



## **Campaign Pack**

For the vacancy of

**PE Lead Teacher,  
Salisbury Academy for  
Inspirational Learning (SAIL)**



## Letter from the CEO: An Introduction to our Trust

Dear Candidate,

Thank you for taking the time to look at our advert for the PE Lead Teacher which is a unique opportunity arising within the Trust. I would like to take this opportunity to welcome and introduce you to Reach South Academy Trust.

We are a family of schools that work in collaboration for the benefit of all of our pupils and students. We strongly believe that our charitable objectives, to advance education in the UK, are best realised through collaboration, not only within the Trust but also beyond the Trust, where it brings educational benefit to children and young people.

Reach South was established in 2016 to provide primary, secondary and special education in the South West of England. Our academies are part of the wider REACH family that includes REACH2 Academy Trust that operates in the Midlands and South East of England. The two Trusts are independent of each other but share a common set of values: REACH – **R**aising **E**ducational **A**chievement of **C**hildren.

The Trust currently operates 15 academies in Bournemouth, Plymouth, Gloucestershire and Wiltshire. Between them, our academies serve pupils and students aged from 3-years old to 19-years old. We operate: ten primary academies; three all-through 4-16 academies; the University Technical College in Plymouth; and our special academies, The Springfields Academy, for children with autism related conditions sited in Calne and Salisbury and The Peak Academy, for children who have a diagnosis of autism or an SEMH profile in Dursley, Gloucestershire.

Reach South Academy Trust exists to provide schools that serve their local community, offering parents and guardians access to the highest quality of local schools for their children. We are developing Reach South on a clear set of values, curriculum principles and organisational behaviours. At the heart of those values is a belief in our young people and a determination to support them to develop the knowledge, skills and attitudes to become the successful citizens for today and all of their tomorrows. Our vision is to enable individual academies to flourish whilst also ensuring a strong ethos of support and collaboration across our schools. No child's aspirations should be limited by the expectations of others.

Teachers within Reach South belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.



Dean Ashton BSc. MEd. FCCT  
**Chief Executive Officer, Reach South Academy Trust**



## Who we are and what drives us

Reach South is a young and developing Trust which operates across the South West of England with the aim of delivering all through 3-19 education. We operate 15 academies in Plymouth, Bournemouth, Dorset, Gloucestershire and Wiltshire. We are building this Trust on a clear set of values, behaviours and curriculum principles. At the heart of those values and principles is a belief in our young people and a determination to support them to develop the knowledge, skills and attitudes to become the successful citizens for today and all of their tomorrows.

Our core business is delivering exceptional education for children and young people with a mission to help all pupils aspire to achieve beyond the expectations that others put on them. We do this through the development of a talented and committed workforce. In order to deliver exceptional opportunities for learning, we need highly motivated staff across all parts of the organisation.

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### **Equal Opportunities and Safeguarding our Children**

Reach Academy South is an equal opportunity employer. We are committed to creating an inclusive work environment for all employees and actively encourage applications from all parts of the community. We are working hard to create a dynamic and inclusive environment and it's important to us that our people come from a variety of different backgrounds. As part of this we are committed to ensuring that there is no discrimination on the grounds of age, disability, gender reassignment, marriage/civil partnership, pregnancy, maternity, race, religion or belief, sex or sexual orientation at any stage of the recruitment process or in the terms and conditions offered to new employees or promoted employees.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Each post is subject to an enhanced DBS check.

We're proud of how we support our staff seeking to achieve high levels of job satisfaction for our workforce and are aware of the contribution our staff make for the children and families we deliver for and the contribution they make towards our community.



## About the School

SAIL (Salisbury Academy for Inspiration Learning) is a day specialist provider of education in Salisbury, Wiltshire for children and young people aged from 4 to 19 years who have a diagnosis of autism or an SEMH profile.

The school is planned to open on 1<sup>st</sup> September 2023, in temporary accommodation split across two sites. One site is currently in operation and houses 50 pupils with a diagnosis of autism, a further site for 25 pupils will open in September 2023. Both sites will then merge at the earliest opportunity, and move to their permanent home on Wilton Road, in Salisbury. The school will cater for up to 150 pupils, once full.

