

February 2022

Dear Applicant,

Thank you for your enquiry regarding Study Mentor vacancy. This position is initially offered on a fixed-term basis to 31st August 2023. Full-time, term-time (39 weeks) only. I am pleased to enclose an application form and further information including the job description and person specification.

Application forms must arrive by **midnight on Wednesday 9th March 2022**, with **interviews taking place week commencing Monday 14th March 2022**. Shortlisted candidates will be notified by phone and/or email. I apologise in advance that we will not be able to notify candidates who are not shortlisted.

You may return your completed application form by email to recruitment@wmsf.ac.uk

If you would like further information on the position, please do not hesitate to contact Anthony Evans, Assistant Principal, on aevens@wmsf.ac.uk.

Yours faithfully

The Human Resources Team – William Morris Sixth Form

Information on William Morris Sixth Form

We were originally established in 1994 as the sixth form for pupils in the secondary schools in Hammersmith and Fulham, but we soon attracted students from all over London. Over the last few years there has been a considerable increase in the number of local sixth forms but we still remain highly popular with students and parents and have always been oversubscribed.

WMSF has a very particular identity - a sixth form provision embedded in the schools' sector but with the ethos and environment of a sixth form college. We were an important pioneer for the "16-19 schools" legislated for in the Learning and Skills Act and in January 2002 we became the country's first 16-19 school. We were delighted at this recognition of our achievement and a number of other sixth form schools were opened around the country, following our successful model. We recently led on the development of a national framework for 16-19 academies and carefully considered becoming an academy ourselves. However, after extensive consultation and exploration, our governing body recently decided to remain as a community 16-19 school.

The ethos we have established ensures the highest quality of education, guidance and relationships. The emphasis is on open access, equal value for all, individual attention, the development of independent learning skills, targeted support, high expectations and standards, improving progression routes, and finding the right balance between an adult environment and firm structures within which students can develop and succeed. The atmosphere is relaxed and warm but very purposeful. Students describe us as "friendly but strict" and our students are encouraged to address all staff by their first names. We focus on the WMSF experience for our students as being one where they learn, achieve, develop and progress.

The Curriculum Offer

Our wide curriculum includes both academic and vocational courses at levels 1, 2 and 3. Individual students' learning programmes enable combinations of academic and vocational courses where appropriate. We have a large and exciting AS and A level provision with nearly 40 different advanced subjects and are delighted at the number and calibre of our A level students. The establishment of vocational courses at advanced level has been equally important and we currently offer a number of Applied A levels and BTEC courses.

At levels 1 and 2, we offer Foundation Learning, BTEC courses and GCSEs to meet the needs of students who need to improve their basic qualifications. This includes a large provision for students to re-sit English and Maths at GCSE. One of

our major priorities is to tackle under-achievement and offer a fresh start - often to students disaffected by school who have poor attitudes to attendance, punctuality and lack basic skills. The provision of courses for students with special educational needs, including students from special schools, is a particular strength, and we currently have 64 students with statements or EHC plans and over 100 students on K-SEN (formulary known as School Action. We also offer EAL teaching and literacy support for many students to ensure success on their courses.

Teaching and Learning Strategies

The development of successful teaching and learning strategies for our very mixed group of students is at the heart of WMSF. There is an emphasis on staff developing and sharing good pedagogical practice so that students become independent learners and teaching and learning are of the highest quality. We have a well-equipped Learning Resource Centre staffed by 4 highly qualified professionals. Curriculum area leaders and subject leaders have the specific responsibility of being 'lead teachers' i.e. leading practitioners in their area. We have a very exciting CPD programme, which continues to expand and we have partnerships with local schools which reflects our role as a key member of a local Teaching Schools Alliance. The focus for staff development is in the various teams in which staff work – in curriculum area teams, course teams, cross-institutional teams (e.g. tutors), and leadership teams. In such an environment there are opportunities for teachers at all stages in their careers and we have always also welcomed Newly Qualified Teachers (NQTs), who participate in a comprehensive induction programme. Each year we offer teaching placements to a number of PGCE students.

