



Dallam School

Work with us

Post: SEMH Lead

Required: *September 2025*

Salary: NJC Salary Scale 6 points 19 - 22 currently £32,061 - £33,699 per annum, full time equivalent (£27,454 to £28,856 per annum, actual gross salary)

Hours of work: 37 hours a week term time plus 1-week, permanent post

Courage | Respect | Compassion | Endeavour | Integrity

Welcome to Dallam



Steven Henneberry
Headteacher

"Staff, including those in the early stages of their careers, feel well supported by leaders."
Ofsted, 2023.

We're a vibrant and friendly comprehensive school where our children can continue studying into Sixth Form or study away from home, staying in our State Boarding House.

Dallam School offers day and boarding students a place to achieve academically, enjoy a wide range of creative and outdoor opportunities, and develop into a responsible and caring individual.

That inclusive ethos carries across to our team. We recruit from all walks of life and provide a friendly and supportive environment where the wellbeing of our staff is prioritised.

We aim to be the place where staff can develop their careers and achieve their ambitions, through high quality professional learning. It's a positive work environment where we grow our own talent and build career ladders.

Most importantly, we support staff to see clearly the contribution they make to our school community and the children who thrive here.



Our school

■ **Location:** Cumbria, United Kingdom

■ **Type:** Mainstream School

■ **Phase:** Secondary

■ **Funding status:** State - Academy

■ **Gender:** Mixed

■ **Age range:** 11 - 19 years

About Dallam School

Dallam has a long and successful history with a heritage and traditions stretching back to 1613. The school is grounded in traditional values but we're also forward-thinking and innovative and today, it is a popular mixed comprehensive with students often studying with us from Year 7 to Year 13. Students from our South Cumbria catchment join those travelling in daily from North Lancashire. While our international boarders bring diversity and richness.

We formed the South Westmorland Multi Academy Trust in 2016 and remain a single academy, maintaining close links with local secondary schools and Kendal College.

We have a supportive and inclusive culture in and around school where community is at the heart of all that we do. This includes the working relationship between teachers and students, the trusting relationships with form tutors and the pastoral team, and the honest relationships our staff develop with parents and carers.

Expert staff, specialising in their subjects up to A-level, teach throughout the school. We offer extra-curricular opportunities from music and drama to a full sporting programme that makes use of our excellent indoor and outdoor facilities.

All of this makes Dallam an excellent place to work.



Our values

Learning for all, learning for life

We're a supportive, caring community working hard to meet all student needs. Everyone's wellbeing and welfare is a top priority. We offer a wide range of enrichment activities beyond the curriculum.

Our vision:

At Dallam School, we believe that education empowers students with the knowledge, skills and values they need to build a better future for themselves, their families and their community. At our school, every student develops the confidence and courage to be themselves and has access to opportunities that unlock future success. The inclusive and innovative ethos of Dallam School creates an inspiring environment in which every student can shine in their own way.

Our values:

- Courage (be brave)
- Endeavour (strive for excellence)
- Respect (others, self and environment)
- Integrity (be honest)
- Compassion (be kind)



What we offer

Dallam School lives and breathes its People Vision



A learning organisation in which our people...

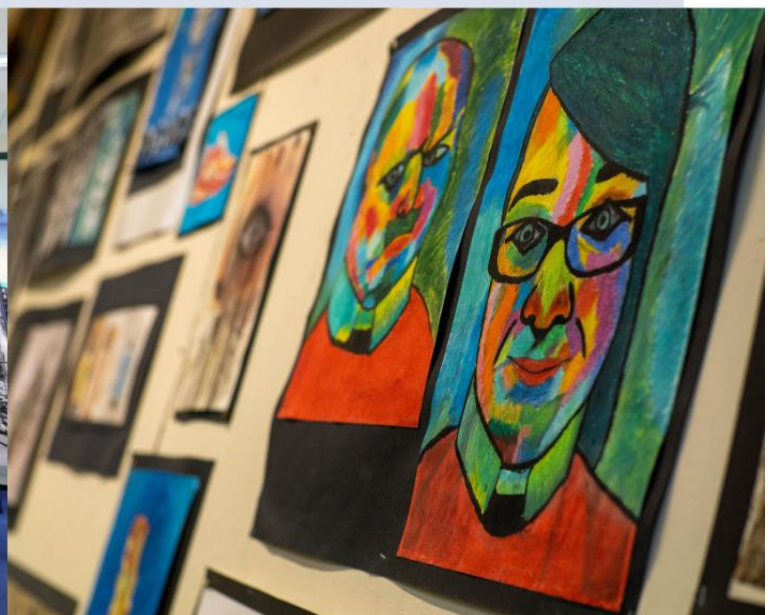
- receive care and support in a welcoming, collaborative community;
- feel a sense of agency and control;
- are committed to their work and our school and are recognised for this;
- engage in evidence-based and research led practice;
- experience a level of challenge in their work which is both stretching and rewarding, and;
- have access to high quality and bespoke professional development and career progression.