SAIL's aim is to build safe independent lives for the autistic and SEMH population through a process of understanding, support, and enablement. To achieve this goal the school will look at the unique impact autism and social, emotional, and mental health experiences has on the individual child. From this we aim as a school to personalise the child's curriculum, care, and therapeutic package to ensure every child achieves and experiences success and independence.

This key intent is underpinned by a number of principles. We will ensure that all children make progress, we build and foster positive relationships with parents and carers, put pupil voice at the heart of everything and support all children so they trust, feel safe and secure. This is achievable due to the dedication and support from a range of employed professionals who are passionate, reliable and understanding including dedicated education, care and therapeutic teams.

REACH South is a forward-thinking academy trust that puts the child, and their diagnosis first. The Springfields Academy, Calne was the first Reach South special school (Ofsted good March 2022. NAS advanced status June 2022). The Peak Academy, Dursley formally joined Reach South on August 1 2022 following a period of supportive, handover work. SAIL will be our third specialist provision. The three schools, whilst retaining identity, will work very closely through the next phase of the Trust development and to meet, lead and shape regional agendas.

This strong SEN framework leaves Reach South well placed to address the local and national drive to establish new local SEND partnerships and create local inclusion plans to support the growing demand and level of need. The green paper states that pupils with SEND frequently require access to additional support from a broad specialist workforce to enable them to effectively access their mainstream provision.

## Our competitive offer

We offer an extensive range of career development opportunities and sector-leading rewards including a competitive salary plus a competitive (contributory) TPS pension scheme. Reach South also offers career progression and development opportunities, and access to our Employee Assistance Programme with many other benefits which can be found in our employee benefits brochure - [Reach South Academy Trust - Employee Benefits](#)

## About the role

Reach South Academy Trust is seeking to appoint an inspirational PE Lead Teacher to join SAIL Academy from September 2023. The details of this opportunity are:

<b>Post:</b>	PE Lead Teacher
<b>Location:</b>	Salisbury Academy for Inspirational Learning (SAIL)
<b>Salary Range:</b>	MPS 1 - 6, plus SEN allowance
<b>Hours/Contract Type:</b>	Full time, Permanent

### About the role

As PE Lead the post holder will be a member of the extended leadership team and will be required to support SLT with the overall management and leadership of the Academy including:

- Managing staff and resources
- Monitoring progress towards the achievement of the aims / objectives of the Academy.
- Taking responsibility for the overall effectiveness against key objectives of any specified phase and /or aspect of our provision.
- To work in close co-operation with other leaders to establish and further the development of the Academy:
  - To assist in the day-to-day running of the Academy.
  - To work collaboratively with all other members of the leadership team, on curriculum design, pedagogy that contributes to the improvement of our quality of education.
- Monitor the quality and effectiveness of Physical and Sensory provision for pupils throughout the academy in relation to their needs and their expected progress.
- Work collaboratively on curriculum design, pedagogy development in relation to Physical and Sensory needs to further build our provision and the Academy's reputation.

You will be joining a happy, hardworking, and well-established team of teachers across the academy. You will also work in partnership with our multi-disciplinary therapy team.

### About the successful candidate

We are looking for someone with a passion for making complex concepts accessible for the autistic learner. We are also looking for people who have the following experience and qualities:

- A child-centred practitioner who responds to the individual needs of each child.
- A teacher with good knowledge and understanding of autism and social communication needs and appropriate strategies to support pupils with this need. E.g., TEACCH
- A creative and flexible approach to teaching that builds success through challenge, personalisation, and innovation.
- The confidence and skills to build positive relationships that help to break down barriers, build self-esteem.
- A commitment to enabling all our pupils to overcome their challenges and achieve their potential both socially and academically.
- Experience of primary, secondary (KS3) or specialist provision beneficial.



