**Learning Mentor**

**Required from September 2021**

**Part Time 22hours, 3 days per week**

**NJC Grade F Point 17-23**

**Temporary - Maternity Cover**

**Are you passionate about helping every child succeed and improve their life chances?**

**Are you prepared to work collaboratively for the benefit of all children?**

**Will you offer children the opportunity to flourish and shine by doing what it takes, no matter what their starting point or social challenges?**

**If so, Bishop Bridgeman CE Primary School would love to hear from you!**

Bishop Bridgeman School has a fantastic opportunity for a Clerical Assistant

Visits to the school are warmly welcomed and encouraged. Please contact Mrs Donna Goulden on 01204 333466.

The schools of The Bolton & Farnworth Church of England Primary Multi Academy Trust aim to offer:

* A high quality, inclusive and distinctive education with excellent learning opportunities.
* A caring and nurturing environment based on our Christian values, recognising the uniqueness of each child.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The post is subject to child protection screening, including an enhanced disclosure from the Disclosure and Barring Service, and also past employment checks. References will be sought prior to interview. We are an equal opportunities employer.

To apply please complete the online application form and email to

[digglek@boltonandfarnworthceprimarymultiacademytrust.co.uk](mailto:digglek@boltonandfarnworthceprimarymultiacademytrust.co.uk)

Or alternatively, post your application to:

Bishop Bridgeman CE Primary School, Rupert Street, Bolton, BL3 6PY

Closing date: **28th June 2021 at 12 noon**.

****Welcome to The Bolton and Farnworth Church of England Primary Multi Academy Trust

Chief Executive, Canon Jill Pilling

A very warm welcome from The Bolton & Farnworth Church of England Primary Multi Academy Trust. I am deeply proud of our schools, where each individual is welcomed, respected and loved. Our Trust was established on 1st August 2016. Our schools are happy, thriving environments, where learning and individual successes are celebrated through our Trust values of faith, hope, love, trust and service.

I passionately believe that each of our schools, whilst maintaining their distinct character, community and identity, has greatly benefitted from the ethos of collaboration and support that we provide as a Trust. The schools in our Trust are: Bishop Bridgeman Church of England Primary School; St James Church of England Primary School and St Maxentius Church of England Primary School. They are situated in Bolton, each taking a role in their local clusters of schools. We are part of St James’s Teaching School Alliance and have very strong link with Manchester Diocese.

Curriculum development is key for providing excellent learning opportunities that enable our children to flourish. Staff from our schools work together to shape the curriculum, sharing good practice and tailoring experiences to meet the needs of individual school communities. We are committed to providing high quality training opportunities for all staff to ensure the very best quality of teaching and learning for every child within our Trust. I am delighted that all our schools are in line with, or exceed, national standards, due to the combination of high quality teaching and learning, an engaging curriculum and a shared vision.

Our committed Trustees work closely with the immensely supportive Local Governing Boards and parents to determine the unique direction of each school, to make a difference in their local community.

**Great people……**

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you! For our part, we will provide excellent development opportunities, leadership training and the time to develop all of this so that you can be the best you can be.

Recruiting the right teachers and staff helps us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

* are excited by their role and by the prospect of working with young people, even those who are less well motivated.
* love the processes of learning and teaching and are keen to continually develop their own skills.
* recognise that teaching can be a demanding job, but react positively to those demands with resilience.
* wish to make a real difference in the lives of others.
* will subscribe to the ethos of the Trust and ‘go above and beyond’ in terms of time and commitment to get the very best from our children.
* are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

**CPD and training**

Continual Professional Development is seen as a priority at all our schools. It is vital that staff have the time to further develop themselves and to stay abreast of changes within education, developing pedagogy and practice through innovative processes which are research-based. We have a wide range of strategy groups that meet regularly, including Year2/6 and EYFS, SEND, Personal Development and Welfare, DSL, Curriculum and many more. These groups provide staff with support, sharing of knowledge and skills, and a platform to develop leadership skills.

The Bolton and Farnworth Church of England Primary Multi Academy Trust, via the St James’s Teaching School Alliance, offers a clear professional development route, from NQT to headship, allowing staff to take opportunities within leadership at all levels, should they wish to. Through the Teaching School we are proud of the work carried out by our Subject Leaders in Education (SLEs) and hope to grow more in the future.

**Bolton & Farnworth Church of England Primary Multi Academy Trust**

**Vision statement**

Bolton & Farnworth Church of England Primary Multi Academy Trust is committed to improving the life chances of all children. We aim to develop a family of outstanding academies where world-class leaders and teachers put children at the heart of all they do.