Ours is a positive work environment where regular recognition of achievements helps to create a sense of purpose and satisfaction in our people, leading to increased engagement, motivation and improved outcomes for our children.



It is important to us that everyone is able to play a part in shaping the direction of Dallam School and that all staff are supported at every stage along this journey.



Professional development

We aim to be the place where staff can develop their careers and achieve their ambitions, through high quality professional learning. We strive to create a working environment that impacts positively on staff development; a culture of mutual trust, respect, openness and commitment to student achievement.

You can expect us to:

- Ensure access to high quality and bespoke professional development and the opportunity to progress your career at Dallam School
- Provide opportunities for staff to take on leadership roles, and, participate in project-based, collaborative thinking and learning
- Enable teachers to collaborate to refine their teaching practices and work together to solve problems in school. This includes working with partner schools to improve individual practices and school wide policies and protocols
- Secure a continuous appraisal process with meaningful feedback which enables staff development. Regular professional development conversations allow staff to excel in their roles, provide feedback on what support and progression they want, stay current with best practices, and continuously improve their craft



Working in a
great location



Working in a great location

Our setting

Dallam School is set in the beautiful English countryside in the north of England, with busy village life in Milnthorpe on our doorstep. Milnthorpe is home with lots of shops, cafés, takeaways, and friendly local people. It's a good contrast to the quieter and older village of Heversham where you'll find our Boarding house.

Well connected

Dallam is brilliantly located to connect out to the rest of the country. By road you are soon on the M6 motorway, with the Scottish and Yorkshire borders close by. Trains from Oxenholme Lake District, Carnforth and Arnside get students to UK cities like London, Edinburgh and Glasgow in under 3 hours. The nearest international airports are Manchester and Liverpool, followed by Glasgow. There are ferry links at Heysham for the Isle Of Man too.

The Lake District

Over 18 million people visit the Lake District each year; it is a pretty special place. Some of the mountains that make up this UNESCO World Heritage site can be seen from the boarding house. Just 20 minutes by car, it's a place that's as important to humanity as the likes of the Taj Mahal and the Grand Canyon. Our team take lots of opportunities to explore this extraordinary landscape and all that it offers - from active adventure to artistic inspiration.



Job description – SEMH Lead

Salary: NJC Salary Scale 6 points 19 - 22 currently £32,061 - £33,699 per annum, pro rata
Hours: 37 hours per week - term time plus 1 week

The job description may include all such other duties as the Headteacher and Trustees may reasonably expect from time to time.

Purposes of the Post

1. Assist the SENDCO in the strategic development of special educational needs (SEND) policy and provision in the school.
2. Be responsible for day-to-day operation of the SEND policy and co-ordination of specific SEMH provision and intervention to support small pupil groups and individuals with SEND.
3. Provide professional guidance to colleagues, working closely with staff, parents and other agencies.

Relationships

1. The post-holder(s) report to:
 - a. The SENDCO
 - b. Senior Leadership Team link – Assistant Headteacher

LOCATION: Dallam School, Milnthorpe, with travel if appropriate and necessary

DISCLOSURE LEVEL: Enhanced

SPECIFIC TASKS RELATED TO JOB PURPOSE:

- A. Strategic development of SEN policy and provision
 - Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision
 - Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND
 - Ensure the SEND policy is put into practice, and that the objectives of the policy are reflected in the school improvement plan
 - Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- B. Operation of the SEND policy and coordination of provision
 - Maintain an accurate SEND register and provision map
 - Provide guidance to colleagues on teaching pupils with SEND, and advise on the graduated approach to SEND support
 - Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
 - Be aware of the provision in the local offer