**Next Steps:**

If you think this role may be for you and want to be involved at this exciting time in our development and have any questions about the position, please get in touch by calling the Recruitment team on 07759365064 or emailing us at [recruitment@reachsouth.org](mailto:recruitment@reachsouth.org).

**Closing date:** for applications is **Wednesday 17th May 2023**

**Interview Date:** Interviews are provisionally booked for **Thursday 25th May 2023**

We reserve the right to interview and appoint prior to the closing date. Therefore, an early application is strongly advised.

**To apply:** for this opportunity, click the 'apply now' button on the vacancy advert page.

**Please note that Reach South Academy Trust is a licenced Sponsor for CoS applications and therefore can consider applications from candidates eligible to apply for Teaching and Teaching Leadership roles (only). For all other roles applicants are required to provide the required documentation where a candidate does not need a Skilled Worker Visa.**



## Job Description

<b>Job Title:</b>	<b>PE Lead Teacher</b>	<b>Reports To:</b>	<b>Headteacher</b>
<b>Location:</b>	<b>SAIL</b>	<b>Accountable To:</b>	<b>Headteacher</b>
<b>Salary/Grade:</b>	<b>MPS 1 – 6</b>	<b>Hours of Work:</b>	<b>Full Time</b>

SAIL builds safe independent lives for autistic/SEMH young people through support, understanding and enablement from the ages of 4-19.

The role of our SEND teachers is critical to the Academy's future. Teachers at SAIL require creativity, flexibility and a commitment to meeting the needs of our pupils through innovative provision and pedagogy.

## Principal Purpose of the Role

To consistently teach good/outstanding PE/Physical & Sensory lessons that engage pupils, meet specificity of need, and provide autism enablement so that progress is made across curriculum, as well as through therapeutic intervention. PE/Physical & Sensory is taught co-educationally.

Additionally, to:

- Assess, monitor, and record pupil progress in PE.
- Build effective working relationships with support staff, other teachers, middle leaders, and therapists to further the development the Quality of Education across the academy.
- To implement therapeutic or academic interventions within PE/Physical & Sensory to meet need as required.

## Requirements and Responsibilities

- To support the Academy ethos, playing a full part in the life of the Academy, and to be a positive role model at all times.
- To respond to SEND and autism/SEMH initiatives relating to the quality of education as directed.
- To acknowledge existing networks for teaching, liaising with other staff at SAIL and when/if required staff at other Academies and schools in Wiltshire, to build outstanding provision.
- To set high standards, professionally and personally, and set a good example at all times.
- To be responsible, alongside other staff, for maintaining good order throughout the Academy.
- To follow policy.
- To ensure that high standards of provision are consistently maintained.

- To accurately record attendance.
- To log all aspects of behaviour/ presentation and report these as required.
- To be responsible for any specialist equipment commensurate with the specific teaching area.
- To communicate effectively with parents/ families regarding both celebration and concern.
- To carry out extra-curricular duties that are reasonable and practicable.
- To read, respond to and update, all individual risk assessments specific to the pupils directly in your care.
- To read and respond to any changes to any safeguarding policy that may be communicated to you.
- To be responsible for the general health and safety aspects of your specific working area.

## Leadership

- To work with leaders to ensure that content is relevant and engaging to pupil need.
- To accord to the Academy's assessment tracking system, carefully monitoring to ensure good/outstanding rates of pupil progress, and tackling underperformance through intervention related to pedagogy and/or content.
- To work with the Academy's SENCO and in time Head of Therapy regarding vulnerable pupils' provision and progress, initiating intervention to support progress as necessary.
- To demonstrate good practice in terms of planning (long term/medium term/short term),
- To be a pro-active member of the teaching team, participating in and guiding professional dialogue and discussion.
- To be alert to the potential for any improvement, expansion, and innovation within the Academy's provision.

## Teaching Team Responsibilities

- Attend Teachers' meetings, Team meetings and focussed solution surgeries as required.
- To demonstrate effective collaboration and information sharing as a member of the Teaching Team and promote collaboration and positive relationships for learning within the Academy.
- Ensure that any decisions made at Leadership level are enacted.
- Disseminate relevant information to colleagues whenever appropriate.



