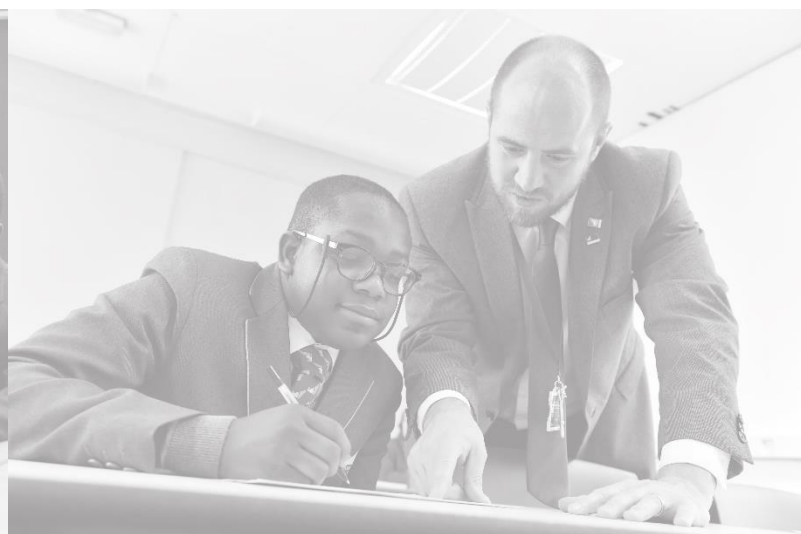


Recruitment Information Pack



LiFE Multi-Academy Trust

Permanent
The LiFE Multi Academy Trust: Social, Emotional
and Mental Health (SEMH) Lead Teacher

Full time

LD 6-10

Required Autumn Term 2019 or sooner

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Vision, Values and Ethos

LiFE Multi Academy Trust

Bringing Learning to LiFE

Vision: We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each school is seen as a leader of and vital to its local community; each school is regarded as fundamental to the identity of its surrounding community.

Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing the diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies.

SHINE Centre overview

An exciting time to join LiFE MAT.

In October 2018 Leicestershire County Council invited expressions of interest from suitable primary, secondary and special maintained schools and Academies interested in the establishment of a small Social Emotional and Mental Health, or Communication and Interaction Units, primarily for Autism Spectrum Disorder (Resource Bases) to be located on their school site. The rationale for this was that Leicestershire reflects the national picture of an ever increasing demand for places in specialist provision for young people with SEND needs - they believe up to 22% over the next five years. The decision was therefore made to develop more provision to help with this unprecedented demand, most importantly increasing the choices for parents/carers and pupils to be educated in their locality/community. It is recognised that having specialist resources and staff working in and alongside mainstream schools will help to share expertise so that all providers in the area can benefit from the knowledge and advice available. It has also been rightly acknowledged that it is important, where possible, for children to have the opportunity to be educated as close as possible to their local communities.

In response to this, LiFE Multi Academy Trust expressed an interest to design and create an inspirational place for students who are experiencing social, emotional or mental health difficulties to flourish and genuinely feel part of a community. We have chosen The Winstanley School as the host school, although the Centre will be a self contained, self resourced Hub, with students being allocated a place through Leicestershire Local Authority Admissions, based on Education, Health and Care Plan (EHCP) needs. We have researched and liaised with many experts in this area of education, as we want this to be facility that helps lead and design future in-school provisions across the whole of Leicestershire.

Our Vision

The SHINE Centre will be designed to educate fifteen secondary age young people, to promote innovative, quality first teaching, with a personalised curriculum offer to help reignite the interest of each pupil and inspire an enthusiasm for learning, whilst also creating a holistic support package to support every pupils in their learning.

The staff running the provision will have substantial experience of successfully supporting children with SEMH needs, and will include 3 teachers, a Higher Level Teaching Assistant (HLTA), 2 Learning Support Assistants (LSAs), 2 Family Support Workers (FSWs), a school counsellor and an Educational Psychologist.

The location of the resource at The Winstanley School will be a detached, single story sanctuary. The building is currently undergoing total refurbishment, so that we can provide a “state of the art” learning area and resource, which once completed (before the end of the Summer term 2019) will house:

3 separate classrooms,
an area for a kitchen/cafe/cyber cafe,
a music production area,
an art area,
Meeting rooms for parents, 1:1 work and counselling,
a sensory/breakout room,
a gallery area to display work,
a dedicated breakout/recreation area immediately outside the building,
Secure, designated staff only areas for planning, preparation and administrative work.

Students will receive a full curriculum provision where possible, up to GCSE level, in the 3 purpose built classrooms, along with specialist teaching in our Music Production, Art and Cyber Cafe areas.

