

Behaviour and SEMH Lead

Recruitment Pack



Nurturing inclusive learning communities

CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Behaviour and SEMH Lead at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

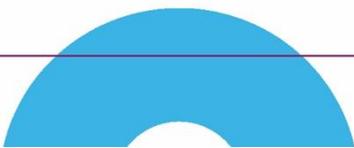
We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We will soon have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy (due to join the Trust during 2023) and we have high aspirations for future growth. In addition to the academies, the Trust provides wide ranging early intervention outreach support and training to mainstream schools, alongside managing the statutory exclusions process on behalf of Kirklees Local Authority.

Thank you for your interest in Ethos Academy Trust.



Jayne Foster
CEO, Ethos Academy Trust





DIRECTOR OF EDUCATION WELCOME

Dear Applicant,

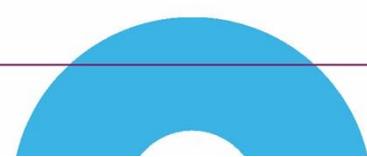
We wish to appoint a Behaviour and SEMH Lead to work across our Trust. We are looking for an exceptional individual who shares the vision and values of Ethos Academy Trust and who will be ambitious for all of its academies and all of our children and young people.

In our Trust we believe that all pupils deserve the opportunity to be supported and to re-engage with learning and school life. Our academies provide stimulating, safe and welcoming environments. The staff across all of our academies pride themselves on offering a nurture-based approach and a high-quality educational provision that supports pupils to achieve positive outcomes.

We are seeking to appoint a strong and experienced individual who can support our strategy and develop our existing ways of working alongside knowledgeable Central and Executive Team, and committed staff across our Trust. The successful applicant must be dedicated to supporting all our young people to reach their full potential.

I would like to thank you for your interest in Ethos Academy Trust and I look forward to receiving your application

Ann-Marie Oliver
Director of Education



TRUST MISSION

Our vision at Ethos Academy Trust is to create **nurturing inclusive learning communities**.

To enable us to achieve this, our mission is that Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.



Leading

with integrity

- Championing honesty and transparency
- Building trusting relationships



Encouraging

freedom and responsibility

- Working collaboratively
- Investing in effective partnerships



Thinking

innovatively

- Finding creative solutions
- Meeting individual needs



Improving

continuously

- Raising standards
- Developing strong and effective leaders



Celebrating

achievement

- Improving academic progress
- Enriching personal development

ETHOS
ACADEMY TRUST

Nurturing inclusive learning communities



Nurturing inclusive learning communities

Ethos College provides long term full time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs. Additional 1:1 teaching is also available for a small number of pupils across Key Stages 1 to 4 who are referred with medical needs or for those whose needs are more complex.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



Nurturing inclusive learning communities

Evolve Academy is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



Nurturing inclusive learning communities

Elements Academy opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We are able to offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.



Nurturing inclusive learning communities

Reach Academy is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. Some have been permanently excluded from Kirklees secondary schools. A high proportion of children make a successful return to their local or another mainstream school following their time at Reach Academy, while some progress to special school provision in order that their long term needs can be met.

We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



Nurturing inclusive learning communities

Engage Academy is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) who are at risk of permanent exclusion and / or are permanently excluded from a mainstream school. A high percentage of our children have Social, Emotional Mental Health (SEMH) needs along with undiagnosed complex needs. All pupils are assessed whilst with us and the majority receive an Educational Health and Care Plan (EHCP) prior to going to their next school ensuring their needs are met in the future.

We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have a broad, creative curriculum that enables all pupils, regardless of need, to achieve their potential and thrive in their new schools.



Outreach Teaching and support staff within Ethos Academy Trust provide Outreach Services in Kirklees, supporting and working in partnership with mainstream primary and secondary schools. Our team members also work effectively with wider partners, including health & social care, to ensure early identification and ongoing assessment and timely support for children and young people with wide-ranging social, emotional and mental health needs. Experienced teachers offer advice to schools through our Outreach Advice portal and through Single Point Referral.

The Outreach Team also provides transition support through experienced Inclusion Workers for children who have been permanently excluded from school and children with Education, Health and Care Plans who require a bespoke transition into a new setting. The support for our children, young people and families is part of Ethos Academy Trust's continuum of SEMH provision.



WHY WORK FOR THE TRUST?

Ethos Academy Trust spans West and South Yorkshire, with all of our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.

At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all of the children and young people within our community at the heart of what we do. Our staff are pivotal in this and also in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for pupils.

Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff, and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
 - All employees have the opportunity to access a pension scheme.
 - All employees have access to Healthline which includes 24/7 Employee Assistance Programme and services such as physio and counselling for employees and their dependants
 - An opportunity to collaborate with colleagues across our academies and within the Central Trust teams, with other academies and Multi Academy Trusts on a local and/or regional basis.
 - Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
 - Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted gift cards.
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I started working for Ethos College around 11 years ago as a Grade 7 Inclusion Worker. It was an immensely enjoyable and rewarding position. I loved the fact that I could support the social and emotional development of young people and have the ability to make a huge impact on their lives. I was inspired by our talented team and decided to combine my passion for science and education to train to become a qualified teacher. Ethos College supported me all the way and when a position became available, I applied and was so proud to take up the post of science teacher. Since then, I have not looked back! I am now working within the Senior Leadership Team at Ethos College, helping to develop our offer to young people educated around the local authority. Working at Ethos College and being part of the transformation of the lives of our young people is an absolute privilege.

EMMA GANNON,
ASSISTANT HEADTEACHER –
ETHOS COLLEGE





I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust twelve years ago as an inclusion worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification and, most recently, training to become a SENDCo. I gained a role as Deputy SENDCo, with a promotion to SENDCo at Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

SARAH SIMMONDS, SENDCO - REACH ACADEMY



During my 6 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role two years ago, I am now a member of the Senior Leadership Team at Ethos College and have been supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

JACK GHEE, ACTING ASSISTANT HEADTEACHER - ETHOS COLLEGE



ADVERT FOR BEHAVIOUR AND SEMH LEAD

Job Title: Behaviour and SEMH Lead

Grade: 13

Hours – 37 hours per week – TTO plus 5 days

Permanent

Closing date: 28 February 2023 at 9am

Full time salary - £43,516-£45,295 (full time salary), £37,741-£39,458 (actual salary)

Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint a Behaviour and SEMH Lead to join our passionate and hardworking team at Ethos Academy Trust.

If you are looking for a new and rewarding challenge in education and you are committed to and passionate about making a difference, then we look forward to hearing from you.

Closing date: 28 February 2023 at 9am

Interview date: Week commencing 6 March 2023

If candidates would like to visit the Trust or have a telephone call with the Director of Education, the following dates and times are available:

10 February 2023 between 12.30pm and 14.30pm

24 February 2023 between 15.00pm and 17.00pm

If you require further information or would like to arrange a visit or telephone call, please contact amoliver@eat.uk.com

You can apply for the vacancy at <https://www.eat.uk.com/recruitment-portal/current-opportunities/>



BEHAVIOUR AND SEMH LEAD JOB DESCRIPTION

Job title	Behaviour and SEMH Lead
Location	Working Trust wide (Base: Central Team office at Reach Academy, Batley)
Hours	Full time
Reports to	Director of Education
Staff responsible for	No line management responsibility initially but may be required to undertake line management of relevant staff as the Trust grows
Closing Date	28 February 2023 at 9am
Salary/Grade	Grade 13 -£43,516-£45,495 (full time salary), £37,741-£39,458 (actual salary)
Job Purpose	<p>Work under the guidance of the Director of Education to support across the Trust and external organisations.</p> <p>Work with members of the senior and middle leadership teams to develop and implement systems which enable behaviour change through the development of positive behaviours for learning.</p> <p>Provide specialist knowledge, coaching and training in the areas of behaviour and SEMH to support young people and their identified Special Educational Needs.</p> <p>Lead, model and develop appropriate interventions to support and improve behaviour, and support staff in developing excellent classroom practice that supports positive learning behaviours.</p> <p>Support the maintenance of a calm and purposeful learning environment in each Academy, whilst addressing the needs of pupils who need particular help to overcome barriers to learning.</p> <p>Provide training and support for schools and organisations outside of the Trust to ensure that pupils are able to engage both in the classroom and across the wider community, in line with the Trusts' strategic objectives.</p> <p>Report on behaviour and SEMH to a range of stakeholders including the wider executive team, local tiers of governance and the Trust Board.</p>