## An Effective Member of Staff Throughout the Academy

- To contribute effectively to the development of a positive ethos in which all children have access to a broad, balanced and engaging curriculum which contributes to pupils' academic, social communication, emotional and physical development whilst preparing pupils for the opportunities, responsibilities and experience of adult life.
- To support the building of autism provision for creativity, enquiry and problem solving in the curriculum that consistently engages our pupils.
- To respect all other staff in the Academy and acknowledge the importance of their roles to our overall effectiveness.
- To contribute to creating a positive and inclusive learning climate where collaborative learning is encouraged.

## Work Activities

The work of an Autism/SEMH/SEND teacher is stimulating, challenging, and varied and may involve:

- Teaching individuals or small groups of pupils within, or outside the class.
- Preparing lessons and resources with an appropriate level of challenge.
- Marking and assessing work in line with the academy policy.
- Developing and adapting conventional teaching methods to meet the individual needs of pupils with autism.
- Collaborating with other colleagues to define appropriate activities for pupils in relation to the curriculum with autism enablement strategies.
- Liaising with other professionals, such as social workers, speech and language therapists, and educational psychologists.
- Working closely with families.
- Organising learning outside the classroom activities such as community visits, school outings or sporting events.
- Updating and maintaining records of pupils' progress.
- Attending and chairing statutory annual reviews or other related meetings, such as Looked After child (LAC) reviews, regarding students with a SEND, which may involve reviewing education, Health and Care (EHC) plans.

## Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Additional qualifications or awards e.g. Autism qualifications, OLEVI Outstanding Teacher Programme</li> <li>Specialist qualifications related to SEND or autism</li> </ul>
Knowledge and Experience	<ul style="list-style-type: none"> <li>Experience of success in ensuring pupil engagement and progress</li> <li>Experience of success for pupils in EYFS/KS1/KS2/KS3/KS4/KS5 with autism/SEMH presentation/SEND</li> <li>Recent experience of teaching pupils with autism/SEMH/SEND, within EYFS/KS1/KS2/KS3/KS4/KS5</li> <li>Knowledge of autism enablement strategies to promote success</li> <li>Track record of delivering interventions that have had a positive impact on pupil progress</li> <li>Secure understanding of how to assess pupils against National Curriculum</li> <li>Excellent classroom practitioner</li> <li>Familiarity with using data to track/assess pupil progress</li> <li>Full understanding of the safeguarding requirements and how teachers promote the welfare of children</li> </ul>	<ul style="list-style-type: none"> <li>Experience of subject leadership and management</li> <li>Recent safeguarding training</li> </ul>
Personal Attributes	<ul style="list-style-type: none"> <li>Ability to engage with, motivate and adapt for students who find learning a challenge</li> <li>Ability to quickly build and sustain effective working relationships with a range of stakeholders, including parents, other teachers, inspection teams, Local authority officers, health professionals</li> <li>A flexible, innovative, and consistently positive attitude</li> <li>Excellent communicator, both orally and written</li> <li>An ability to retain a sense of perspective and humour to motivate all pupils and colleagues</li> </ul>	



## Reach South Multi Academy Trust

### Our Vision, Values and Principles of who we are

#### Aspiration Beyond Expectation

Reach South is a new academy trust that was set up as a sister trust to REAch2. The trust is founded on the same values and draws strength from being linked to a wider family of schools. At our core, we are a local trust serving the South West of England with the objective of operating schools that deliver exceptional learning opportunities for children and young people of all school ages.

Our central mission is for Reach South pupils to aspire to achieve beyond the expectations that others place on them.

Reach South Academy Trust exists to provide schools that serve their local community, offering parents and guardians access to the highest quality of local school for their children.