All teachers, where appropriate, are expected to teach across our full range of courses and levels. This both counteracts narrow departmentalism and encourages parity of esteem for all courses and all students.

We have excellent IT facilities and a strong team of technical staff to support us. We use Google Classroom as our VLE and have external access for staff and students to our learning materials and email. One of our main priorities is to support individual teachers in developing their IT skills. All teaching rooms have electronic whiteboards and many are equipped with a full set of computers for student use or have access to a set of Chromebooks.

Tutorial Work

It is our policy that all teachers are tutors. Tutoring requires an active approach to pastoral work and specific skills in guidance, supporting and monitoring as well as building relationships.

The vast majority of A level and vocational students are encouraged to apply for higher education. Although many of them are non-traditional entrants, approximately 84% of A2 & V2 students' progress to university each year including into the most prestigious institutions. Recently, for example in 2016, students have progressed to study Politics at London School of Economics, History at Oxford University and many more. Tutors play a vital role in raising their aspirations and helping them through the process. Expert support is provided for tutors by our assistant principals, senior tutors, careers and higher education staff, and through a planned programme of tutorial activities. The development of skills for tutors is an important aspect of our staff training programme.

Achievements So Far

When we opened in 1994, at a time of increased competition in the post 16 sector, we needed to establish WMSF very quickly as a centre of excellence and an attractive and exciting place for young people to continue their education. We succeeded, and are now recognised as a leading provider of 16-19 education in West London. We regularly host visits from education professionals from overseas who are keen to see our approach to "inclusive excellence" in the post-16 state sector.

Our examination results and vocational course outcomes have always been strong. Our A level and vocational pass rates have always been close to or above the national average. Results at level 1 and 2 are usually significantly above national average including for re-sit GCSE English and Maths - an important indicator that we are achieving our prime aim of raising achievement in West London and beyond. Our internal progression rate from level 1 and 2 courses is usually around 80% and our retention rate at all levels has always been well above 90%. Our successful application rate on to higher education has typically been between 75 – 85%, an achievement we are very proud of considering the starting point of so many of our students.

Working at WMSF

We try hard to create a friendly, supportive and open culture in which staff can develop and thrive. Professional development for all staff is taken seriously and many opportunities are offered both in-house and externally.

Expectations at WMSF are very high and there is constant pressure for us to perform well and to provide the high quality learning environment we promise. We have developed strong internal monitoring procedures to ensure continuing high quality, with an emphasis on lesson observation.

It is very important to us that all staff enjoy working in a diverse and richly rewarding inner-city environment, with young people from a wide range of

backgrounds, and welcome the challenge of “turning round” those who have previously not fulfilled their potential. Our existing staff are of a high calibre and very committed to the student-centred philosophy at the heart of WMSF. We always try to employ high quality staff with equal commitment and who share our philosophy.

Best wishes

Mary Berrisford
Principal

Job Description

Post Title:	Study Mentor
Line Manager:	Assistant Principal (Inclusion and Support)
Grade:	Scale 6 (TTO + 1 week)
Hours:	36 hours/week

Job Purpose

1. To support students by delivering and managing a programme of study skills interventions, both 1-1 and small group
 2. To contribute to students achieving a grade 5 or higher in English and/or Maths GCSE
 3. To support students by providing pastoral support on a 1-1 and small group basis
 4. To monitor students' attendance and progress both within and outside of these interventions
 5. To foster links between students and home/community, and to encourage future aspirations of students
 6. To provide appropriate administrative support relevant to the role.
 7. To carry out general duties in line with expectations of WMSF staff.
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Key Responsibilities

- 1.1 To implement, deliver and manage a programme of study skills and other learning skills
- 1.2 To supervise timetabled Sixth Form study periods and promote a culture of focused study through monitoring, intervention, praise and sanction as required.
- 1.3 To encourage students' independent work by assisting in monitoring Sixth Form students' home study and coursework completion, helping

students find materials and solve problems, and suggesting different approaches to carrying out tasks.

