



ACADEMIC TUTOR AND MENTOR



South Shore Academy
St Annes Road, Blackpool,
Lancashire
FY4 2AR
(01253) 336500

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Bright Futures Educational Trust

Bright Futures Educational Trust (The Trust) is a multi-academy trust set up in 2011. The Trust is made up of a richly diverse group of schools in Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best *for* everyone, the best *from* everyone. We are an organisation that is underpinned by values of: community, integrity and passion. In everything we do, we remember that we are accountable to the children, families and communities that we serve.



Our schools have their own identities and form one organisation and one employer, Bright Futures Educational Trust. Bright Futures’ Board of Trustees maintains strategic oversight of the Trust and delegates some of its responsibilities to the Executive Team, Principals and local governing bodies. We place a high value on integrity and probity and take seriously our accountabilities for making the best use of public money. How decisions are made is described in our delegation framework. You can find out more about the Trustees and the Executive Team on our website: <http://bfet.co.uk/about-us/>.

The central team comprises the Executive Team: John Stephens, CEO; Edward Vitalis, Chief Operating Officer; Gary Handforth Director of Education; Lisa Fathers, Director of Teaching School and Partnerships and Lynette Beckett, Director of HR & Strategy. The focus of these roles is to work with schools, providing high quality and timely guidance, leadership, challenge and support. In addition to the executive team, we have central operations for finance, HR, educational psychology and Digital Technologies. Please see our website brochure which explains our central operations: [Working together for a Bright Future](#).

Bright Futures Development Network is another important outward facing component of our organisation made up of a number of hubs and networks at the heart the Trust. In January 2021, after significant national reforms to the teaching school policy Bright Futures was designated with two new large-scale [Teaching School Hubs](#), which replace the Alliance for Learning Teaching School. This growth and expansion in our outward facing work brings about a significant increase in accountability and reach. The two Bright Futures Teaching School Hubs are designed to provide strong strategic regional leadership to build robust partnerships to support teachers and leaders in every phase and type of school, at each stage of their development. A crucial part of the hub remit is carefully ensuring structured collaboration. The Teaching School Hubs are at the forefront of providing high quality professional development, playing a significant role in the implementation and delivery of: The Early Career Framework, National Professional Qualifications (NPQ), Initial Teacher



Training and Continuous Professional Development (CPD). The Hubs work directly with the Department for Education and national NPQ/ECT providers. In addition to this, the Hubs enhance the professional development needs of Bright Futures schools and academies. Within this outward facing area of Bright Futures Educational Trust, we have a commercial offer run through the [Alliance for Learning](#) which provides first-class school improvement services and CPD to over 700 schools, further complementing the work of our Teaching School Hubs. Our School-Centred Initial Teacher Training (SCITT) [Bright Futures SCITT](#) is also an integral part of the Teaching School Hubs, with over 10 years' experience and judged Good by Ofsted, we offer Early Years, Primary and Secondary teacher training programmes. Within the Bright Futures Development Network, we are also proud to have a Maths Hub: [NW1 Maths Hub](#) offering a wide range of maths specific high-quality professional development opportunities and training/coaching to 500 schools.



Bright Futures

DEVELOPMENT NETWORK



Collaboration and strong relationships form one of the 'commitments' in our Strategy and all components of the Bright Futures' family work closely together. Our Strategy was developed collaboratively and can be found on our website: [Our Strategy](#).



South Shore Academy

South Shore Academy was one of the first schools to join Bright Futures Blackpool cluster, and is working with the Trust to help every student and member of staff to succeed. Leaders from South Shore are involved in collaboration and support with other Bright Futures schools, and we also receive advice from other leaders within the Trust whose expertise helps us to fully meet the needs of all our pupils.



We are proud of the excellent relationships that exist between staff and students. Within our culturally diverse student body, tolerance, respect and understanding are cornerstones for the strong relationships which exist. Parents and governors work in partnership with the school, in order to ensure that the young people of our community enjoy the highest standard of education. The traditional values of courtesy, discipline and respect are important to us and we believe that upholding them will help us to achieve results for all at South Shore.