**Values and Ethos**

Bolton & Farnworth Church of England Primary Multi Academy Trust is founded in the values of Faith, Hope, Love, Trust and Service, firmly rooted in the Christian faith.

Bolton & Farnworth Church of England Primary Multi Academy Trust has been established within the Diocese of Manchester. The Trust is working to support all of its member academies and to develop the culture of mutual support and development. In the Diocesan context, each school remains part of the broader family of schools. The commitment to developing a high quality curriculum, delivered by highly trained staff, quality-first teaching and sharing of expertise is at the heart of the Trust’s vision and development.

**Aims and Objectives**

1. To enable autonomous outstanding academies within the Trust framework. We will achieve this by:

\* ensuring rapid progress to outstanding for all schools.

\* retaining and developing the Christian distinctiveness and character of each academy.

\* welcoming all schools into the Trust and securing excellent outcomes for all schools.

\* providing stability and strength in governance and leadership.

\* encouraging innovation and sound decision-making.

\* building capacity and resilience.

2. To be recognised as a Trust with outstanding learning opportunities. We will achieve this by:

\* raising aspirations to secure high levels of academic achievement.

\* providing a wide range of memorable learning opportunities.

\* ensuring equality of opportunity within a safe nurturing environment.

3. To maintain and develop rigorous Trust-wide school improvement programmes to support staff and Governors in raising achievement. We will achieve this by:

\* ensuring effective Governance together with ambitious and determined leadership.

securing the best outcomes for our academy communities.

\* valuing committed, reflective, positive staff who challenge themselves to be creative

and take risks, enabling outstanding performance.

\* developing leadership capacity within the Trust.

\* providing continual professional development and promoting a well resourced, high- quality environment.

4. Every school in the Trust becomes the school of choice for parents, staff and Governors:

\* each academy is recognised as a centre of learning excellence, disseminating best

practice within and across the Trust.

\* become the employer of choice.

\* successful engagement with parents/ carers and the local community to support pupil

progress, well-being and achievement.

5. To establish a financial foundation to enable the Trust to fulfil its vision.

6. To promote the Trust’s core values at all times. Canon Jill Pilling CEO

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***Bolton & Farnworth Church of England Primary Multi Academy Trust is founded in the values of Faith, Hope, Love, Trust and Service firmly rooted in the Christian faith.***

Dear Applicant

Thank you for your interest in our current vacancy here at Bishop Bridgeman CE Primary School.

We want to create an environment where *everyone* matters and *everyone* is involved in continuing to move the school forward. If you can work collaboratively, are emotionally intelligent and resilient, then Bishop Bridgeman is a fantastic place to be.

We were judged as Good (June 2019) by Ofsted and Outstanding by SIAMs Inspection (January 2017). We are forward-thinking with high aspirations for all. We are not complacent and constantly aim to improve all aspects of our work.

You will find further information about the school on our school website. We hope that you will find the details informative and of interest to you.  If there is anything else you would like to know, please contact me.

If you have not been contacted within ten days of the closing date, please assume your application has been unsuccessful.  Whatever the outcome, we thank you for the interest shown.

Yours sincerely

**Hafsha Hafeji**

**Headteacher**

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**Job Description**

**Learning Mentor**

**Job Title: Learning Mentor (Maternity Cover)**

**Location: Bishop Bridgeman Church of England Primary Academy**

**Salary range: Grade F Point 17 - 23**

**Responsible to: Principal and Governing Body**

**1. PURPOSE OF THE ROLE**

To provide support and guidance to pupils (and staff working with them) by removing the barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations to achieve their full potential.

**2. RESPONSIBLE TO**

Line Manager/Principal

**3. RESPONSIBLE FOR**

No direct line management responsibility. Parenting and pupil groups.

**4. PRINCIPAL RESPONSIBILITIES**

To promote, develop and maintain effective and supportive mentoring relationships with pupils, teaching and learning professional and external agencies. The aim being to support learning, participation and social inclusion of all pupils.