- 1.4 To liaise closely with WMSF teams, both teaching and pastoral, to ensure the maximum effectiveness of the support
- 1.5 To provide effective academic support, monitoring and mentoring to enable students in the sixth form to achieve their full potential
- 1.6 To develop a 1:1 and small group academic mentoring relationship with students to help students reflect on their progress based on data and to set and review SMART targets.
- 1.7 To monitor the targets set for students, provide assertive mentoring and help with co-ordinating appropriate intervention to maximise progress.
- 1.8 To contribute to the mentoring programme for groups of identified students (specifically students with a grade below 5 in GCSE Maths and/or English, bursary supported and vulnerable students).
- 1.9 To promote student awareness of the Sixth Form's Literacy and Numeracy strategies and Sixth Form students' understanding of exemplary study approaches.
- 1.10 To assist in maintaining good discipline of students in all Sixth Form areas and throughout the Sixth Form, dealing with immediate problems and emergencies.
- 1.11 To promote and reinforce students' self-esteem, independence, work ethic and high aspiration.
- 1.12 To monitor and support the attendance of specific students, helping students who have been absent to reintegrate into their learning, and reporting as appropriate
- 1.13 To actively encourage Sixth Form students to take part in extra-curricular enrichment activities, such as Work Experience, Trips, University visits and external programmes and workshops, and supervise these as appropriate.
- 1.14 To keep records of interventions and progress of students under their supervision, as appropriate
- 1.15 To foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating support

for attendance and learning, maintaining sensitivity and confidentiality at all times.

- 1.16 To follow the policies and procedures of WMSF at all times, including promoting and safeguarding the welfare of all children and young persons you are responsible for or come into contact with.

This is not an exhaustive list of duties and the postholder may be required to undertake other duties commensurate with the level of this post.

February 2022

Person Specification

Post Title:	Study Mentor
Line Manager:	Assistant Principal (Inclusion and Support)
Grade:	Scale 6 (TTO + 1 week)
Hours:	36 hours/week

The ideal candidate will be able to demonstrate the following:

Qualifications

- 1.1 Relevant training for working with young people aged between 16-19
- 1.2 NVQ (or similar) accreditation in a relevant subject or area (*Desirable*)

Experience

- 2.1 Experience of working with young people aged 16-19
- 2.2 Proven track record of successfully working with young people who may need additional support
- 2.3 Experience of working in a Sixth Form or secondary setting (*Desirable*)

Skills / Abilities / Knowledge

- 3.1 An ability to communicate effectively with students, students, parents and multi agencies
- 3.2 An ability to work autonomously and as part of a team.
- 3.3 Good organisation, time management, communication and interpersonal skills.
- 3.4 Good research and planning skills
- 3.5 Knowledge of different sixth form education routes, including A-levels, BTECs and Level 2 qualifications
- 3.6 Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information
- 3.7 Knowledge of the rights and responsibilities of parents
- 3.8 The ability to liaise with and gain the confidence of all school staff
- 3.9 A clear understanding of the factors which lead to underachievement and disaffection in learning
- 3.10 Knowledge and understanding of strategies to remove barriers to learning in young people

- 3.11 Knowledge of the range of additional support/agencies available for students
- 3.12 Good ICT skills
- 3.13 Knowledge of career and further/higher education opportunities open to young people
- 3.14 The ability to work flexibly
- 3.15 The ability to find creative and imaginative solutions to problems
- 3.16 The ability to produce detailed, concise evaluative reports of the programme

Attitudes

- 4.1 A commitment to and an enthusiasm for the post
- 4.2 A commitment to safeguarding young people and following statutory and Sixth Form guidance at all times
- 4.3 Adaptability and a professional approach to the responsibilities of the post.
- 4.4 An understanding of and commitment to the equal opportunities policies of the LA, and the Sixth Form
- 4.5 An eagerness to gain experience, expertise and professional development through this position.

Other Factors

Attendance at some evening and early morning meetings may be required.