The SHINE Centre is located within The Winstanley School, and we envisage genuine mainstream collaboration, partnership and learning experiences for every young person, when it is deemed the correct stage for them to do so.

Our Offer to new staff joining the LiFE Multi Academy Trust and our schools

Professional Capital:

‘We believe in getting the right people, getting them to work together and getting them to stay’

Strategy	Description
Putting your trust in our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual performance management, we encourage our staff to identify aspirational targets through our ‘Personal Improvement Plan’ (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> • providing employees with a safe, healthy and supportive environment in which to work • recognising that the health and wellbeing of our employees is important • providing a supportive workplace culture where healthy lifestyle choices are valued and encouraged <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
Presumed Professionalism	We have a ‘Presumed Professionalism’ ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.

Our Offerto new staff joining the LiFE Multi Academy Trust and our schools continued..

<p>Development of Professional Capital and Excellence</p>	<p>As a Trust we always look to invest in our staff and pride ourselves on our ‘home grown talent’. We pride ourselves on this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.</p> <p>Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.</p> <p>Examples of the many opportunities we encourage staff to take up externally include :</p> <ul style="list-style-type: none"> • The National Professional Qualification for Senior Leadership (NPQSL) • The National Professional Qualification for Headship (NPQH) • The National Professional Qualification for Middle Leadership (NPQML) • The Outstanding Teacher Programme (OTP) • Initial Teacher Training (ITT) <p>Pathways are available at apprenticeship level, NQT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are lead by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.</p> <p>Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p>
<p>Great access to progression and leadership responsibility</p>	<p>Further evidence of our investment in ‘home grown talent’ is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.</p>

Our Offerto new staff joining the LiFE Multi Academy Trust and our schools continued..

Collaboration across all schools	We are developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.
Sabbatical and flexible working policies	<p>We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>
Strong Induction Process	It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
NQT Programme	We offer newly qualified teachers a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.
Continued NQT and RQT support	Where possible we try to ensure that NQTs and second year teachers have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.
3D Networks	3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.
Attendance of staff	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our schools

The Application Process

Complete application should be returned to hr@bosworthacademy.org.uk

or by post to

F.A.O. Mrs Carly Harper,
HR Manager
Bosworth Academy,
Leicester Lane,
Desford
LE9 9JL

A letter will be sent to shortlisted candidates with details of the interview process.

Queries

If you have any queries on any aspect of the application or need additional information please contact Mrs Carly Harper, HR Manager on 01455 822841

Thank you

The Advert

The LiFE Multi Academy Trust: Social, Emotional and Mental Health (SEMH) Lead Teacher

Permanent

Full time

LD 6-10

Required Autumn Term 2019 or sooner

Applications are sought from teachers with experience of working with students who display Social, Emotional and Mental Health needs. We require the successful applicant to run and lead on all aspects of curriculum planning, safeguarding, ENCP reviews, family relationships, with support from colleagues. This is a truly unique opportunity, to help design and lead a SEMH learning centre, as a standalone school.

The SHINE Centre will educate up to 15 secondary age students, in a bespoke Learning Unit, located within The Winstanley School, but self contained, with its own dedicated staff. We envisage it to run as a 'school within a school'. The **SHINE** Centre name reflects the values that are already embedded within The Winstanley School – **S**upporting others, **H**ardwork, **I**ndependence, **N**ever giving up, and **E**xcellence.

We have high expectations of all staff within the LiFE Multi Academy Trust, which makes it an exciting and innovative place to work. We understand that this role will require support and encouragement to design what we hope becomes the 'Blue Print' for how in – school SEMH resources should be designed and run. Student and staff success is vitally important to us and we will endeavour to provide the environment and leadership conditions to let you do what you do best.

Application forms and further details may be obtained from Mrs Carly Harper (HR Manager) at the address below or can be downloaded from www.lifemultiacademytrust.org.uk

The closing date for completed applications is Monday 20th May 2019 at 3pm. With interviews taking place on 22nd or 23rd May 2019.

"The LiFE Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment"

LiFE Multi Academy Trust
Leicester Lane, Desford, Leicester. LE9 9JL
Tel 01455 822841, email hr@bosworthacademy.org.uk
LiFE Multi Academy Trust Executive Head Teacher/CEO: Mr Chris Parkinson

BRINGING LEARNING TO LIFE



May 2019

Dear Applicant

Thank you for your interest in this very exciting post.

We are in the amazing position of seeking to appoint an experienced Lead Teacher of our brand new SEMH Unit – the SHINE Centre, which will be located within a building on The Winstanley School site.

The SHINE Centre will be a fantastic resource within the LiFE MAT, recently refurbished so that it can operate as a standalone 'School within a school', or as a conduit to reintroducing mainstream education to students when they are at the correct stage of development to do so. The SHINE Centre will never have more than 15 students, who will receive a curriculum of your design. We have incorporated a music technology room, an art and craft area, 3 classrooms, a therapeutic room and meeting rooms, as well as a cyber café/ICT area.