**5. MAIN DUTIES**

1. To have an excellent understanding of the school curriculum and pastoral care provision.
2. To assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement with the curriculum and school life. To monitor/identify:

* attendance and tackle low attendance, internal/external truancy
* pupils at risk of exclusion
* pupils with low self-esteem and motivation
* pupils with family and school issues impacting on school life
* pupils educationally underachieving

1. To liaise with members of staff to identify pupils who need individual or group work.
2. To establish and develop effective 1 : 1 mentoring and other supportive relationships with pupils. This work will be linked to a specific year group to facilitate the development of relationships and for continuity of support. This will include the withdrawal and re-integration of pupils and encourage them to engage in out of hours school learning and development opportunities. This may involve being the first contact in relation to reported child protection issues e.g. parental complaints, bullying, and providing an appropriate first response when senior staff are not immediately available.
3. To develop, agree and implement personalised action plans for groups and individual pupils based on a comprehensive assessment of their strengths and needs and use strategies for overcoming barriers to learning ie behaviour, motivation, aspirations and academic achievement. This will include the development of 1:1 mentoring material for personal and shared use.
4. To monitor the progress of individuals at regular intervals and set new targets when appropriate. To formulate and regularly review 3 monthly plans for pupils with challenging behaviour.
5. To identify appropriate support services within and outside the school and negotiate their possible role with the pupil and their parent/carer.
6. To facilitate access to specialist support services for pupils with barriers to learning and to monitor the effectiveness of these referrals. To make recommendations as to the appropriateness of relevant agencies.
7. To assist pupils in making the transition between each key stage. This may include secondary school liaison and assistance with application forms.
8. To contribute to the development of group and individual programmes of support for pupils. Liaise with the Senior Leadership Team and staff in all Key Stages. This will also include liaison with the SENCO and Special Needs Assistants. Including the creation, monitoring and review of IBPs and IEPs. Carry out the administration of one off group programmes of support eg NSPCC, Fort Alice and Crucial Crew.
9. To develop and liaise with parents and carers. This may include home visits where appropriate.
10. To operate within the agreed legal, ethical and professional boundaries when working with young people. This includes confidentiality policies.
11. To collect information, contribute to the assessment/evaluation and share the findings with relevant other professionals. Whole school data analysis is required to identify areas of concern. This will include input into child protection referrals.
12. To contribute to the sharing of good practice between individuals, local networks and partner agencies to enhance Pastoral Care provision. This will include multi agency referrals e.g. Early Help Forms.
13. To contribute to the development of associated Pastoral Care policies and promote, monitor and evaluate provision within the school including benchmarking. Attending any necessary training to become a specialist in nominated areas and be responsible for research, networking, development and referrals within the school ie

* Substance Misuse
* Sexual Health Awarenesss
* Bullying
* Self Harm
* Mental Health e.g. CAMHS
* Child protection

This may require additional formal training in order to be qualified to guide pupils and staff on these issues.

1. To support the training and coaching of staff working with challenging pupils and suggesting approaches and interventions. This will involve the development of topic mentoring material for personal and team use.
2. To develop the School Pupil Behaviour Policy with Senior Leaders and review on an annual basis.
3. To develop the Community liaison relationships. This will include first response to local resident complaints regarding pupils including fact finding and recommended resolution.
4. Agree and arrange work placements for students from secondary schools and colleges.

**PERSON SPECIFICATION**

**Learning Mentor**

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| --- | --- |
| Selection Criteria | Essential |
| * Qualifications and training | * Holder, working towards or willing to work towards an NVQ Level 3 or equivalent qualification in a related field. * Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent. * Experience of working with children, young people and their families. * A comprehensive knowledge and experience of delivery a range of intervention techniques. * Experience of resources preparation to support learning programmes. * Experience of delivering group programmes and making formal presentations. * Learning Mentor Training or willingness to undergo such training. CPD training related to strategies for dealing with challenging pupils. * To attend staff training days, twilight training sessions and relevant out of hours training and events. |
| * Professional skills and knowledge | * Ability to work effectively within a team environment. * Ability to build effective working relationships with all pupils and colleagues. * Knowledge and proven skills in managing challenging behaviour across the Primary age range. * Ability to contribute to the writing of Individual Behaviour Plans. * Ability to deliver group work programmes and formal presentations. * Ability to work with pupils at all levels regardless of specific individual need. A willingness to develop a range of approaches to assist in engaging with young people and encourage them to engage with the learning process. * Ability to adapt own approach in accordance with pupil needs. * Ability to promote a positive ethos and role model positive attributes. * Ability to identify potential barriers to learning. * Ability to work jointly with pupils to devise action plans with clear goal setting and strategies to overcome barriers to learning. * Planning skills to manage allocated caseload, timetables and administration time with the flexibility to deal with priority unplanned issues. * Excellent Mathematics and English skills. * Excellent communication skills – both written and verbal. Often dealing with sensitive information in a range of one to one and meeting settings. * Networking and facilitating skills. * High developed interpersonal skills to form constructive relationships with disaffected pupils and their parents/carers in a potential conflict and challenging situation. * ICT skills to at least intermediate level – effective use of ICT to support learning, to interrogate data and generate reports e.g. the use and design of reports, spreadsheets, research. * Record keeping skills and the ability to create, develop and evaluate complaint systems. * Research skills e.g new initiatives and activities relevant to intervention mentoring, maintaining professional knowledge and expertise. * Ability to work under own initiative and independence in a positive and solution-focused manner. The judgement of when child protection issues require immediate referral is essential. * Knowledge and ability to work effectively with a wide range of supporting services in both statutory and voluntary sectors. * Understanding of inclusion within a school setting. * Working knowledge of relevant policies/codes of practice/legislation. * Understanding and working knowledge of the national curriculum and other learning programmes. * Working knowledge and understanding of principles of learning styles and independent learning. * Be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures. * Awareness of safeguarding principles and safe working practices. * Displays commitment to the protection and safeguarding of children and young people. |
| * Professional Values & Practices | * High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements. * Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners. * Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work. * Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice. * Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning. * Able to improve their own practice through observations, evaluations and discussion with colleagues. |
| * Valuing Diversity and Equality | * Listen, support and monitor diverse contributions made to the school. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. * Recognise children’s strengths, aspirations and abilities and help develop their potential. * Ability to questions and request right training and development that links to the post, to seek opportunities that add to the skills and knowledge, to respond positively to opportunities that arise. To support the learning of others and share own learning. * Listen and respond to parents and community services to support children’s educational needs and seek out innovative ways of consulting and engaging with necessary parties. |

