

# CANDIDATE INFORMATION PACK



CITY OF LONDON ACADEMY  
**ISLINGTON**  
WHERE STUDENTS SUCCEED

**Job Title: SEMH Interventions Manager**

EMBRACING TRADITION • PURSUING EXCELLENCE • LEADING CHANGE

## CEO WELCOME

**Dear Applicant,**

**I am delighted that you have chosen to apply for a post with the City of London Academies Trust.**



COLAT is driven by the ambition to deliver exceptional educational outcomes for the young people we serve, combining the heritage and traditions of the City of London Corporation with a creative and effective approach to teaching and learning.

Our expectations are high for both our students and our staff and as such we work to three core values: integrity, professionalism and care. We demonstrate real care by insisting on the highest expectations of behaviour in every phase and setting. Our curriculum is regularly reviewed and updated to ensure that every young person is afforded the knowledge and skills they need to be successful. We promote and support excellent classroom pedagogy as well as ensuring we have common approaches to assessment and intervention. This is how we care for our young people and ensure that they achieve the highest possible outcomes and are able to counter the many aspects of disadvantage they, their families and our wider communities experience.

Our 'Foundations of Excellence', which run through all Trust schools, have been the framework for our sector-leading success so far. These core principles led to the City of London and COLAT previously being recognised as the best performing academy chain for progress and attainment of disadvantaged children ('Chain Effects', The Sutton Trust). This fuels our determination to continue to develop the work we do, while remaining focused on the ambitions for our schools and making a significant difference to children's lives.

In striving for excellence in all aspects of our work, we are acutely aware that this will only be achieved through hard-working and motivated staff. Our care for staff means that we invest in our people, allowing them to grow and achieve their career goals within the Trust or beyond. We are committed to providing first-rate training and development opportunities to all our staff, in addition to excellent career advancement opportunities within our growing Trust.

In the classroom, and around school, we expect the kind of exemplary behaviour that allows our staff to generate exceptional learning outcomes for our children. Being sponsored by the City of London Corporation also means our staff benefit by having access to a huge range of resources, events and exciting learning opportunities that other Trusts are simply not able to offer.

We are always looking for like-minded individuals to join us on our journey. Making the choice to work for COLAT means making the choice to be part of an evolving, ambitious and supportive Trust where you are valued, encouraged and can develop your specific talents, whatever they may be. We look forward to receiving your application.

**Yours faithfully,**

A handwritten signature in blue ink, appearing to read 'M. Emmerson', written over a white background.

**Mark Emmerson**  
**Chief Executive Officer**

## WHO WE ARE

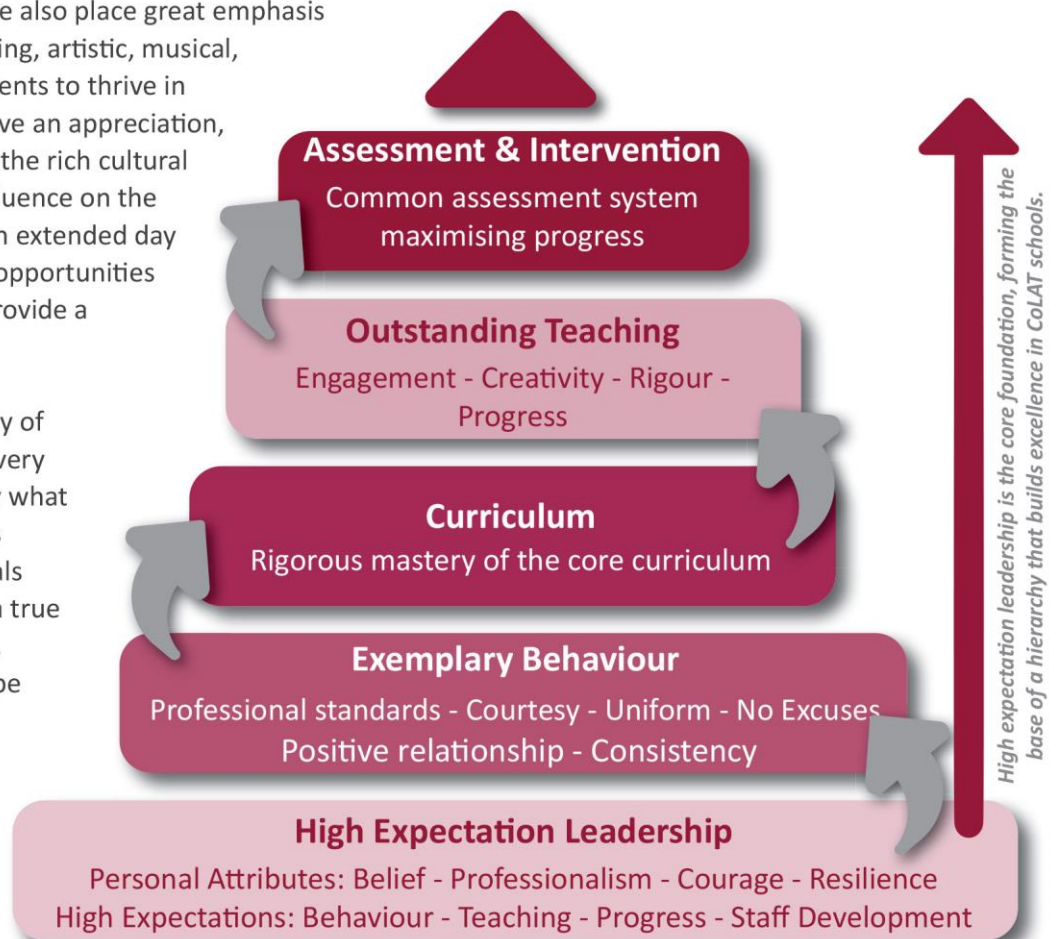
**City of London Academies Trust operates schools in areas of significant disadvantage and believes strongly in the transformational nature of education.**