The successful candidate, whilst leading the SHINE Centre, will also receive full support from and access to The Winstanley School and the LiFE MAT. There will be an opportunity to undertake full SENCO training and the successful candidate will also receive coaching and full support from the LiFE MAT SENCO, who currently works between Bosworth Academy and The Winstanley School.

This Post will suit someone with experience of working in a SEMH setting, but with a vision of how they would like to develop and lead us to becoming the very best in-school resource there is.

The following information is included in this pack:

- Job Profile and Personnel Specification
- An application form can be downloaded from our website
- Details of our most recent Ofsted report can also be found on our website or Ofsted's.

If you are interested in applying for our post, please complete the following:-

- Application form
- Letter (of no more than two sides of A4), outlining your experience in SEMH and how you would ensure all students fulfil their potential, as well as indicating how you might contribute to our team.

The Personnel Specification indicates the specific skills and qualities we are interested in and where we expect to make judgements of these in the selection process.

BRINGING LEARNING TO LIFE



Your application should be sent to Carly Harper, HR Manager **by 3pm on 20th May 2019. With interviews taking place on 22nd or 23rd May 2019.**

We look forward to receiving your application.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'C Parkinson'.

Mr Chris Parkinson
Executive Head Teacher and CEO

A handwritten signature in blue ink, appearing to read 'Gareth Williams'.

Mr Gareth Williams
Chief Operating Officer

Job Profile

Title:	Social, Emotional and Mental Health (SEMH) Lead Teacher
Job Purpose:	<p>To monitor and co-ordinate the Learning Support strategy across the curriculum for the SHINE Centre</p> <p>To 'lead' inclusion of students with SEMH needs within the SHINE Centre, and across the schools in the trust</p> <p>To act as Trust SEMH lead Teacher</p>
Responsible to:	The Executive Head Teacher, Chief Operating Officer, Heads of School and Deputy Heads of School (staff and student support)
Responsible for:	<p>Inclusion:</p> <ul style="list-style-type: none"> • develop, implement, monitor and review the Trust and its school's policy for SEMH. • Leading LiFE Multi Academy Trust and its schools in the pedagogy for SEMH students • Monitoring access to the curriculum for all students in the SHINE Centre, and working collaboratively with subject specialists to make the curriculum accessible and challenging to all. Teachers, Family Support workers, Educational Psychologists, Learning Support workers and a dedicated School Counsellor, so as to ensure a co-ordinated and holistic approach to students individual needs • Leading the development of the trust policy for teaching and learning, in particular appropriate personalised learning for those with SEMH • Teaching specified groups • The co-ordination of the effective delivery of SEMH support to both students with EHCPs and those on the trust SEMH record • The management of the SEMH Policy, record and the assessment processes if required. • To coordinate the setting of targets with individual students receiving SEMH support to maximise their achievement. Liaison with their parents/guardians • Working collaboratively with colleagues in the SHINE Centre teams, to provide guidance, support and (where appropriate) signposting for students displaying particular needs • Ensuring that trust policies are implemented e.g. safeguarding etc • Increasing the attainment and achievement of students in the SHINE Centre • Overseeing the provision for Able Gifted and Talented students, working in conjunction with the Able Gifted and Talented co-ordinator
Line Management:	SEMH teaching staff, SEMH administration assistant, HLTA's, LSA's, School Counsellor, Educational Psychologist and Family Support Worker

Functional Relationships:	Membership of the Senior Leadership Team when required Heads of Faculty and Department to plan for SEMH provision in mainstream when required Liaison with the Schools Educational Psychologist Service, the LEA and other appropriate external agencies Liaison with Teacher in charge of LA's enhanced resource provision
Grade and Salary:	LD 6-10
Conditions of Service:	Post subject to Teachers' Pay and Conditions.

Specific Duties and Responsibilities:

1. **Strategic Management:** Monitoring, review and evaluation of the delivery of support given to students with SEMH needs across the curriculum in the SHINE Centre
Responsibility for briefing SLT and Governors on SEMH issues within SHINE Centre
2. **Day to day Management:** Oversight of all activities connected with the day-to-day management of the SHINE Centre, SEMH records and the Trust's SEMH Policy and Code of Practice, alongside the LiFE MAT Secondary SENCo, and DSL responsibilities
3. **Teaching Role:** As in Teachers' Pay and Conditions of Service, and as directed by the Trust and in line with LD 6-10 responsibility.

Examples of the types of responsibilities and activities associated with specific duties of this post. This is not exhaustive and will be subject to changing emphasis.