Term Dates for 2021-22

	First Day	Half Term	Last Day	No of Days
AUTUMN 2021	Monday 23 rd Aug 2021	Monday 25 th Oct – Friday 29 th Oct 2021	Friday 17 th Dec 2021	79
SPRING 2022	Tuesday 4 th Jan 2022	Monday 14 th Feb – Friday 18 th Feb 2022	Friday 1 st Apr 2022	59
SUMMER 2022	Tuesday 19 th Apr 2022	Monday 30 th May – Friday 3 rd June 2022	Tuesday 12 th July 2022	55
TOTAL				193

Enrolment of new students will commence from Thursday 12th August 2021 when Curriculum Area Leaders/Senior Tutors or nominated deputies will be requested to assist.

The above does not include staff training days which will be held during 'twilight sessions' after the school day.

London Borough of Hammersmith and Fulham Community Secondary Schools

	First Day	Half Term	Last Day	No of Days
AUTUMN 2021	Wednesday 1 st Sep 2021	Mon 25 th Oct – Fri 29 th Oct 2021	Friday 17 th December 2021	73
SPRING 2022	Tuesday 4 th January 2022	Mon 14 th Feb – Fri 18 th Feb 2022	Friday 1 st April 2022	59

SUMMER 2022	Tuesday 19 th April 2022	Mon 30 th May – Fri 3 rd June 2022	Friday 22 nd July 2022	63
TOTAL				195

Safer Recruitment Information for Applicants

The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.

Safeguarding Children and Young People

William Morris Sixth Form (WMSF) has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce. The post you are applying for involves working with children and/or young people and you will be subject to our safer recruitment process.

Pre- Employment Vetting

As part of our safer recruitment process, WMSF operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below: -

- **Declaration of Previous Convictions**

The **Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended** makes certain regulated activity (i.e. work with children and/or young people) exempt from the Act and therefore requires individuals seeking to work with these groups to be subject to Enhanced Criminal Records Bureau Disclosure checks, amongst others. This post is classed as exempt under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended. Therefore, you are required to reveal all convictions, both spent and unspent, in your application.

- **Disclosure and Barring Service Check (DBS)**

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced DBS check; this will include a check against the Protection of Children Act (PoCA) List and List 99. A List 99 check is the minimum check required for staff working in organisations. Successful applicants will be checked against the List prior to an offer of appointment being made.

For posts working with children and/or young people, our policy requires all new employees to complete a DBS application form before your employment commences.

Where an applicant is not normally resident in the United Kingdom, or has been resident outside the United Kingdom for more than 6 months, an additional police check will be carried out with the normal or most recent country of residence.

- **Qualifications/Registration with a Professional Body**

If the post applied for requires a specific qualification and/or registration with a professional body, the applicant will be required to bring the original certificate

along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

- **References**

Applicants are required to provide a minimum of two referees, one of whom must be your most recent employer and should be able to confirm your suitability to working with children and/or young people. If you have undertaken voluntary work with children and/or young people you may use the voluntary organisation employer as a referee.

If you have not previously worked with children and/or young people you must provide a character reference from someone who is able to confirm your suitability to work with children and/or young people. This would normally be someone in authority, e.g. a lecturer, doctor or community leader. Please note that character references are normally only accepted as a supplement to an employer's reference.

In addition, we will seek references from educational establishments for those applicants with no previous employment history.

In all cases, we will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

Under no circumstances will Open References (i.e. addressed “to whom it may concern”) be accepted.

- **Eligibility to Work in the UK**

We have a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Right to work in the UK can be validated through sight of original documents or online. When relying on original documents, these must be from the lists of acceptable documents prescribed by the Home Office. When relying on an online right-to-work check, the new employee will provide a share code inviting the employer to view their status online. The employer will download the information presented, noting by whom and when the check was completed. We will also need to confirm that the employee presenting themselves for work is indeed the individual presented through the portal.

- **Medical Assessment**

All offers of appointment will be subject to the satisfactory outcome of Hammersmith and Fulham Council's medical assessment procedure.