We are unashamedly academic and unapologetically results driven because we recognise that strong SATs, GCSE and A level outcomes lead to increased life opportunities for our students. All our schools adopt a warm/strict approach, with every one of our School Leaders adhering to and aligning with our COLAT behaviour systems. Our simple, clear, and consistent routines, rituals and norms embed strong habits delivering exceptional student behaviour. In our schools, our teachers can teach, and students can learn, uninterrupted. We take great pride in curating an exceptionally positive learning environment and we obsessively guard against anything which may compromise our strong ethos and culture.

Our curriculum is knowledge rich. We believe in teaching 'powerful knowledge,' and educating our students on the 'best that's been thought and said' is crucial to giving them the best possible chance of success in life. More broadly, we find opportunities to elevate the curriculum to ensure our most able students can compete with their more privileged peers. Our curriculum is coherently and intelligently sequenced, with our Subject Improvement Leads working closely with Heads of Department to drive gains in learning and develop subject specific pedagogy. We are working on creating a standard curriculum in most of our subjects; this will help reduce teacher workload by taking away the production of high-quality resources and assessments, freeing up our expert teachers to grapple with the delivery of the content and focus on the learning.

Our teaching approach is influenced by the works of educationalists such as Doug Lemov. We are confident we know what works for schools in our specific context, and we have spent a long time codifying our approach, whilst also providing sufficient flexibility for our teachers to add their own unique personality and dynamism to their classrooms. Results are important to us, but we also place great emphasis on developing our students' sporting, artistic, musical, and linguistic talents. For our students to thrive in modern Britain, they must also have an appreciation, understanding and attachment to the rich cultural heritage of our country and its influence on the wider world. All our schools run an extended day to deliver an array of enrichment opportunities and super curricular sessions to provide a truly holistic education.

It is an exciting time to join the City of London Academies Trust, and we very much hope you will be inspired by what you learn about us. We are always excited to meet fellow professionals and there is no better way to get a true sense of a school's culture, values, and ethos than by visiting. We hope you take up this opportunity so you can see what life-changing opportunities our schools provide, and how integral our people are to this mission.



## PROFESSIONAL DEVELOPMENT

We are committed to providing **individualised** and **impactful** professional development for every member of our COLAT community, and we offer a menu of talent pathways to support you at every stage in your career.

These pathways are research-based, designed for COLAT schools and delivered by experts from across the Trust. They provide Trust-wide training and networking opportunities to support you to achieve your career goals.

The Talent Pathway menu includes:

- **Aspiring to Middle Leadership: Leading a Department**
- **Aspiring to Middle Leadership: Leading a Year Group**
- **Aspiring to Middle Leadership: Leading a Operational Department**
- **Aspiring to Senior Leadership: Curriculum, Teaching and Learning**
- **Aspiring to Senior Leadership: Personal Development, Welfare and Behaviour**
- **Aspiring to Senior Leadership: Personal Development, Welfare and Management**
- **Aspiring to SEND Leadership**
- **Aspiring to Operational Functions Leadership**

If you are interested in one of our Talent Pathways, please do ask for more details during your school visit or interview.

