



**King
Solomon
High School**



Information pack for candidates applying for the role of:

SEMH Learning Coach

Term time only

Salary - LBR 5 Scale Point 12-15 (£26,880 to £28,080 actual salary)

Required: As soon as possible.



Welcome to King Solomon High School

Learning

Charity

Community



Dear Candidate,

I am delighted that you are considering applying for the SEMH learning coach role at King Solomon High School. We are a unique and wonderful Jewish secondary school, set in the London Borough of Redbridge. Our school is inclusive, and our students and staff come from a range of cultural and religious backgrounds.

I am seeking to appoint committed and dynamic staff, who are passionate about education, leadership and school improvement. We are focusing on embedding powerful knowledge, curriculum rigor and expert teaching practice, informed by educational research and cognitive science .

Are you passionate about improving SEND provision in schools and supporting student wellbeing? Are you committed to excellence and rigour? Do you want to play a leading role in turning around a school that is brimming with potential? If your answer is yes to all of these questions, then I look forward to receiving your application.

We are an equal opportunities employer, and value diversity and inclusion. The successful candidate will join a caring, hard-working and ambitious Jewish community school, and will be supported in fulfilling their own career potential.

Michele Phillips, Headteacher

History, ethos and values

King Solomon High School is a United Synagogue, orthodox Jewish school, who openly welcome students of all faiths and of no faith. The school opened in 1993 to meet the growing demand for Jewish school places in East London, Essex and the surrounding areas. Currently, approximately 20% of students on roll identify as Jewish. We are six form entry school, and the only Jewish school in Essex.

We are a community of learners who look out for and support each other. This idea is embodied in our school values.

- Learning.
- Community.
- Charity.

Our motto encompasses the school's Jewish ethos and values, highlights our aim to develop every student as a rounded and grounded individual through a variety of learning and lived experiences, all infused with Jewish teachings and values. The King Solomon community experience shapes young people into informed, responsible and caring citizens.

If I am not for myself who will be for me?
 If I am only for myself, who am I?
 If not now, when?

(Ethics of the Fathers 1:14)





Leadership and the future of the school

King Solomon High School is brimming with potential, talent and a dedicated staff and parent community who champion the school. The school's values and the improvement work that has been implemented since the Ofsted inspection in November 2021, provide a strong foundation for the next phase of the school's development.

To move the school from requires improvement to good and then outstanding, we are reviewing all aspects of the school, with a view to implementing new and innovative systems that embody excellence, ambition and rigour.

Leadership and management	<ul style="list-style-type: none">• Develop a shared understanding of excellence.• Empower leadership and accountability at all levels.• Develop a strategic and joined up approach to school leadership.• Be outward facing and work with successful schools, leading thinkers and educational professionals.• Improve the aesthetics of the school so that it reflects our school's values, inspires students and embodies excellence.
Quality of education	<ul style="list-style-type: none">• Embed our new curriculum that teaches students the very best of what has been thought and said in each discipline (powerful knowledge).• Embed a consistent approach to teaching practice inspired by Rosenshine, Lemov and informed by research on cognitive science.• Embed the raising achievement strategy that focuses on revision, intervention and mindset.• Improve post-16 outcomes and outcomes for boys and students with SEND.• Embed new reading programme.
Behaviour and attitudes	<ul style="list-style-type: none">• Empower teachers to lead from the front and take ownership of achieving excellent student behaviour and focus in their lessons.• Embed our 'prevention before sanction' approach to behaviour, which focuses on the consistent application of codified rules and systems.• Embed classroom behaviours (STAR/SLANT) that facilitate disruption free learning and support excellence.
Personal development	<ul style="list-style-type: none">• Provide all students with a range of enriching experiences and opportunities to explore their talents and interests.• Provide all students with meaningful opportunities to be responsible, reflective and active citizens.• Develop the school's formal and informal Jewish provision.



Behaviour, safeguarding & personal development



King Solomon High School has rigorous systems in place to support students in meeting our high expectations of behaviour.

- Year 7-11 students line up in the mornings and are collected by their form tutor. This promotes a calm and focussed start to the day.
- We operate a daily detentions system so that behaviour issues are dealt with on the day.
- We have a commitment to disruption free learning, and our on-call system ensures that students who disrupt learning are dealt with swiftly.
- We have an extensive pastoral team to support students who need additional behaviour and/or wellbeing support.

Safeguarding and promoting the welfare of children is the responsibility of all staff. We have a strong culture of safeguarding and all staff are proactive in reporting any concerns about a student's welfare.

