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Appointment

**Professional Mentor for ITT and ECT**

Salary Scale: MPS/UPS plus TLR 1a (£9,878)

Required: September 2025

**ADVERT**

This is a rare opportunity to become a school’s Professional Mentor, leading training programmes for trainee teachers (ITTs), early careers teachers (ECTs) and, from September 2026, new staff induction. This involves working in partnership with external providers to plan and deliver high quality professional development to trainees and ECTs. The successful candidate will co-ordinate training across different curriculum subjects, leading the subject-specific mentors. They will be able to combine this whole school responsibility with a reduced teaching commitment in a subject area where we currently have a teaching vacancy: Art, Maths or Science. If you are interested in leading either the ITT or the ECT part of this role (rather than leading both) then please do still apply. There is a possibility for this role to be split into two positions for suitable candidates.

The successful candidate will be passionate about teaching and learning, as well as CPD; able to lead by example in their own classroom; they will have strong inter-personal skills, able to motivate and inspire new teachers at the formative stage of their careers. They will also have strong organisational skills and be able to meet deadlines and support others to do so too.

Wyvern College is a popular and happy school, where staff and students feel valued and appreciated. Students are polite, hard-working and well behaved. They are keen to learn and they achieve well above national expectations. Staff morale is high and there is a strong sense of team work and community. Staff are proud of their college and genuinely excited about the next stage of its development. Leaders and Governors are held in high esteem. We have on-site nursery and gym facilities with staff discounts. People rarely leave Wyvern and those who do, often return!

Wyvern is a 11-16 mixed comprehensive school, serving the communities of Fair Oak, Horton Heath, Bishopstoke, Durley and Upham and the surrounding area. Increasingly, families from outside the catchment area are seeking Wyvern places for their children.

Closing date for applications: Monday 17th March 2025.



**Letter from the Head teacher**

Dear Prospective Applicant,

Thank you for your interest in applying for the position of Professional Mentor at Wyvern College.

We have recently had an Ofsted inspection (December 2023). The school was judged to be a strongly “Good” school. The report validated our own assessment of the college – there were no surprises! It described Wyvern well:

“*Wyvern College is inclusive with a strong community feel. Pupils respect diversity and feel confident to be different. Relationships are very positive. As one parent said, ‘My daughter has flourished due to the positive role models and encouraging culture at this school.’ Pupils feel safe and enjoy attending. The school’s values of ‘think, grow, care’ underpin all aspects of school life. There are high expectations for what all pupils can achieve. The school strives to provide the same high-quality education to all pupils, regardless of their starting points or the challenges they face. Pupils consequently achieve well*.”

The class or 2024 attained some of the best grades the college has had and attainment at the 9-7, 9-6, 9-5 and 9-4 thresholds actually increased from 2023 amidst the back drop of declining attainment nationally. Strong exam results are crucial for setting students up for high quality careers which give their lives meaning, purpose and fulfilment, but I want them to have fun and enjoy their school days too, and to live lives enriched by the arts, sport, charity, community and a deep sense of public service. A Wyvern education is not, then, just about great exam results but is defined by our vision of Think, Grow, Care:

**Think deeply**, read widely, discuss openly and listen intently. Study with **PRIDe**, forever **P**repared, **R**espectful, **I**nvolved and **De**dicated.

**Grow personally**, in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it.  Embrace personal challenges.

**Care passionately** about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values.

The role of Professional Tutor is crucial to turning this vision into reality; as the gatekeeper to the profession and to the college, it is their job to induct new entrants to our profession with these values and show them what a truly holistic education can and should be. In the second year of this role, the Professional Tutor will also be responsible for new staff induction.

I appreciate you might be interested in leading *either* the ITT *or* the ECT strand of this role rather than in leading both. If this is the case, please do apply, explaining which strand interests you. Ultimately, I am keen to secure high quality mentoring and teaching and to achieve this, I’m flexible in what the staffing structure will be. If split, the ECT role will be paid with a TLR of 2b (£6,014) and the ITT and new staff induction will be paid at 2a (£3,391)

The college is characterised by high quality relationships between staff and students. Students are polite, friendly and well behaved; they are loyal to their college and enjoy warm, mutually respectful relationships with staff. Teachers can get on and teach the lessons they want and students can learn without disruption.

A high level of trust exists between the leadership group and staff – this is something I am very proud of. The Ofsted inspector said, “School leaders have a strong sense of moral purpose. Staff are proud to work at the school. They believe that leaders consider their well-being and workload. Teaching and support staff, including those in the early stages of their careers, feel supported and valued as they develop their expertise in helping pupils to learn and achieve”. At Wyvern leadership is about service not being served. Our job as leaders to make sure that those working on the front line with students – our staff – have everything they need to do the best job they can and that includes us being there on the front line with them too. Above all else, Wyvern is a happy school and the successful candidate will be someone who will positively affect the ethos of the college through their actions and words.