#### Our Core Values

- **Inclusivity.** Reach South is for all children. We recognise that some children will face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical or cognitive. We are committed to helping all children, particularly the most vulnerable, to overcome these so that they can grow and thrive to be well rounded, healthy, educated citizens.
- **Promoting social mobility.** This is a fundamental driver for Reach South. Although we recognise that each school's context and history informs our approach, this is never an excuse for accepting mediocrity or poor performance. An inclusive approach requires an explicit commitment to improving social mobility for all children. To do this, we insist on:
  - high standards of educational achievement;
  - high standards of social skills and interpersonal skills;
  - high standards of communication skills;
  - high standards of critical thinking, problem solving and creativity; and
  - understanding of society, economy, environment and an appreciation of contribution and participation.
- **Serving our local communities.** Children's education cannot be isolated from their social context and, in particular, their family and peer environment. To raise a child's aspirations beyond their expectations, we must also raise the aspiration of their families and the wider community. Community engagement is not an additional activity that successful schools do; it is fundamental to how they work. Beyond that though, we embrace the fact that the school exists to serve its community; it belongs to the community. Each of our academies will ensure that the curriculum reflects the needs and uniqueness of its community.

- **Believing in the potential of our young people.** Aspiration is a precursor to self-improvement; it is not sufficient in itself but limited aspiration will limit achievement. It is our duty to believe in the potential of all of our children and to make that belief infectious. We need the community to believe in their children, and we need the children to believe in themselves. Aspiration itself becomes a driver and a motivator for educational achievement and personal success.
- **Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development.** We educate children to improve their own life chances and opportunities, but we also educate them as trusted members of a community and a global society. Through education, we want to contribute to securing a society capable of developing, evolving, improving and being sustainable.

## Our Curriculum Principles

- **High standards of educational achievement.** Education is about much more than formal test and examination grades. Assessment and examination is, however, a measure of each individual's mastery of skill, knowledge, attitudes and readiness to progress to the next stage of learning, work and life. Formal educational achievement provides young people with opportunities and choices. We have a duty to make sure that our young people are as well placed as they can be to access those opportunities and choices.
- **Broad, rich and experiential curriculum.** Our aim is not to provide a narrow education that simply provides examination grades. We want to equip young people to grow as healthy rounded individuals and citizens, who make a full contribution to community and society. Our curriculum is rich and experiential. It promotes autonomous and critical thinking skills, promoting creativity and entrepreneurship as well as social skills and communication skills.
- **Relevant learning pathways.** As our pupils move from primary to secondary school and on to further or higher education, we will ensure that they can access learning pathways that are relevant to their aspirations and developing talents. These pathways need to be relevant to both the individual and the needs of the wider community. Our secondary schools will engage closely with employers and Higher Education institutions to ensure that learning is truly relevant and best prepares young people for the world of work and social engagement.
- **Research based curriculum.** There is now significant international body of research evidence about what is effective in learning and how children's brains develop. Our views about curriculum and learning will always be rooted in verifiable and independent research evidence.
- **Teaching young people to be effective learners.** So they can engage fully with our curriculum, we are committed to teaching our children and young people how to be active learners; and how to embrace feedback and mistakes as the springboard for further learning and development.

## Our Core Behaviours

- **Encouraging professional freedom.** We expect our school leaders and staff to develop a curriculum that is relevant to local context and is consistent with the values, principles and behaviours of Reach South. We require consistency but not conformity. We encourage professional freedom within boundaries.
- **Championing young people, not institutions.** We will always champion our young people, even if this conflicts with being the champion of our institutions. For example, where the most appropriate learning pathway for a young person is found in another institution, this would mean a loss of funding to the Trust. Under all circumstances, we are absolutely clear that we will always put the interests of the young person first.
- **Collaboration not competition.** As a charitable education trust, we will collaborate and work with other organisations to deliver positive outcomes for children. Reach South already has very close synergies and association with REAch2 and other Academy trusts. We also seek to collaborate with other organisations, Local Authorities and Government agencies where it brings benefits to our young people.
- **Integrity and Trust.** We behave with the highest integrity at all levels of the organisation. These behaviours are critical to our organisational growth and sustainability.
- **Developing our people.** Integrity without competence would do little to build confidence in our ability to deliver what we promise. We will build and maintain a reputation for expert organisational competence through the development of skills and capacity in our people and our organisation.

