



Intervention Instructor SEMH

# Recruitment Pack



Nurturing inclusive learning communities

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## CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Intervention Instructor 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.

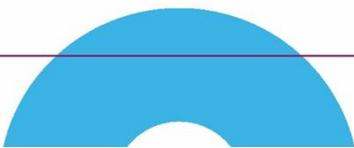
We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve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

Jayne Foster  
CEO, Ethos Academy Trust



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## HEADTEACHER WELCOME

Dear Applicant,

Elements Academy is a special school which opened in September 2022 in Rotherham, South Yorkshire. We offer 135 places for Key Stage 2 – 4 pupils (aged 7-16) who have an Education, Health and Care Plan (EHCP) where Social, Emotional and Mental Health (SEMH) is identified as the primary need.

Ethos Academy Trust has a long-standing reputation for achieving outstanding outcomes with vulnerable pupils. Our nurture-based philosophy underpins our practice. At Elements Academy, we provide a caring, stimulating, safe and welcoming environment where learning is enjoyable, and teaching is personalised to the needs and interests of individuals. Pupils are supported to fulfil their academic potential whilst developing the long-term confidence and skills required to succeed in post-16 education, employment or training.

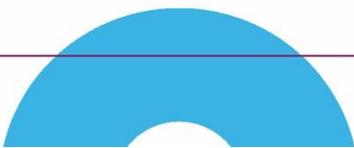
Our outstanding staff teams are skilled at working with young people with needs across the SEMH range. In partnership with parents, carers and other professionals, we take a holistic approach to ensuring a young person's needs are identified and met throughout their journey at Elements Academy, preparing them for the next stage of their lives.

At Elements Academy, you will find strong, hardworking and dedicated members of staff. We believe in investing in our staff team and all staff have the opportunity to access high quality internal and external professional development. Working within Ethos Academy Trust is extremely rewarding; making a difference to vulnerable children and young people, knowing that the work you do has a genuine, long-term impact on a young person's education and life chances.

We are seeking to appoint an enthusiastic Intervention Instructor, specialising in SEMH, to join our team. The successful applicant must be dedicated to supporting our young people to reach their full potential. We would like to thank you for your interest in Elements Academy and we look forward to receiving your application.



Vicky Woodrow, Headteacher



# 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.



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**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.

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## 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.

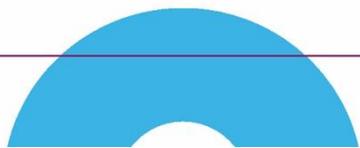
At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all of the children and young people within our community at the heart of what we do. Our staff are pivotal in this and also in recognising, achieving and bringing to life our vision and values.

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 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.



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



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## ADVERT FOR INTERVENTION INSTRUCTOR - SEMH

Job Title: Intervention Instructor (SEMH)

Grade: Band F

Hours: 37 hours per week, working term time plus 5 INSET days

Permanent

Closing date: 24 March 2023 at 9am

Full time salary: £24,496 - £26,845

Actual salary: £21,481 - £23,541

### 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 an Intervention Instructor to join our passionate and hardworking team at Elements Academy.

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

Closing date: 24 March 2023 at 9am

Interview date: 30 March 2023

If you require further information or would like to arrange a visit, please contact [vwoodrow@eat.uk.com](mailto:vwoodrow@eat.uk.com)

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

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## INTERVENTION INSTRUCTOR -SEMH JOB DESCRIPTION

<b>Job title</b>	Intervention Instructor - SEMH
<b>Location</b>	Elements Academy, Rotherham
<b>Hours</b>	37 hours per week, working term time plus 5 INSET days
<b>Reports to</b>	Pastoral Manager
<b>Staff responsible for</b>	Determined by line management structure
<b>Closing Date</b>	24 March 2023 at 9am
<b>Salary/Grade</b>	Band F Full time salary: £24,496 - £26,845 Actual salary: £21,481 - £23,541
<b>Job Purpose</b>	We are looking to appoint an Intervention Instructor to join our passionate and hardworking team as we seek to enhance our SEMH offer to students. By working closely with SLT, the SENCO, teachers and Learning Support Mentors, you will be responsible for planning, implementing and reviewing a number of holistic one to one or small group intervention programmes for learners with complex SEMH needs, helping them to achieve their full potential and support the process of transitioning them throughout school and into post-16 education, employment or training.