We are guided by the principles of Tough Care and the successful applicant will be committed to these: the idea that if we want the very best for our students we have to demand the very from them: the best attendance, the best behaviour the best work and the best attitude. We cannot think very highly of our students if we do not challenge poor effort, behaviour, attendance and work. It is because we do care that we sometimes have to say to students “that is not good enough.” By challenging them in this way, we know they will have choices and chances in their lives that they wouldn’t have if we just let students set their own standards.

I hope this brochure provides you with the information you need to decide whether this is the right role and the right school for you. Please do get in touch with me if you would like to ask any questions or discuss any aspects of the job or college: [b.rule@wyvern.hants.sch.uk](mailto:b.rule@wyvern.hants.sch.uk) .

With best wishes,



Ben Rule

Head teacher



**Key Information: The College**

**College Context**

* With 1351 students on roll, Wyvern College is bigger than the average secondary school with a PAN of 270 for each year group. There is a trend of increased admission applications to the college: in 2018-19, student numbers were well below the PAN for years 9-11. The college is now full. There has been a concurrent increase in the proportion of students coming to Wyvern as their first-choice school. These trends reflect the local community’s increased confidence in the college and Wyvern’s strong local reputation.
* Wyvern is an academy converter, mixed comprehensive school. The proportion of disadvantaged students is 19% which is well below the national average. Overall, 10% of students have low prior attainment, 40% middle and 47% high.
* Most students are white British: the proportion of students who speak English as an additional language is low at 6%
* The proportion of students receiving help for SEN is 19%; 53 students have an EHCP; 202 other students are on the SEND register.
* The college makes occasional use of alternative provision: 21 students are currently in some form alternative provision due to their SEND needs or emotional needs.

**Summary of the College’s Strengths**

* The college is known and respected for its holistic education, with a strong emphasis on character, values-based education, personal development and social responsibility. This is what is attracting students from outside of catchment.
* The range and number of extra-curricular activities is exceptional.
* Student numbers are rising and the college is now oversubscribed, reflecting the high regard it is held in by the local community.
* Students throughout the college attain higher grades than local, regional and national averages.
* Outcomes in the Ebacc subjects of Maths, Science, MFL and Humanities are especially strong, with attainment and progress rates significantly above the county and national averages.
* Results in English have improved significantly, with attainment and progress rising significantly this year.
* The gender gap between boys and girls has reduced significantly from being much greater than the national gap to much lower.
* Attainment and progress scores for disadvantaged students, SEND students and low attaining students are especially strong, reflecting the inclusive nature of the college.
* A culture of high expectations and academic standards exist: high attainers on entry make good progress overall and across the range of subjects.
* Behaviour expectations are raised each year and standards of behaviour improve each year. The large majority of our students do not even get a single detention in their five years with us. We sweat the small stuff and sanction for it so that behaviour does not escalate to more significant issues. Colleagues joining us from other schools often wonder why we focus so much on behaviour when it is significantly better than what they have been used to.
* Relationships between staff and students are positive and make a strong contribution to good behaviour. The vast majority demonstrate positive attitudes to learning, every lesson, every day. The ratio of positive achievement points to negative behaviour points if 18:1
* Parents and students recognise that pastoral care is a real strength of the college.
* There is a very wide range of subjects for students to study at KS4. The three-year key stage 4 means students get to spend more time on the subjects they care about earlier than on other schools and have the chance to drop subjects they do not intend to continue with. Teachers have three years, not just two, to deliver exam courses and this means that important foundational work can be put in place in year 9 and/or teachers can enhance or enrich key stage 4 beyond the exam specifications. The three-year Key Stage 4 also means that topics can be taught properly, without rushing.
* CPD is strong and personalised. Having spent the last 2-3 years focusing on curriculum intent and centralised resourcing, there is now a strong focus on developing pedagogy and the craft of being a teacher. We are currently developing Talent Pathways for |next year, which provides additional bespoke CPD for teachers at different stages of their career.
* Staff workload and wellbeing is prioritised. Departments have been putting in place high quality centralised resources for staff to use: there is still room for teachers to develop and use their own resources (as long as these meet the learning objectives of the curriculum planning documents) but centralised resourcing means that teachers do not need to start from scratch with their planning. Each department has a clear marking policy which identified which pieces of work need to be marked. By helping staff with planning and marking in these ways, workload becomes more manageable.
* Staff morale is high and staff are proud to work at Wyvern. Many are parents of students too. Others have worked here for over 20 years.
* Governors (Trustees) are dedicated and involved; they provide strong strategic leadership and support for staff.

**Tough Care**

We are guided by the principles of Tough Care: the idea that if we want the very best for our students we have to demand the very from them: the best attendance, the best behaviour the best work and the best attitude. We cannot think very highly of our students if we do not challenge poor effort, behaviour, attendance and work. It is because we do care that we sometimes have to say to students “that is not good enough.” By challenging them in this way, we know they will have choices and chances in their lives that they wouldn’t have if we just let students set their own standards.

Tough care is about having high expectations and holding students accountable to these. We have one, common set of behavioural expectations for all classrooms which ensures consistency in approach and means that no teacher can be accused of picking on students who they do need to reprimand.