SOUTH SHORE ACADEMY- PUPIL INFORMATION

Type:	Mainstream School
Phase:	Secondary
Funding status:	Public - Academy
Gender:	Mixed
Religion:	Mixed
Age Range:	11 - 16 years
No of students on roll:	785
PAN:	895
SEN Students:	25% typically
EAL Students:	10% typically
Address:	South Shore Academy St Annes Road, Blackpool Lancashire. FY4 2AR

Telephone: +44 1253336500
<http://www.southshoreacademy.co.uk>



South Shore Academy is located in the south shore area of Blackpool with great links to the M55 motorway and also has good transport links.



2021 GCSE results

English and Maths

G4-9 38.8%

G5-9 18.8%

G7-9 5.6%

There were some excellent results in: Computer Science G4-9 65.4% and Physics G4-9 100% Geography, History, Chemistry and Physics all show a strong improving trend. The school have also posted some excellent BTEC outcomes. There is much still to be done, but the school is enjoying a period of positive improvement, has a committed, friendly, and enthusiastic staff and a real drive to provide the very best for students.

South Shore Academy serves people who experience very high levels of socio-economic disadvantage. Numbers of children with special educational needs and/or disabilities are high. There is a high level of social care involvement with families and pupil mobility is also high. These indicators highlight the vulnerability of many families who have also been impacted badly by Covid 19. Equally, the students, families, and communities that we serve at South Shore are bright, ambitious, resilient, friendly, and kind. We owe it to them to maintain the highest expectations and to work positively and creatively to realise the Bright Futures vision: 'the best *for* everyone, the best *from* everyone'.

Blackpool Opportunity Area and Education Improvement Board

Blackpool was designated as one of the government's 'Opportunity Areas' four years ago. The town has received significant additional resources from the DfE during that time and this has impacted positively on work at South Shore. The work of the OA has increased the scale and depth of collaboration between schools



in Blackpool. The secondary sector works well together to take responsibility for *all* children and young people in Blackpool. Blackpool's Research School, English Hub and Teaching School Hub each make a valuable contribution to the work of schools in the area. The MATs responsible for mainstream and special secondary schools in Blackpool work closely together. There is a secondary headteacher group and the MAT Chief Officers also meet regularly.

The local authority is very supportive of schools and has been a valuable partner, especially during the Covid pandemic. Through the Opportunity Area resources, South Shore has reduced permanent exclusions to zero and has a good programme of family support/early help in place. Through the Education Improvement Board – a collaborative structure focusing all partners on improvement – the town has developed an ambitious ten-year strategy for education.

Ofsted

South Shore was last inspected in September 2019 under the 'new' Education Inspection Framework. The school was judged to 'require improvement' but inspectors noted many significant improvements, not least in the improved consistency and quality of teaching, learning and the curriculum. The report can be accessed here:

[Ofsted 2019](#).

Staff Information

Snr Leadership: In addition to the post of Head of School, South Shore has six other Leadership roles; two Deputy Head posts and four Assistant Head posts.

Teachers: The academy has 46 teaching posts and 20 of these role holders have a range of teaching and learning responsibilities (TLRs) such as team leader, deputy team leader (department heads/deputies), SENDCo, reading leader, heads of year and for leading careers, EAL and Duke of Edinburgh award.

Associate Staff: In addition, there are 49 associate staff posts e.g., pastoral leads, data, HR, IT, technicians, keyworkers, facilities, administrator posts

Staff engagement: A summary of the results of the Spring 2020 staff engagement survey is included below. Over the last few years, the new leadership team have made significant improvements in the culture at the academy. This is also seen in the voluntary turnover which in 2019/20 was 7.87% (lower than the national and the Trust's average) and sickness absence in term two 2020/21 was 1.34%, again lower than the national and Trust's average.

Governance: Accountability for the school rests ultimately with the Bright Futures Board of Trustees. However, the Board delegates some of its responsibilities to a local governing body (LGB) of staff, parents/carers, community, and co-opted representatives. The LGB is chaired by Jill Baker. Jill worked at the most senior levels in education and children's service in local authorities and with DfE and bring significant experience and expertise to the role.

Executive Summary (1)

Key Findings

Engagement Within School

- The results are very encouraging for South Shore. Staff engagement for the school is above the Bright Futures overall average. Staff are very positive with the school overall, the leadership, teamwork and support and well-being within the school.
- South Shore staff engagement has seen an increase across all areas since the 2015 survey.
- Notable differences since the previous survey are that staff believe the school is making a real difference in the community, improving pupil's lives, morale and team spirit is high and the confidence in senior leadership and communication has increased.
- There tends to be a higher level of engagement amongst staff aged 41-55 years, most notably relating to their personal development, teamwork and support and well-being.