## EMPLOYEE BENEFITS

We invest in and support our staff by keeping their development a priority, and we are proud to have a range of benefits to ensure staff feel valued, including:

- **Teachers' or local government pension scheme with a generous contribution from the Trust**
- **Occupational maternity and adoption pay following 26 weeks of continuous service**
- **Generous annual leave entitlement**
- **Sabbatical leave entitlement for up to one year (unpaid) after five years' continuous service**
- **Cycle to work scheme**
- **Corporate gym membership rates**
- **Travelcard loan scheme**
- **Annual training and development opportunities in addition to in-house staff development**
- **Access to City of London housing allocation scheme**

## Principal's Welcome

City of London Academy Islington is a dynamic and ambitious school that serves a truly diverse student body in the heart of Islington, minutes away from Essex Road, Upper Street and Angel. As a mixed, non-selective, and non-denominational secondary school and sixth form, we focus on delivering an exceptional education aimed at improving the life chances of our students.

The Academy's mission centres around academic excellence, underpinned by our core values of respect, responsibility, and integrity. Alongside a strong academic foundation, we have a comprehensive character curriculum and tutor programme, and also offers a wide range of extra-curricular activities, including clubs, trips, and visits. This reflects our commitment to providing a well-rounded educational experience to all our students.



Adopting a "warm-strict" approach, routines and systems are in place to support excellent behaviour, built on high expectations for all students. The Academy is dedicated to developing staff, offering a comprehensive continuing professional development (CPD) programme, and the support of an experienced Senior Leadership Team that seeks to maximise staff impact while reducing any unnecessary administrative burden. City of London Academy Islington is part of the City of London Academies Trust, which presents a wealth of opportunities for career progression.

We are actively seeking dedicated and inspirational staff members who are passionate about making a difference in the lives of young people, regardless of their background or circumstances.

If this sounds like the environment where you want to take the next step in your career, we welcome your application for a position with us.

**Laurie Glees**  
Principal

Ofsted

In 2019, Ofsted awarded the Academy an outstanding rating, noting that *"the school has been transformed into an exciting environment where pupils and staff thrive. Outcomes are outstanding and pupils' progress is exceptional. This is a school where 'no child is left behind.'"*

## SEMH Interventions Manager - Job Description

<b>Post:</b>	SEMH Interventions Manager
<b>Accountable to:</b>	Vice Principal – Pastoral
<b>Grade / Range:</b>	Scale 6 Points 18 – 20 (Inner London)
<b>Salary:</b>	£30,404 - £31,359 per annum (FTE £34,770 - £35,862)
<b>Working pattern:</b>	Monday to Friday 8.00 am to 4.00 pm <i>On rare occasions, will be managed in consultation with line manager to enable attendance at out of hours meetings/home visits if caseload and related safeguarding necessitates.</i>
<b>Contract:</b>	Full-time (35 hours per week) Term-time only (39 weeks)
<b>Location:</b>	City of London Academy Islington
<b>Disclosure level:</b>	Enhanced

### Main Purpose

- To support students who require assistance in overcoming SEMH barriers to learning in order to achieve their full potential
- Overseeing interventions and provision in liaison with the SENCO
- To deliver interventions
- To communicate with students, parents, and outside agencies
- To gain best understanding of how to support students within the educational setting
- To bring about improved engagement and outcomes at the Academy for those students and help to keep them safe

### Key Accountabilities

#### **Management responsibilities**

- Liaison with appropriate staff with regards to supporting and implementing a range of SEMH interventions including but not limited to; counselling, behaviour mentors; CAMHS, School Wellbeing Service, ELSA
- Responsible for the day-to-day management and organisation of student support interventions ensuring all appropriate communications to relevant stakeholders
- Oversight and maintenance of Academy expectations within the SEMH intervention space, ensuring that it is used effectively for purpose in liaison with SLT line manager
- Oversee a caseload of students who are likely to be receiving SEMH support, including tracking, monitoring and evaluation of impact of interventions
- Communicate with parents who may have well-being concerns, and triage referrals to refer to main point of contact /keyworker when it is not the postholder
- Run intervention groups where need is identified and work 1:1 with targeted pupils
- On occasion, if necessary, carry out home visits for hard to reach students
- Liaise closely with the SENCO and inclusion department to support students with SEMH
- Liaise closely with educational staff involved in delivering any modified curriculum programmes to students with SEMH

