonstrate a commitment to supporting and promoting safeguarding, pupil welfare, equality and diversity.
- To maintain an environment which feels safe and enables pupils to report any concerns or complaints.

Relationships:

- The Reading Mentor is responsible to the Headteacher in all matters but the direct line manager is the Lead Practitioner for English.
- The postholder will interact on a professional level with colleagues within the school in order to enhance the efficiency and effectiveness of service delivery.
- The postholder will interact on a professional level with mainstream colleagues with other concerned agencies and seeks to establish and maintain productive relationships with them.
- The postholder will be aware of the overall responsibility of every Headteacher in relation to the management of the school and the education of its pupils and will seek to maintain productive relationships that are effective in providing for a pupil's educational needs.

School Ethos:

- To fully comply with the school's Policy for Child Protection and Safeguarding (and related policies) to promote and safeguard the wellbeing of all young people at all times.
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and pupils follow this example.
- To support the school in meeting legal requirements for worship.
- To promote actively the school's corporate policies.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To proactively promote an atmosphere of mutual support, respect, recognition and celebration of the diversity in our school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The school will attempt to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for job applicants with disabilities or continued employment for any employee who develops a disabling condition.

This job description is written at a specific time and is subject to change as the demands of the school and the role develops. The role requires flexibility and adaptability and employees of the school need to be aware that they may be asked to perform tasks and be given responsibilities not detailed in this job description.

Person Specification – Reading Mentor

	Essential	Desirable
Qualifications/Training/Knowledge		
A good standard of general education.	✓	
Well-developed Maths and English skills (by qualification or experience).	✓	
Strong literacy and numeracy skills/qualifications.	✓	
Good ICT skills for word processing, use of learning software and accessing online resources.	✓	
Willingness to undertake additional qualifications and training relevant to the role.	✓	
Good Honours degree or other higher education qualification.		✓
Qualified Teacher Status or HLTA status.		✓
Interest in training to become a qualified teacher (PGCE, ITT progression)		✓
Safeguarding and child protection training/qualifications.		✓
Other relevant qualifications.		✓
Evidence of other types of relevant CPD.		✓
A first aid qualification/certificate.		✓
Experience and/or awareness of SIMS and other school information management systems.		✓
Willingness to attend additional training courses relevant to the role.		✓
A successful record of:		
A successful record of employment.	✓	
Experience of supervising and supporting young people in a school environment.	✓	
Experience of working with young people in a school environment.	✓	
Classroom experience at primary and/or secondary school level.	✓	
Mentoring and/or academic coaching/tutoring/teaching of children.	✓	
Supporting pupils who have specific needs/difficulties.	✓	
Teaching/cover supervision/HLTA/ITT experience in a secondary environment.		✓
Supporting reading and literacy across a range of subjects the curriculum and delivering interventions.		✓
Participation in, and commitment to, extension and extra-curricular activities.		✓
Pastoral support work or other similar school-based experience.		✓
Improving the practice of others.		✓
Competencies/Abilities		
Promote and safeguard the wellbeing of all young people.	✓	
Develop positive relationships with pupils and staff.	✓	
Consistent high expectations which motivate and challenge pupils.	✓	
Strong specialist subject knowledge and experience in one or more areas.	✓	
Awareness of your specialist subject National Curriculum content and associated assessment expectations.	✓	
Communicate highly effectively with a wide range of audiences, both verbally and written.	✓	
Support the school ethos of high standards of behaviour for learning.	✓	
Effective classroom and behaviour management skills to promote a consistent and positive culture of high expectation and standards.	✓	
Highly organised, with great attention to detail.	✓	
Ability to organise and prioritise work load and meet predetermined deadlines.	✓	
Ability to interact with and motivate pupils whilst demonstrating an understanding of their needs and competences.	✓	
Ability to accept and promote new ideas.	✓	
Good 1-1 and small group engagement skills.		
Contribute to improvements of learning and teaching.	✓	
Make most effective use of ICT, including ICT for effective learning and teaching.	✓	
Demonstrate yourself as a role model in terms of hard work, commitment to best practice in learning and teaching, personal presentation and attitude to all members of the school community.	✓	
Work independently and show initiative.	✓	

Person Specification – Reading Mentor

	Essential	Desirable
Competencies/Abilities		
Understand classroom roles and responsibilities and your own position within these.	✓	
Self-evaluate learning needs and actively seek learning opportunities.	✓	
Support the school ethos of high standards of behaviour for learning.	✓	
Deal sensitively with people and resolve conflicts.		✓
Teach literacy and reading skills which support the National Curriculum in English and Maths.	✓	
Awareness of current developments in education particularly the change in provision for children with special needs.		✓
General awareness of the National Curriculum and of GCSE qualifications.		✓
Awareness and understanding of the importance of school policies and procedures.		✓
Awareness of confidentiality issues linked to home/pupil/teacher/school work.		✓
Awareness of effective well-being support strategies.		✓
Professionally develop other colleagues.		✓
Support pupils with English as an Additional Language (EAL).		✓
Personal Qualities		
Ability to maintain positive and purposeful professional relationships with pupils, parents/ carers and staff.	✓	
Ability to take responsibility and act upon own professional initiative to problem solve as and when required.	✓	
Ability to work effectively and productively within a team.	✓	
Ability to work under pressure.	✓	
Dedication to role and towards supporting the best interests of the child and the school.	✓	
Honesty and professional integrity.	✓	
Reliability, perseverance and resilience towards supporting the role.	✓	
Ability, flexibility and willingness to take on other reasonable responsibilities or duties as deemed necessary.	✓	
A growth mind-set and commitment to lifelong learning.	✓	
Exemplary attendance and punctuality.	✓	
Professional presentation and manner.	✓	
Demonstrate impact and presence.	✓	
Willingness to take a full part in the life of the school.	✓	
A genuine commitment to inclusive comprehensive education.	✓	
Pupil-centred educational principles rooted in a willingness to continuously improve learning and teaching across the school.	✓	
High profile with pupils, parents/carers, staff and other stakeholders.	✓	
An effective team member.	✓	
Ability to motivate, inspire, enthuse and engage learners in the subject areas.	✓	
Be able to initiate ideas, set own targets and meet own and other people's deadlines.	✓	
Strong interpersonal skills with all.	✓	
Well-developed communication and organisational skills.	✓	
Problem solving ability and a solution focused approach to work.	✓	
Sensitivity and understanding to help build productive relationships with pupils.	✓	
Commitment to always maintaining confidentiality.	✓	
A flexible approach.	✓	
Demonstrate an inclusive approach for all encouraging and creating opportunity for widespread participation and engagement.	✓	
Understand and be able to demonstrate a commitment to Equal Opportunities and Diversity.	✓	