Tough care means both supporting students to meet our standards and also following up when they don’t.

Students who routinely do not meet our expectations, despite our considerable support, are moved on to alternative provision and we do this as early as possible, usually in years 7 and 8 to ensure that they can get the more specialist support they need to become engaged in learning from a different model than the one mainstream schools can provide.

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| **Job Description – Professional Mentor for ITT (Initial Teacher Training) and ECT (Early Careers Teaching)** | |
| **Reporting to:** | Assistant Head teacher |
| **Responsible for:** | * Responsible for the successful training of trainee teachers in the college, creating a training programme which meets the requirements of the training provider and ensuring suitable assessment and feedback of the trainee against the teaching standards. * Responsible for the successful training of Early Career Teachers in the college, creating a training programme which meets the needs of the teacher and the Ambition Institute. * Responsible for providing new staff with an induction programme that trains them in the Wyvern systems, processes and culture. |
| **Liaising with:** | ITT training providers such as Southampton University, the Wildern SCITT and Chichester University; subject specific mentors. |
| **Working time:** | Full time |
| **Salary/grade:** | MPR or UPR plus TLR 1a (this TLR is worth £9,879 for this year but could increase for 2025-26 with government announced pay rises) |
| **Responsibilities for Initial Teacher Training:** | * Liaise with the training providers * Provide telephone / email access to the providers’ tutors and co-ordinators. * Provide face-to-face contact with them in their school visits. * Attend any mentor training at the provider. * Twice yearly professional mentor meeting at the university * Request any additional support from the provider if concerned at a trainee’s progress * Is responsible for the selection, monitoring and training of subject curriculum mentors which should include; * Enabling CMs to attend yearly training sessions * Leading a school briefing meeting of mentors prior to the start of each placement * Supporting CMs through allocating appropriate time for weekly meetings with trainee * Carrying out joint lesson observations with CMs * Observing and feeding back on mentor meetings * Moderating across CMs and sharing good practice * Cascading information from the provider to all CMs and co-ordinating responses * Will oversee the trainee teacher’s progress towards meeting the Teachers’ Standards: * Plan and oversee an induction programme for the placement * Meet with trainees regularly to review progress and offer support when needed * Observe the trainee teachers teaching. * Oversee the professional themes programme for trainee teachers in accordance with the identified partnership ITE programme * Alert the provider of concerns regarding practice and / or professionalism * Will manage trainee teacher entitlement in terms of timetabling, meetings and the expected support outlined in this document * Must attend PM/Partnership meetings normally held by the provider * Will co-ordinate the provision of all Review Statements. |
| **Responsibilities for Early Career Teachers** | * Liaise with the Ambition Institute * Notify the Ambition Institute (AI) that an ECT has been appointed and register them with the AI as an ECT. * Determine the length of the training programme depending on whether the ECT is part time or full time. * In liaison with the AI. Put in place a suitable monitoring and support programme for each ECT. * Plan and oversee a training programme for the early careers’ teacher, ensuring it: * Supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework’s evidence (‘learn that’) statements and practice (‘learn how to’) statements. * Involves regular one to one mentoring sessions. * Includes support and guidance from a subject mentor. * Provides effective feedback through regular observations. Observations need to be regular to facilitate a fair and effective assessment of the ECT’s teaching practice, conduct and efficiency against the Teachers’ Standards. * Reviews the ECT’s progress against developmental targets. * Provides opportunities to recognise when early action is needed in the case of an ECT experiencing difficulties. * Review the progress of the ECT. * Review the ECTs’ progress against the teaching standards. * undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate * Keep formal written record of reviews and communicate these to the AI. * Update the head teacher on the progress of the ECTs. * Arrange the formal assessments which ECTs need to undertake. Ensure that assessments are carried out and reports completed and sent to the appropriate body * Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way |



**Key Information: Person Specification**

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| CATEGORY | ESSENTIAL | DESIRABLE |
| **Qualifications and training** | * Evidence of a commitment to own professional development. * Qualified teacher status. |  |
| **Experience** | * Experience of working with trainee or ITT/ECT teachers and their providers at subject level or higher. * Experience of assessing teaching, learning and assessment accuracy. * Experience of holding others to account whilst maintaining positive relationships with them. * Experience of providing CPD to colleagues. | * Experience of working with external training providers. |
| **Skills, knowledge and abilities** | * Knowledge of safeguarding and child protection procedures. * Knowledge of the Teaching Standards and what they mean. * Knowledge of data protection. * Excellent interpersonal and communication skills. * The ability to lead and foster positive professional relationships and work effectively with trainees and employees of training providers. * Able to make accurate and rigorous judgments about performance. | * Knowledge of the training routes into teaching. * Knowledge of the systems and processes used by local providers. |
| **Personal qualities** | * Values and approach aligned to the college vision of *Think, Grow Care.* * Excellent listening skills and high levels of emotional intelligence. * Ability to work on own initiative and prioritise work to given deadlines. * Ability to respect and maintain confidentiality. |  |