# **Core Competencies**

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

**Developing Self and Others**

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality and Diversity**

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

**Health and Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.

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**How to apply**

We hope that you have enjoyed reading about the Bolton & Farnworth Church of England Primary Multi Academy Trust and our school and that you will feel able to apply for this post.

Please complete the **online** **application form.** Please do not send CVs or open references as part of your application, as these will not be considered.

It is important that you provide a complete employment history from when you left full-time education. If the application form is not fully completed or has unexplained gaps in your employment history, your application will not be considered. Copies of your qualifications will be required at the interview stage; please do not send these with your application.

Please also write **a letter of no more than two sides of A4** to explain why you want to work at our school, why you are the best candidate for this post and what you would contribute to our Trust and school, with examples from your recent work if possible.

Please let us have both the supporting letter and the application form by the **closing date of noon on the 28th June 2021** as we will not be able to consider applications received after that.

Applications will be acknowledged by email through the email application system, usually within two working days.

In accordance with the Data Protection Act, the details provided in the application form will be used for selection and interview procedures, and for employment records if your application is successful.

If you are disabled, please give details of how we can ensure that you are offered a fair

selection and interview process or if you would prefer, please contact HR Manager at the

school to discuss any requirements

Successful candidates will be asked to provide, prior to taking up the appointment, documentary evidence (including National Insurance number) showing their entitlement to work in the UK. We will also carry out an enhanced DBS and declaration of health check. References will also be required in line with Keeping Children Safe in Education 2019.



Bishop Bridgeman is a special place where “we work, we play, we care and we pray…”

At Bishop Bridgeman, we aim to inspire minds. The primary years are the most important in a child’s life and are certainly the most exciting. The sense of wonder and discovery children experience as they start their learning journey here is a privilege to observe and to be a part of.

The school is a friendly, happy place, buzzing with activity and positive energy. The atmosphere within school is very supportive and purposeful, which is what underpins our pupils’ successes and enables them to find their unique talents and strengths.

Our staff are committed to developing in each pupil a love of learning and developing the skills and values to support their all-round development. This allows them to make a positive contribution to the school community and become responsible members of society.

Providing our children with the very best education possible is our primary aim. Staff provide our children with exciting opportunities, enabling them to grow into confident young people. Giving them the life skills to succeed in whatever they choose to do makes me proud, of not only our children, but the staff who go over and beyond to make Bishop Bridgeman a special place.

The school works closely with a dedicated team of governors and executive leaders, as well as parents, who challenge and support the school to be the best it can be. Bishop Bridgeman is an Academy within the Bolton and Farnworth Church of England Multi Academy Trust. We work as part of a family of schools to raise standards and to enable children to achieve and surpass their potential. Together we ensure children are given the educational opportunity of a lifetime.

Applications would be welcomed from anyone who feels they can add to this wonderful team. The warmth and welcome which you feel at being part of a special school and Trust, is tangible.

