



Learning Development Mentor

Job Description | Frewen College

Title	Learning Development Mentor
Responsible to	Teacher in Charge of Sixth Form, Deputy Heads, and through them the Headmaster
Responsible for	Supporting Sixth Form students with independent study, leading small group work – independence skills, Frewen Diploma of Achievement and delivering English and Maths groups in liaison with the Head of English and Head of Maths (UQT uplift will be paid for maths and English teaching including 10% planning, preparation, and assessment time). Working across multiple sites as required, mainly, but not limited to, Frewen College and Bexhill College.
Hours of work / Location	Term time: 8.30am to 5pm with 30 min unpaid lunchbreak Outside Termtime: up to 11 days including INSET per year depending on school need
Closing date	Thursday 30th April 2026 at 12 noon
Interview date	Thursday 23 rd April 2026

Key Tasks and Responsibilities	<ul style="list-style-type: none"> • To assist in promoting the learning, social and personal development of all Sixth Form students, on site at Frewen College and off site at Partner colleges. • To deliver Maths and English tutoring to support GSCE resists and the development of functional skills (life skills and formal Functional Skills examinations) • The role requires full contribution to the wider life of an independent boarding school.
Teaching, Learning, and Curriculum	<ul style="list-style-type: none"> • Support students with Dyslexia and SpLDs, putting in place initiatives to address the barriers to learning they're experiencing and deliver academic support to students on a one-to-one and/or small group basis to help them to learn as effectively as possible. • Engage with staff and school leadership to put whole-school strategies in place to support the learning of students and provide support and direction to students at Frewen and whilst at partner colleges during class time, independent study time and break / lunch times as required. • To give the students feedback on achievements in order to reinforce and develop self-reliance and self-esteem.



- Develop action plans for students facing particular difficulties, and work with staff, students and parents/carers to put them in place and effectively monitor student(s)' response to the learning activities and, where appropriate, to further modify or adapt the activities as agreed with the tutor to achieve the intended learning outcomes and in line with the student(s)' Individual Educational Plan (IEP).
- Develop individual and group mentoring programmes, creating space for students to receive academic and personal support from staff and peers, ensuring the continued development of social skills both in and out of the classroom.
- Demonstrate enthusiasm for learning and improving skills, and model this to all.
- To provide regular feedback on the students' learning, independence and social skills to teachers/tutors, Teacher in Charge of Sixth Form, and contribute towards reviews of student(s) progress as appropriate.
- Attendance at Sixth Form parent consultation evenings and Sixth Form events (paid).
- To provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- To support the use of ICT and Assistive Technology in learning activities and develop students' competence and independence in its use.
- To work with colleagues in all departments to ensure wider strategic objectives of the School are followed and delivered.
- To ensure all work reflects the vision and ethos of the School.
- Role model good levels of literacy and numeracy and encourage improvement in these areas among pupils who are struggling.
- To deliver English and Maths tutoring to individuals and small groups to:
 - support effective development of functional skills in English and Maths
 - support those students undertaking resits in GCSE or Functional Skills – Maths and English and to take responsibility for planning, resources, delivery, and assessment in liaison with the Heads of Maths and English.
- Promote and support inclusion for all students, including those with English as an additional language (EAL), encouraging them to interact with each other in an appropriate and acceptable manner.
- Report to the Teacher in Charge of Sixth Form and Deputy Head (Academic) on pupil progress.