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- Work with teachers and educational staff to develop and share effective classroom strategies for students with SEMH
- Provide check-ins with students at specific times, e.g. before school, tutor time, break and lunchtime (time for postholder breaks will be protected)
- Act as Deputy DSL where required, logging and reporting safeguarding concerns appropriately

## **Monitoring and evaluation responsibilities**

- Work with SLT, Heads of Year and the SENCO to co-ordinate, monitor and evaluate the effectiveness (and consistency) of all SEMH intervention strategies
- Work with SLT to strategically identify students requiring interventions
- Work with SLT, Heads of Year, the SENCO and relevant staff to keep up-to-date logs and reviews of students on each intervention, sharing appropriately with stakeholders
- Ensure policies and documents are relevant and updated as necessary, in liaison with relevant SLT
- Ensure the timetabling of interventions is communicated clearly and systems and effective processes are followed regarding attendance and follow up
- Attend inclusion meetings to discuss concerns of specific students and suggest appropriate interventions
- Attend multi agency forums where necessary
- Attend appropriate training (e.g. safeguarding, student mental health)

## **Mentoring / Pastoral responsibilities**

- Work with SLT, Heads of Year and the SENCO to co-ordinate, monitor and evaluate the effectiveness (and consistency) of all SEMH intervention strategies
- Work with SLT to strategically identify students requiring interventions
- Work with SLT, Heads of Year, the SENCO and relevant staff to keep up-to-date logs and reviews of students on each intervention, sharing appropriately with stakeholders
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- Attend inclusion meetings to discuss concerns of specific students and suggest appropriate interventions
- Attend multi agency forums where necessary
- Attend appropriate training (e.g. safeguarding, student mental health)

## **Administrative and record keeping duties**

- Ensure records are maintained, secured and processed correctly on student arrival and leaving and in line with GDPR requirements
- Ensure documentation and records are kept and processed appropriately by staff as detailed in the Academy's policies
- Ensure records are updated regularly in liaison with SLT line manager including but not limited to SEMH student interventions and any other safeguarding information
- Meet deadlines regarding documentation as requested by senior leaders and line manager
- Undertake any written risk assessments associated with work activities
- Attend meetings as required e.g. Team; SLT; whole staff; student reviews; home visits if appropriate

## **Other duties**

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- Other relevant administrative duties
- Maintaining and updating SEMH area displays and notices
- Being aware of, and upholding the school's policies and procedures, and when appropriate contributing to the development of them
- Being aware of confidentiality issues linked to home/student/teacher/school work and acting as appropriate in line with safeguarding policy
- In accordance with the Academy's guidance and policies provide comfort and immediate care in case of minor accident and upsets, reporting and referring more serious problems to appropriate person for action
- Undertake duties elsewhere within the support staff team as required
- Such other duties as required commensurate with the grade of the post
- To ensure a safe working environment in accordance with Health and Safety Regulations
- To attend fire drills and staff meetings as required
- To attend appropriate training events and meetings as required, including annual personal review meeting
- To comply with the requirements of Academy's safeguarding policy, equal opportunities, data protection, copyright and other relevant legislation
- To respect the confidential nature of personal information
- To maintain a suitable online public profile at all times
- In consultation and partnership appropriate staff, support and sustain effective communications throughout the Academy arising from duties

## **Safeguarding Children**

COLAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

## **English Duty**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## **Our Values and Vision**

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

All City of London schools and academies draw upon the traditions, institutions, heritage and historical successes of London to furnish each of their diverse communities with life-transforming

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learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national and global communities.

Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'.

## **Our Staff**

Our staff have high expectations, are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they are able to teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