KEY OBJECTIVES AND ACCOUNTABILITIES

Main Duties

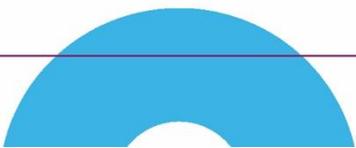
- Be a highly visible, proactive and approachable presence to pupils, staff and other stakeholders in and around our schools, and at academy and Trust events, whilst sustaining the specific demands of the role.
- Ensure that a safe and supportive learning environment is provided for all pupils.
- Work with staff to promote inclusive practice underpinned by the Nurture Principles, Restorative Practice and a trauma Informed culture.
- Participate and support in comprehensive assessment of pupils to determine those in need of particular help and work with relevant staff members to develop a comprehensive range of support arrangements and interventions for pupils.
- Through modelling, promote and ensure health and safety, positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy.
- Contribute to the Trust development priorities with a focus on Behaviour and SEMH.
- Keep up to date with Ofsted and other statutory requirements, ensuring developments and updates are communicated efficiently to the CEO, Executive Team and other relevant colleagues.
- Be proactive in searching out evidence-based leading practice from across the system, evaluating our own against it, and making positive recommendations to various stakeholders on how it may be incorporated into our academies in a planned and systematic way.
- Have high expectations against external benchmarks, engaging in systematic quality assurance, preparing for inspections, self-evaluation and improvement planning for all aspects of behaviour and SEMH.
- Work with Senior Leaders to develop, implement and deliver appropriate programmes of training and staff development.
- Continually monitor and interpret behaviour data from across the Trust, reporting as necessary.
- Lead professional networks in the area of behaviour, including co-ordination of the Trust's team teach trainers and lead practitioners in areas of SEMH and behaviour.

Training and development

- Undertake appropriate and professional development consistent with identified needs.
 - Commitment to working with several local authorities and other trusts and learning communities.
 - Be well-read and informed about general educational developments that are specific to the role, and keep others informed of these.
 - Develop and maintain a culture of high expectations for self and others, taking appropriate action when performance is unsatisfactory.
 - Review own practice, set personal targets and take responsibility for own CPD.
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General

- Act with integrity, honesty and professional competence and understand the importance of confidentiality.
- Have a positive attitude towards working with vulnerable young people including the ability to be understanding, responsive, calm and supportive.
- Carry out your duties with due regard to current and future Trust and academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Trust communications.
- Take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety at Work Act.
- Demonstrate day to day commitment to the Trust's vision, mission and core values.
- Carry out such reasonable additional duties as may from time to time be determined by or on behalf of Trust Senior Leaders and the Trust Board.



PERSON SPECIFICATION

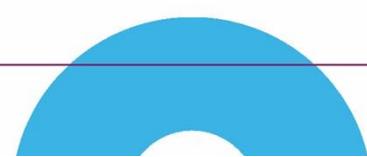
	Key Criteria	Essential (E) / Desirable (D)
Knowledge, Education and Training	GCSE Grade A*-C (or equivalent) in Mathematics and English	E
	Meets Higher Level Teaching Assistant standards or equivalent qualification	E
	Knowledge of theory and best practice in areas of positive behaviour management including Nurture, restorative culture and trauma informed practice.	E
	Knowledge of the Ofsted framework and recent changes	D
	Knowledge and experience in positive handling, preferably Team Teach	E
	Evidence of recent further professional development	E
	Qualifications or relevant experience in related area i.e., SEMH, behaviour or mental health	D
Relevant Experience	Experience of working in a school setting	E
	Proven relevant and recent experience of working with children and young people with complex social, emotional and mental health needs	E
	Proven track record of successful leadership of school improvement in the area of behaviour	E
	Proven experiencing of planning and delivering interventions and in developing and delivering personalised approaches to behaviour and SEMH	E
	Proven ability to communicate and report to varied stakeholders	E
	Proven ability to liaise with school leaders, Local Authorities, professional networks and external organisations successfully	E
Aptitudes, skills and competencies	Excellent interpersonal skills and experience of developing successful relationships with a range of stakeholders	E



	Excellent communication, influencing and negotiating skills across a range of internal and external stakeholders	E
	Proven ability to lead, motivate and enthuse individuals and teams to achieve and sustain positive outcomes	E
	Ability to challenge, motivate and lead others to create a forward-thinking organisation committed to improvement	E
	Strong ability to interpret statistical data and report back to a range of audiences and evaluate and interpret information to make decisions	E
	Strong verbal and written communication skills including excellent presentation and report writing skills	E
	A good understanding of what constitutes 'outstanding' in your field of expertise and have the ability and confidence to communicate and secure this	E
	Excellent self-management, including time management, working under pressure and to tight and conflicting deadlines	E
	Commitment to drive innovation and lead with integrity	E
Any additional factors	Evidence of commitment to promoting the welfare and safeguarding of children, and an understanding of the importance of ensuring all pupils feel safe and included	E
	A trainer in positive handling preferably Team Teach	D
	Demonstrable knowledge and understanding of equality, diversity and inclusion issues and legislation, with a commitment to providing equal opportunities to all stakeholders	E
	Driving licence and use of own vehicle	E

Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.



Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

Online checks for shortlisted candidates

In accordance with DfE Keeping Children Safe in Education 2022, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

GDPR

A copy of our Privacy Notice is available via our website: www.eat.co.uk