Engagement With Bright Futures

- Staff agreement with the Trust statements and the visions and values is amongst the highest recorded across the schools, second only to Bright Futures' Central team.
- Engagement has also greatly improved since the 2015 survey, staff have a clearer understanding of the strategy and increased confidence in senior leaders to manage change. South Shore has the highest level of agreement of all schools regarding Trust senior leaders taking workload into account.
- The school receives one of the top Net Promoter Scores, of 46, meaning more staff - over half - are Promoters, and are likely to recommend Bright Futures as a place to work.





Why work for us?

We offer a great opportunity to join an organisation which really lives its values. Our working environment is very inclusive and whilst you can expect to be challenged in your role, you will be supported through professional learning, treated fairly and with dignity and respect. Please see the Equality, diversity and inclusion statement on our website: <http://bfet.co.uk/vacancies/>.

Academic tutor and mentor

The Governors wish to appoint a committed and dynamic individual who will work in partnership with the Academy Leadership team to challenge educational and social disadvantage by closing the achievement gap and achieving the highest possible standards to prepare the Academy's looked after children (LAC) to lead successful lives.

Terms and Conditions

Salary:	Full time salary £20,444-£22,129 Actual salary £17,506.18-£18,949.04
Terms:	Term time plus 5 days 36.25 hours per week Temporary 12 months
Grade/Scale	Grade 4 scale points 7-11
Pension:	Lancashire Government Pension scheme
Other:	We offer salary sacrifice schemes for purchasing bikes used for travel to work and technology for personal use, through monthly interest free salary deductions. We also offer opportunities for professional development.
Start Date:	1.9.22

For a full explanation of our employment offer please see the booklet on our website:
[Great-Place-booklet.pdf \(bfet.co.uk\)](#)

How to Apply

We can only accept completed application forms, rather than CVs. This is because the regulatory guidelines of Keeping Children Safe in Education (2021), require us to check various details of job applicants and an identical application format for each candidate enables us to do this. We use a process that does not identify personal characteristics to the shortlisting panel. This is part of our commitment to equalities and diversity.

NO AGENCIES PLEASE.

Our application form is available online, along with the disclosure of criminal background form. The portal link is: <https://bfet.jotform.com/221233634910851>

Please complete the application by 19.5.22

The selection will take place at South Shore Academy. If you would like to look around the academy please email vacancies@ssa.bfet.co.uk



Keeping Children Safe in Education

Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out and references will be sought for shortlisted candidates and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

Data Privacy

You can the details of how we use the personal data that you provide us with in our Job Applicants' privacy notice on our website: <http://bfet.co.uk/wp-content/uploads/2018/07/BFET-Applicant-privacy-notice-002.pdf>





ACADEMIC TUTOR AND MENTOR

REPORTS TO THE ASSISTANT HEAD OF SCHOOL FOR INCLUSION

About the Role – Academic Mentor and Tutor

Grade 4 scale point (7-11)
Term time plus 5 days 36.25 hour per week.
Temporary for 12 months due to funding.

The Academic Mentor and Tutor is a key position within the Academy. The post holder will work in partnership with the Academy Leadership team to challenge educational and social disadvantage by closing the achievement gap and achieving the highest possible standards to prepare the Academy's looked after children (LAC) to lead successful lives.

The Academic Tutor and Mentor will be an inspirational and outstanding practitioner who has a deep understanding that children who are looked after are significantly disadvantaged by the trauma they will have faced in their lives. They will skilfully use mentoring skills to boost pupils' aspirations, confidence, self-belief and motivation and provide meaningful intervention to further the academic progress of identified pupils.

They will strive for excellence in all they do and be fully committed to inclusion and equal opportunities for all. They will have energy, experience and passion to motivate themselves and the pupils they support to be the best they can be. Excellent teamwork, high standards of professionalism and a capacity to embrace change will be at the core of their success.