## **Equal Opportunities**

The postholder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

## SEMH Interventions Manager – Person Specification

	Essential	Desirable
<b>Qualifications</b>		
Good standard of literacy and numeracy (minimum grade 4 GCSE mathematics and English or equivalent)	✓	
Educated to Degree level or equivalent		✓
Education or learner support qualification (e.g. MA or PGDip in Education, Social Welfare or Psychology, certificate or diploma in counselling, mentoring, youth work or similar)		✓
Mental Health First Aid qualification		✓
Qualified ELSA (Emotional Literacy Support Assistant)		✓
<b>Experience, Skills and Knowledge</b>		
Experience of leading on areas within a team	✓	
Between 1 and 3 years of experience in a broadly comparable student behaviour support role	✓	
Experience of working with members of the general public	✓	
Experience of working within a secondary school	✓	
Experience of working with students with SEMH needs	✓	
Understanding of the barriers to learning, particularly mental health and wellbeing	✓	
Experience of delivering one-to-one interventions	✓	
Experience of delivering group interventions		✓
Proven ability to plan and coordinate own activities as well as activities of others	✓	
Experience of working with students for whom English is their second language		✓
Experience of working with students of all abilities	✓	
Liaising with parents, external agencies etc	✓	
Experience of settling up and running a range of administrative systems	✓	
Experience of delivering a mentoring service and intervention programme		✓
Managing and implementing recording and reporting systems		✓
Multi-agency working		✓
Developing banks of resources		✓
Must be well organised	✓	
Must be well presented	✓	
Excellent communication skills in writing and orally at all levels	✓	
Ability to work under pressure while maintaining a positive, professional attitude	✓	
Ability to work as part of a team	✓	
Ability to organise and prioritise workload and work on own initiative	✓	
Ability to communicate effectively with staff, students, parents and agencies/statutory bodies etc. And maintain good working relationships	✓	
Ability to accurately input information on a database	✓	
Flexible and willing to contribute to the success of the team	✓	
Experience of using, setting up, maintaining and developing administrative systems	✓	
Problem solving	✓	
Attention to details in communication and planning	✓	
Experience of using Microsoft Office	✓	
Word processing and typing skills	✓	
Knowledge of databases	✓	
Experience of using email/internet	✓	
Experience of using Microsoft Outlook	✓	

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Experience of using SIMS or other database	✓	
<b>Personal Qualities</b>		
Have excellent interpersonal skills and be able to communicate effectively	✓	
Ability to develop good relations with staff and pupils and the wider school community	✓	
Ability to motivate	✓	
Ability to build good relationships at all levels	✓	
Ability to train and develop staff	✓	
Ability to work some evenings, such as parents evenings	✓	
<b>Other</b>		
Commitment to safeguarding and promoting the welfare of children and young people	✓	
Willingness to undergo appropriate checks, including enhanced DBS Checks	✓	
Motivation to work with children and young people	✓	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓	

## HOW TO COMPLETE THE APPLICATION

**Title:**

**Vacancy Description:** Permanent/Temporary, Term time/Full year

**Closing date:**

**Submission:** Applications must be submitted via the TES portal on the following link

<https://www.tes.com/jobs/employer/city-of-london-academy-islington-1050217>

It is essential that a fully completed application form is submitted. City of London Academies Trust cannot accept CVs alone. It is recommended that you retain a copy of your application form, so you can refer to it if you are invited for interview.

The main sections of the application form ask for various information relating to your work, educational and personal history. This information allows your application to be fully assessed against the criteria/competencies required for the job. When completing the application, you should provide your entire work history, including a description of any gaps in employment. In addition, outline your skills, qualifications and any notable awards. These can be selective, and you only need to provide those you consider relevant to the job you are applying for.

Your letter of application/supporting statements is the most significant element of the application form. Using no more than 1,000 words please provide an accompanying letter explaining why you are applying for this post and how your experience, skills, training and personal qualities match the requirements of the role as set out in the job description and person specification.

As part of your letter of application/supporting statement we are interested in knowing your impact so please provide relevant evidence. For instance, if you are seeking a pastoral role provide relevant data on the reduction of exclusions. If seeking a teacher role provide progress and attainment data of classes taught. If you do not meet all the essential criteria, it is unlikely that you will be shortlisted.

City of London Academies Trust asks that all potential employees highlight any relationships to school governors or employees to ensure all applicants are treated fairly.

For example, it may be inappropriate to offer someone a position within an organisation where they work for a family member or asking someone to take a position where they manage grants for voluntary services when their family works for a relevant voluntary organisation.

City of London Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks in line with Keeping Children Safe in Education, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from City of London Academies Trust vision and values.

Please provide details of two referees, one of whom should be your present/most recent employer. References will not be accepted from relatives or friends. References are requested for all shortlisted candidates unless you specifically request us not to do so. Open references will not be accepted.

This post is exempt from the Rehabilitation of Offenders Act 1974. If you are appointed, you will be required to complete a DBS check. Any information received from the DBS will be treated in the strictest confidence. Having a criminal record will not exclude you from appointment, unless it is considered that the conviction renders you unsuitable to work with children.

Under the Criminal Justice and Court Services Act 2000, it is a criminal offence if an individual who is disqualified from working with children knowingly applies for, offers to do, accepts or does any work with children.

The role is covered by part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.



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