We recognise the vital role mental health plays in the everyday lives and success of all individuals. Whilst we cannot always remove the challenges our students face, we can provide them with access to support to help them build resilience, emotional intelligence and coping mechanisms.

We have recently reviewed all our behaviour systems and we launched a new behaviour policy in November 2023. Please see the Behaviour Policy on our website.



Educational vision

To provide students with a world class educational experience and to be an example of best practice to other schools.



Curriculum intent

The King Solomon High School curriculum is underpinned by our Jewish ethos and our values of learning, charity and community.

Learning

The King Solomon High School curriculum

- is ambitious and designed to educate students in the best that has been thought and said in each subject and to build a cultural capital,
- introduces students to carefully sequenced core knowledge and ideas that will allow them to participate in the community of educated citizens,
- supports, challenges and stretches students of all abilities through mastery and depth, considering their learning needs,
- inspires intellectual curiosity and develops a lifelong love of learning,
- provides students with learning, skills and opportunities to pursue their ambitions,
- uses research-driven pedagogical methods to give students the most impactful educational experiences,
- provides curriculum breadth and ensures that the curriculum is accessible to all students,
- provides an ambitious and well thought out careers education programme.

Charity

The King Solomon High School curriculum

- provides students with a wider curriculum that develops them as empathetic and caring citizens.

Community

The King Solomon High School curriculum

- develops students' knowledge and understanding of Judaism and Jewish identity,
- develops students' understanding of the world, its people, cultures and religions,
- teaches students how to make healthy and safe personal choices



KS4 academic results

King Solomon High School is an academically successful school with GCSE attainment above national averages.



GCSE results	2024
Progress 8	0.36 (above average)
9 - 7	25%
9 - 5	61%
9 - 4	75%
English & Maths 9 - 5	49%
English & Maths 9 - 4	70%



Reasons to work at King Solomon High School

Be part of the success story

- Having been judged as requires improvement by Ofsted, staff will be part of the success story when we move to good and outstanding.
- Our students are fantastic, polite and caring young people. They deserve a world class educational experience. Join us to be part of their future.

Ambition & excellence

- We are ambitious for every student and member of staff.
- We strive for excellence and to be an example of best practice in all that we do.
- We expect all staff and students to be the best they can be.

Staff and student wellbeing

- We are a caring and supportive Jewish community school.
- We have an early finish every Friday at 1.20pm, as part of our Jewish ethos and to promote a work life balance.
- We have a sensible approach to meetings and most meetings for main scale teachers are streamlined into a Tuesday.
- The school is closed on Jewish holidays.
- All staff have access to a private employee wellbeing programme with free counselling and arrange of support services.

Transport links

- We are a 4 minute walk from Fairlop underground station on the central line.
- We are well served by several bus routes and we have a staff car park.

Career development

- We are committed to inspiring ambition and to supporting staff in their career development.

The role



The role: SEMH Learning Coach

Contract: Permanent and full time

Hours: 36 hours per week, approximate hours 8.15am – 4.15pm Monday to Thursday and 8.00am to 2.30pm on Fridays (there is some flexibility around these times).

Salary: LBR 5 Scale, Point 12-15 (£26,880 to £28,080 actual salary)

Line managed by: SENCO

Safeguarding statement

King Solomon High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and be familiar with the school's safeguarding policy. Child protection screening will apply to this post.

Equality statement

King Solomon High School is committed to equality of opportunity and values its diverse staff and student community. All staff are required to adhere to the school's equal opportunities policy. We have a zero-tolerance approach to discrimination, harassment and bullying.

Staff code of conduct statement

King Solomon High School has high standards and expects all staff to behave in a professional manner at all times. All staff are expected to adhere to the school's staff code of conduct policy.



SEMH Learning Coach

Key responsibilities

- Work within the SEND department to undertake activities with either individuals or groups of children to ensure their safety and facilitating their physical, emotional and educational development.
- Carry out pre-planned activities/interventions to support the development of students with social, emotional and mental health difficulties, both socially and academically, following the graduated response.
- Work to establish a supportive relationship with the children and parents concerned.
- Encourage acceptance and inclusion of children with special educational needs.
- Promote and help build students' self-esteem.
- Track and monitor student progress with regards to their social, emotional and mental health needs.

Duties and responsibilities

Main duties and responsibilities are outlined in this job description. Other duties of an appropriate level and nature may also be required, as directed by the Headteacher and/or line manager. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Please note that the post holder may be required to work outside of normal school working hours for school events, meetings and emergencies. This will be communicated in advance and necessary arrangements will be made depending on staff member's role.