1. **Strategic Management:**
 - i. To inform future planning;
 - ii. To ensure quality;
 - iii. To safeguard continuity and progression;
 - iv. To seek continual improvement for students at all schools

2. Day to Day Management: Day to day management activities:

EHCPs	Liaison with outside agencies and the LiFE MAT SENCO
Special Needs Record/Monitoring IEP's across the SHINE Centre	Managing a budget
Curriculum tracking of SEMH students	Briefing for Head of School and Governors
Assessment procedures including RA/SA	Promoting achievement
Reports to parents	Writing reports
Safeguarding of students	DSL training and appropriate safeguarding records kept

Parents' liaison	Attending review meetings and instigating and investing in family
Preparation of lessons and materials with co-teachers/HLTA's	Sharing information on SEMH students in the SHINE Centre
Liaison with Educational Psychologist	Monitoring access across the curriculum – liaise closely with SHINE Centre Educational Psychologist
Support SHINE Centre staff to meet the needs of the SEMH students	Implementation of Trust policies in relation to: <ul style="list-style-type: none"> • SEMH and Equal Opportunities • Student Welfare and Behaviour • Health and Safety, etc.
Assessment for Access Arrangements	Timetabling
Cross Phase Liaison	Recording student assessment and tracking data
Recording students' work and progress	Maintaining Local Offer for SEMH and adding to website
Contributing and participating in staff development	Coordinating X MAT CPD for departments where appropriate advice, guidance and student support is needed
Liaise with SEMH governors/Director	Coordinate whole MAT training on SEMH
Liaise with HR Manager for recruitment of staff	Work alongside HR Manager at The Winstanley School over all staffing issues

Personal Specification

	Essential	Desirable
Qualifications	Qualified Teacher	Evidence of post-qualification in relation to SEMH development record Experience of working in a Specialist School
Experience	At least 5 years teaching experience plus 2 years leadership experience in a Special SEMH educational setting	Experience of working with young people in the 11 to 16 age range Experience of leading a range of educational initiatives Experience of more than one school
Curriculum	Understanding of current curriculum issues with particular reference to the teaching students with SEMH needs Understanding of the importance of the inter-relationship between all areas of the curriculum in a secondary school Understanding of the importance of ICT to aid monitoring of student progress across a personalised curriculum Understanding of the range of teaching strategies appropriate to the needs of the students	Evidence of clear ideas about how the curriculum could develop to meet the need of all abilities Evidence of ability to advise staff on SEMH curricular issues and student progress Evidence of the use of technology skills in monitoring student progress Evidence of enhancing SEMH across the wider community (MAT wide)
Leadership and Management	Understanding of the importance of team leadership Knowledge of effective team and budget management Ability to be a part of The Winstanley School's leadership team, when required Understanding of collective responsibility and accountability Ability to communicate effectively with staff, students, parents and governors Ability to work with colleagues in the family of schools Understanding of role of Specialist SEMH Team Leader in a 'School within a school' setting	Evidence of effective team leadership and management – NRQML, NPQSL etc Evidence of being an effective member of a team Evidence of successfully leading a curriculum initiative Evidence of contributing to a significant curriculum change Evidence of leading staff development opportunities Evidence of effective collaboration with colleagues in other phases Involvement in SEMH Specialist School developments

	Essential	Desirable
Students	<p>Understanding of the importance of supportive student/teacher relationships</p> <p>Understanding of the range of factors which affect students' progress</p> <p>Ability to communicate effectively with young people</p> <p>Ability to deal with student behaviour issues</p> <p>Ability to analyse data on student progress and work with staff and students on the use of data for target setting</p>	<p>Evidence of effective relationships with young people</p> <p>Examples of a variety of strategies used with students to promote achievement and positive behaviour</p> <p>Evidence of the use of data analysis to promote achievement</p> <p>Evidence of supportive/developmental work with staff to improve behaviour management skills</p>
Parents and the Community	<p>Understanding the huge importance of the partnership between Parents and schools across the LiFE Multi Academy Trust</p> <p>Understanding of the Philosophy of the Trust, its schools and its wider community</p>	<p>Evidence of involvement with Community groups and/or Parents</p>
Personal Qualities	<p>Ability to develop good relationships</p> <p>Good communication skills</p> <p>High level of commitment to the Trust</p> <p>Ability to promote Trust and its schools in our local and national community</p> <p>Ability to work in a team, be self-organising and to meet deadlines</p> <p>Ability to work under pressure</p> <p>Record of good attendance</p> <p>Resilience</p>	<p>Evidence of good working relations with a range of people</p> <p>Evidence of a willingness to work hard</p> <p>Be able to demonstrate that she/he has successfully worked as part of a team and be able to meet deadlines and achieve targets</p> <p>Evidence of resolving difficult, sensitive student issues</p>