	<ul style="list-style-type: none"> • To administer and assess routine tests and invigilate exams/tests. • To supervise students on visits, trips and out of school activities as required. • To plan and deliver whole class/small group Diploma of Achievement sessions and other AQA unit awards. • To plan and deliver small group study skills sessions.
<p>Behaviour, Safeguarding, and Wellbeing</p>	<ul style="list-style-type: none"> • Support the physical and emotional wellbeing of students, encouraging confidence and self-esteem through listening to them, and through individual and group support. • Work with students to demonstrate and encourage good behaviour in line with the school’s behaviour policy • Support the attendance and punctuality of all students (incl. registration), and work to improve attendance rates where issues are identified, recognising how this links to pupils’ wellbeing. • Where appropriate, take part in absence management meetings, and communicate with parents/carers • Liaise with families and boarding staff, and develop good relationships with parents/carers, becoming a recognisable and approachable contact within the school • Support students’ successful transition to the next phases of education • Report to the Deputy Head (Pastoral) on any safeguarding, behaviour and wellbeing issues or concerns.
<p>General Duties</p>	<ul style="list-style-type: none"> • To participate in training and other learning activities offered by the school to further knowledge. • Maintain the departmental systems, including updating records for pupils. • To take on break time and after school supervision duties or extra-curricular activities as required (within employed hours). • To maintain high and exemplary standards in terms of preparation, classroom management, display and assessment. • To participate in appropriate meetings with colleagues, parents, pupils, and other professionals as required. • To participate in appropriate training as required. • To contribute to EHCPs and Annual Reviews, including, but not limited to, progress reports, reports regarding intervention etc. • To play an active part in promoting the school ethos, vision, mission and values. • To undertake all reasonable duties as requested by the Headmaster, the Deputy Heads, or the Teacher in Charge of Sixth Form.



	<ul style="list-style-type: none">• To perform any other key tasks which the Headmaster may reasonably assign.• To build positive relationships with young people and act as a positive role model• Model high standards of professional behaviour at all times.• To play a full and active part in the life of Frewen College as an independent boarding school. <p>Safeguarding: Frewen College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees are required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure Barring Service (DBS). This will give details of all spent and unspent convictions and other recordable matters.</p>
To Apply	<p>Please complete a Frewen College application form and return it alongside a covering letter addressed to the Headmaster.</p> <p>Applications should be emailed to Annabel Baker (PA to the Headmaster) at office@frewencollege.co.uk.</p> <p>Please review the job description for the closing date for applications.</p>



Person Specification

Learning Development Mentor | Frewen College

Attribute	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • A-Levels (or higher) • GCSE Maths and English (Grade 4/C and above) • Dyslexia/SpLD qualification or training 	<ul style="list-style-type: none"> • Degree • Tutor qualification eg PTLLS, CTLLS, DTLLS
Experience	<ul style="list-style-type: none"> • Experience of working with children/young people within an educational setting • Experience of delivering/supporting Maths and English teaching and intervention • Experience of working with students with Dyslexia and Co-occurring SpLDs 	<ul style="list-style-type: none"> • Experience of lesson/session planning, delivery and assessment • Coaching and mentoring experience • Experience of delivering life skills programmes
Knowledge and Understanding	<ul style="list-style-type: none"> • Understanding of the needs of pupils with Dyslexia and Specific Learning Difficulties • Understanding of teaching/support strategies, adaption, and differentiation • Understanding of Assistive Technology • Effective administrative skills and a good knowledge of Microsoft 365 	<ul style="list-style-type: none"> • Knowledge of UCAS (University application) process • Experience of working with Apple products and systems in an educational setting
Skills and Attributes	<ul style="list-style-type: none"> • Ability to create a positive, inclusive, engaging, and supportive learning environment for students with diverse needs • Excellent communication skills • Strong organisational skills, with the ability to plan, assess, and manage Individual learning programmes • Flexibility • Energy and commitment to the wider vision, ethos, and values of the school 	
Personal Qualities	<ul style="list-style-type: none"> • Commitment to inclusion • High expectations for all • Professional, calm, and resilient approach • Ability to maintain confidentiality and exercise discretion. 	



An independent, co-educational day and boarding school specialising in dyslexia and co-occurring Specific Learning Difficulties

	<ul style="list-style-type: none">• Flexible, proactive and solution focused• Good sense of humour	
Other Requirements	<ul style="list-style-type: none">• Willingness to work across different sites as required	