DUTIES AND RESPONSIBILITIES

- To act primarily as tutor for each of the identified cohort:
- To provide in-lesson support when key concepts are being introduced and has been agreed as a priority to enhance outcomes.
- To liaise directly with classroom teachers to get learning materials to enhance understanding of key-concepts and practise them.
- To establish an academic plan for each child using baseline data and specific objectives from each teacher.
- To liaise directly with school Designated Teacher to provide regular (1/2 termly) academic progress reports.
- To liaise directly with Virtual School staff regularly and provide a termly progress report.
- To provide direct input into PEPs around academic progress.



- To provide 1-1, 1-2 and small group withdrawal work on the key subjects for each of the identified cohort.
- Provide weekly academic mentoring meetings that provide support and guidance to pupils to promote their academic resilience.
- Having time limited (SMART), focused conversations with pupils, identifying the issues affecting their academic achievement and giving guidance to support academic achievement, great attendance and positive mental wellbeing.
- To discuss grades with pupils and to track, monitor and record achievement.
- To Implement strategies to build and develop the confidence of pupils and develop their academic progress and identify pupils' particular talents and encourage their excellence and engagement with wider enrichment opportunities.
- To assist curriculum delivery by providing assistance and coaching to individuals and small groups of pupils.
- To work closely with teaching staff to develop pupils' academic and organisational skills
- To undertake targeted one to one interventions and small group support for pupils as directed by curriculum staff and the Designated Teacher.
- To identify and refer to leadership when further targeted academic intervention or specialist/ support might be needed.
- To be part of network of Academic Tutors and Mentors in Blackpool to share good practice and learning.
- To maintain confidentiality.
- To completion of all related administration or those asked for by a senior colleague.

EXPECTATIONS OF ALL ACADEMY STAFF

- To work professionally and effectively as part of a specific and wider Academy staff team.
- To demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, carers, governors and members of the local community.
- At all times to be a positive, professional role model for all pupils.
- To treat all pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to staff's professional position.
- To actively adhere to the Academy's commitment to safeguarding of all pupils and the promotion of pupils' well-being, in accordance with statutory provisions and academy policy.
- To carry out supervision duties as directed in the duty rota.
- To actively engage in the Academy's performance management process.
- To actively engage in the CPD programmes to develop skills and improve practice.
- To be familiar with, and follow, all Academy policy and practice to ensure a consistent high standard approach to all aspects of the Academy.
- To play a full part in the life of the Academy, to support its distinctive mission and ethos.



- To act as an ambassador for the Academy at all times and positively promote its reputation within the community.
- To attend Academy events and activities as directed by the Head of School.

Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Head of School and / or Executive Principal to undertake work of a similar level that is not specified in this Job Description.



About the Person – Academic Tutor and Mentor

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● Grade C or above in GCSE English and Mathematics 	<ul style="list-style-type: none"> ● Relevant CPD ● Evidence of further education
Experience	<ul style="list-style-type: none"> ● Values driven ● Previous experience or willingness to be trained in coaching & mentoring ● Experience of working as a team 	<ul style="list-style-type: none"> ● Working with disadvantaged children ● Working in a school
Knowledge and Skills	<ul style="list-style-type: none"> ● Microsoft Office, especially Excel, word and One drive ● Efficient administrator ● Prioritise and work to deadlines ● Maintain high levels of accuracy ● Strong organisational skills ● Effective communication ● Always maintain confidentiality and discretion ● Ability to work sympathetically yet firmly and purposefully with challenging young people. ● A well-developed understanding of strategies to manage and support young people with challenges in a school environment. ● Commitment to safeguarding 	<ul style="list-style-type: none"> ● Understanding of the challenges and disadvantages of Our Children ● Understanding of the impact of trauma on young people. ● Competent understanding of curriculum and a variety of subjects to a reasonable standard.
Character	<ul style="list-style-type: none"> ● Demonstrate enthusiasm, drive and love of the job. ● Strong moral purpose and drive for improvement 	<ul style="list-style-type: none"> ● Commitment to advocate for Looked After Children



	<ul style="list-style-type: none">● Demonstrate a commitment to the aims and ethos of the Academy and the Trust● Humble, kind and compassionate● Motivated, enthusiastic and flexible● Excellent interpersonal skills; presence● Good sense of humour● Desire to develop yourself● Ability to give, receive and act on feedback● Strong attention to detail and clarity● Ability to work under pressure● Commitment to the full life of the academy● Hold excellence attendance and punctuality records.	
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