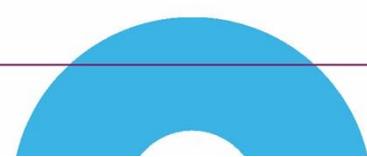
### KEY OBJECTIVES AND ACCOUNTABILITIES

#### Main Duties

- To promote and actively support the mental health and wellbeing of our students by developing and delivering SEMH interventions across the academy to a high standard, informed by SEN data and teacher observations.
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- Work one-to-one, or in small groups with designated students with the aim of reducing SEMH deficits, creating long term positive attitude changes and developing students' life skills and aspirations.
  - Offer support and guidance around healthy eating habits, hygiene and making positive lifestyle choices including health and fitness and be able to deliver interventions around these areas.
  - Offer support and guidance around mental health, wellbeing and developing a positive mind-set and be able to deliver interventions around these areas.
  - To establish, develop and sustain productive working relationships with students, parents and staff of other schools/agencies acting as a positive role model.
  - Ensure the content and delivery of the mentoring sessions is tailored to the needs of the students.
  - Aim to narrow BOXALL deficits of the students you are working with by following research-based intervention programmes.
  - To work with the Pastoral Lead to support pupils to work towards meeting the targets that are identified from their BOXALL profiles.
  - Work closely with SLT, the SENDCo and the wider staff team to regularly assess and develop your skills.
  - Track, monitor and evaluate the impact of interventions; analysing data and reporting to Senior Leaders.
  - To review the progress made at the end of each programme, with recommendations for next steps and share these with the staff team.
  - To plan opportunities to develop the social, moral, emotional and cultural aspects of students' learning.
  - Maintain individual student progress records as necessary and ensure that they are kept up to date using the MIS system and CPOMMS.
  - Plan and deliver professional development, contributing to whole school professional development.
  - To monitor progress and report on this regularly
  - To provide progress data to support the EHCP review process

## 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 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 as determined by or on behalf of Trust Senior Leaders or the Trust Board.
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## PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
<b>Knowledge, Education and Training</b>	GCSE Grade A-C (or equivalent) in English and Maths	E
	A higher-level qualification in a related area (or equivalent experience)	E
	Related teaching or mentoring qualifications	D
<b>Relevant Experience</b>	Experience of working with young people	E
	Experience of working with young people with Social Emotional and Mental Health as their primary lead	D
	Experience of leading on the planning and delivery of interventions	E
	Training in the relevant learning strategies to support pupils with Special Educational Needs	E
<b>Aptitudes, skills and competencies</b>	Passion and commitment to working with young people with the ability to connect and relate	E
	Experience of leading on the planning and delivery of interventions	E
	Ability to plan effective interventions around mental health, wellbeing and developing a positive mindset	E
	Ability to track, monitor and evaluate	E
	Positive attitude and high energy when approaching your work	E
	Ability to manage change and adapt to unexpected demands and resilience to working in challenging environments	E
	Ability to assess priorities and manage competing deadlines both as a member of a team and independently, demonstrating initiative	E
	Ability to engage and work effectively with hard-to-reach parents and key family members	E
	Willingness to lead extra-curricular activities	E



	Possess high standards of verbal and written communication skills, with the ability to deal with enquiries in a professional and sensitive manner	E
	Effective interpersonal skills working with a range of internal and external stakeholders with the ability to handle challenging conversations with confidence and sensitivity	E
	Proficient in the use of a range of IT software packages to support learning	E
	Commitment to safeguarding and promoting the welfare of young people	E
Any additional factors	Act as a role model and represent the Trust professionally, both internally and externally	E
	Understanding and commitment to working in line with legislation and Trust policies and procedures	E
	Commitment to ongoing personal training and development	E
	Willingness to work outside of normal school hours as required	E
	Willingness to undertake an Enhanced Disclosure and Barring Service Check pre-employment and maintain membership of the update service	E
	Full, clean driving licence and own vehicle with business insurance	D
	Ability and willingness to drive the school minibus	D

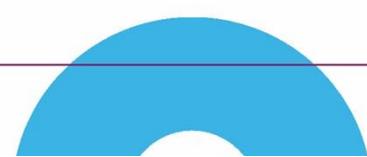
### Safeguarding statement

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](http://www.eat.co.uk)



Nurturing inclusive learning communities

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c/o Reach Academy  
Field Hill Centre  
Batley Field Hill  
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