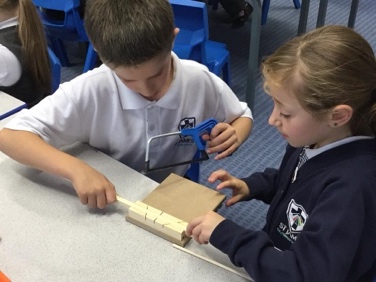
Mrs Hafsha Hafeji

Principal



My name is Lisa Belfield and I am the very proud Principal of our special ‘St James Family’. Each day is an absolute pleasure, working with the staff and parents who are committed to make a difference to the lives of the pupils with whom we work. Our children are nurtured through the Christian values of respect, peace, love, forgiveness, honesty and hope. As a result, our pupils are kind, caring and polite; visitors always feel a warm welcome when they walk through our front door. The children of St James are utterly delightful, with exemplary behaviour and a real credit to the school and their families.

St James is situated in a very vulnerable catchment area, with above-average pupil premium and SEND figures. However, this does not stop our pupils from achieving what we set out for them, nor does it stop us as practitioners believing that our children CAN DO. I am very lucky to serve a staff who work incredibly hard to ensure the children in our care receive the very best that we can offer them. We are big advocates that ‘team work makes the dream work’ and we ensure that we are there to support, challenge and motivate each other. Staff new to school, or on supply, always comment on how helpful and friendly the staff team of St James are. We are always eager to grow our workforce with like-minded individuals, who have a passion to make a difference. Our children deserve a great education, with great professionals to ensure we achieve this.

Working within the Bolton and Farnworth Church of England Primary Multi-Academy Trust has opened many doors for school improvement and networking. Staff at St James have benefited from many CPD opportunities for training and sharing best practice. Strong and supportive relationships across staff flourish within our MAT. The impact for the children is also positive, with the opportunity to visit other schools in contrasting environments and to work on joined-up projects.



Thank you for considering our school and MAT to either start or further your career in education. I look forward to hearing from you.



**St Maxentius Church of England Primary School**

Bolton and Farnworth C of E Primary Multi Academy trust

St. Maxentius CE Primary School is a one-form entry school which sits at the heart of the community in Bradshaw (Bolton). The school was originally situated in the stone-built house that is now known as the “Old Post Office” in 1806 and then moved to the (now derelict) building, next to St. Maxentius Church, which was subsequently converted to a restaurant called “The Old School House”. The current building was built in 1966. Its original design was around an open courtyard, however, our children would find it difficult to imagine that the corridors and cloakrooms were open to all weather conditions! Many improvements and adaptations have been made over the years and our school is now a warm, friendly and inviting place for all, not just because of the building, but because of the people within its walls.

Links between St. Maxentius School and Church are strong, as are links with other churches in the local area. We constantly strive to involve as many people as possible in the work and life of the school. Our children are courageous advocates, who want to support and help others less fortunate than themselves so our Christian values support their goals.

At. St Maxentius School, every aspect of our work is based on the parable of the Lost Sheep (Matthew 18:12–14) which we interpret as an insistence that all children and staff, no matter who they are or what their needs are, will achieve to their best in every aspect of school life and no-one will be left behind because everyone matters.

Our Curriculum, which lies at the heart of what we do, is designed to support our pupils’ development of Knowledge, Skills and Vocabulary in relation to all areas of school life. We constantly provide enhancement opportunities to engage our pupils, using Memorable Experiences to bring each topic to life and work to provide experiences which bring learning to life. We strive to develop cultural capital in our pupils so they can go out into the world, confident and able to converse and debate with people from a range of cultures and with similar or different beliefs. The learning culture within our school is built around the Christian Values which help to make our school a place where our pupils are ‘Believing and Achieving Together’.

At St Maxentius, the curriculum is designed to: engage learners; build on prior learning; provide relevant learning experiences; inspire a love of reading across a range of genres; allow the children to develop a range of skills; support the development of resilience and inspire creative, critical thinkers.

Although we are constantly evaluating every aspect of our school and aiming high, we go about this with a sense of fun. We believe that, if we have a school of happy adults and children, we can achieve more. Wellbeing is top of the agenda, mainly because we firmly believe Jesus’ teaching that we should treat others as we would like to be treated but, also, because we agree with Maslov’s findings in his hierarchy of need that to fulfill self-actualisation, all other needs have to be met first. Therefore, we need to ensure the wellbeing of every person in the school to create resourceful and innovative pupils and adults.

At St Maxentius School, we have a history of successfully inducting NQTs and for supporting more-experienced teachers through leadership pathways. Our commitment is to high quality professional development for teachers and other staff at any stage of their career. This doesn’t happen by chance. We employ a range of staff who are competent coaches and mentors and we use a team approach to development, so every player within the team has the opportunity to shine.

St. Maxentius is a school which has been judged as ‘good’ by Ofsted but is judged as far, far better than that by the people who are involved in our day to day lives!