Job description

- Assist in administrative duties to support the SEND department.
- Provide support for individual students for them to fully participate in all activities within the Academy.
- Conduct lesson observations on students with potential SEMH difficulties and feedback to the relevant senior staff and the SENCO as part of the plan-do-review process.
- Observe students with SEMH difficulties in their lessons to identify their areas of strength and areas for development for their ongoing intervention plan, contributing to student learning plans.
- Work with other professionals and external agencies, such as SALT, Educational Psychologists, outreach mentors as necessary, offering feedback and implementing recommendations.
- Regularly review and analyse behaviour & safeguarding data to support appropriate selection of interventions.
- Support students with emotional and/or mental health challenges in collaboration with other relevant departments and external agencies.
- To lead SEMH interventions, including ELSA, and any other applicable interventions.
- Plan, carry out and review interventions with small groups and/or individuals to provide high quality tutoring on targeted areas of need.
- Complete tracking data and records of involvement with each student, evidencing the graduated response.
- Promote resilience and harness students' independence in order to prepare them for learning post 16 and adulthood.
- Attend relevant training sessions, with the desire to continuously improve your practice and share best practice.
- Liaise with other educational settings, parents and students to deliver effective transitions from both primary and to post -16 settings.
- Utilise data systems analyse student achievement, attendance, behavioural logs and rewards to plan suitable interventions and mentor students.
- Contribute with feedback to the Raising Standards agenda within the Academy to support the progress of students with SEMH.
- Keep up to date with relevant research and findings on SEMH within young people and how best to support students with this need, both academically and socially.
- Liaise and work in partnership with other learning coaches to provide a well-rounded range of support for students to reach their true potential.
- To collect feedback, contribute, review EHCP outcomes and attend the EHCP annual reviews for students with your specialism.
- Provide evidence to support relevant access arrangements for exams. Work directly with students to facilitate access arrangements, such as acting as a reader/scribe.
- Provide relevant updates and continuous CPD to stakeholders on effective classroom support for students with SEMH difficulties.
- Undertake appropriate training to support students with physical needs and carry this out as required.



Job description

General requirements of all staff

- Adhere to all school policies.
- Work cooperatively with colleagues and under the direction of your line manager.
- Seek support and guidance where needed.
- Always maintain confidentiality.
- Work to promote the safeguarding of all students.
- Promote equality, diversity and inclusion.
- Complete work to a high standard.
- Support and promote the vision of the school.
- Support the school's Jewish ethos.
- Attend school events as required.
- Keep up to date with developments, changes, best practice and legislation in relation to your role.

Review Arrangements

These responsibilities may be amended at any time in the future by the Headteacher in order to respond to the changing demands and needs of the school, national initiatives and statutory legislation. The Headteacher/Deputy Headteacher will consult with the postholder at the appropriate time.



Person specification

Qualifications & experience

- Educated to degree level or at least Level 4 with both English and Maths GCSE at Grade C or 5 or above.
- Experience of working with students with specific and moderate learning difficulties.
- Experience of working with students with SEMH needs.
- Experience of working with students with behaviour challenges.
- Experience of working secondary school aged young people.
- A good understanding of the secondary education system.
- Experience of working with parents and range of stake holders in supporting the needs of young people with SEND.

Skills & attributes

- Ability to think strategically.
- Ability to work proactively with attention to detail.
- Highly developed interpersonal skills including influential skills.
- Willingness to constructively challenge the work of self and others to continually improve own and team performance.
- Ability to manage conflicting priorities, make decisions and resolve issues in potentially stressful situations.
- Ability to work to high standards and with rigor.
- Commitment to equal opportunities.
- Commitment to the school's Jewish ethos.
- Commitment to improving the lives of children.
- Commitment to safeguarding.



Application process

1. Complete the London Borough of Redbridge application form (CVs are not accepted).
2. Complete a personal statement of no more than two sides of A4 outlining how you meet the person specification. Please cover all the points of the person specification as this will be used for shortlisting purposes. **Please complete your personal statement on a separate document and not in the application form.**
3. Email your application form and personal statement to recruitment@kshsonline.uk
4. This vacancy will close on Tuesday 21st January 2025 at 8:30am. We may interview suitable candidates as we receive applications. We therefore encourage suitable candidates to apply as soon as possible. We reserve the right to close the advert at any point before the closing date.
5. Candidates wishing to visit the school or wishing to speak to a member of the Senior Leadership Team before applying should contact recruitment@kshsonline.uk



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