CONTINUED – Job Description SEMH Lead

- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEND
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness

C. Leadership and management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND
- Lead and manage teaching assistants working with pupils with SEND

D. To work in conjunction with the SLT to ensure that:

- That all vocational programmes in their subject areas are accredited and are making a significant contribution to the Academy's targets
- To ensure that SEND students are accredited and are making significant progress to the Academy's targets
- The external examination systems for their SEND department are being run effectively and efficiently

E. To line manage designated support staff in ensuring that they are working in unison to:

- Produce the highest quality of teaching and learning within their area of responsibility
- Ensure that their area of responsibility is striving towards the achievement of, or even surpassing, the Academy targets
- Drive the Academy towards 'cutting edge' status

F. To lead on all matters concerning the use of data to:

- Monitor the progress of the students within the department towards their annual targets
- Identify and challenge underachievement of students
- Detect good practice in terms of impact and disseminate that good practice across the department and the Academy as a whole

To work with the data manager and relevant senior leaders in preparing responses for the subject review and post-examination analysis review processes

CONTINUED – Job Description SEMH Lead

G. To work in conjunction with the relevant leader in ensuring that all staff absence within the department are:

- Approved if known in advance
- Covered to the highest possible standard

H. To take on any whole school initiative or responsibility that the Headteacher may direct or request.

AREAS OF SPECIFIC ACCOUNTABILITY:

A. Strategic Direction and Development

1. To be a dynamic and supportive member of the department team, playing an important role in its drive to become a leading edge, innovative, high performing, and emotionally intelligent Academy fit for the 21st century.
2. To make a significant and notable contribution to the strategic development of the Department as well as taking personal responsibility for the monitoring and successful completion of the Department strategic plan as well as playing a leading role in the annual cycle of academy wide monitoring, evaluation and review
3. To energetically support the management of an agenda of significant change to raise standards and outcomes in all areas of their Department and the Academy as a whole as it moves to become a leading edge Academy.
4. To actively support as well as strategically developing and maintaining Academy policies and practices that promotes high expectations, high achievement and inclusion through effective teaching, learning and behaviour modification within their area of responsibility.
5. To work at the direction of, and in conjunction with, the Headteacher in drawing up the termly strategic plan; determining strand ownership and setting challenging targets for the Department.
6. To strategically plan and implement a regular series of meetings with subject staff to ensure that they are working in unison to:
 - Produce the highest quality of teaching and learning within their area of responsibility.
 - Ensure that their area of responsibility is striving towards achievement of, or even surpassing, the Academy targets
 - Drive both the Department and the Academy towards 'cutting edge' status
7. To strategically prepare, in conjunction with the Data Manager, on the preparation of the data needed for the Department response at each review meeting in order to drive the Department area towards the achievement, or surpassing, of its annual targets.

CONTINUED – Job Description SEMH Lead

8. To lead on the strategic planning of the Department calendar whilst ensuring that its scheduling of meetings is in accord with the national regulations regarding workload.
9. To strategically lead on the monitoring of staff absence within the Department ensuring that all absent staff complete a return to work interview on their first day back at the Academy.
10. To assist the Head, or his delegated person, in dealing with underperforming staff within the Department.
11. To actively engage and liaise effectively with all stakeholders relevant to the work of the Department, including parents, members of the Academy, feeder schools, secondary schools and colleges, business and community partners, and the wider community as appropriate, all in line with Academy strategic objectives.
12. To be actively involved in networking with other innovative and high achieving subjects within Dallam and other relevant networks; in order to strategically learn more about the ways that other institutions are effecting change and transformation.
13. To manage the department budget in a prudent and creative way ensuring good value for money and a rich range of opportunities for students.

B. Teaching and Learning

1. To actively seek opportunities to collaborate with other innovative and high achieving SEN Departments locally, nationally, within the South Westmorland MAT and other relevant networks to share and develop excellent pedagogies.
2. To actively liaise with inspectors, advisors, consultants and relevant outside agencies in ensuring the highest possible practices in teaching and learning.
3. To ensure that within the Department all Academy policies regarding the establishment and maintenance of high quality teaching and learning are fully implemented.
4. To work with the SLT in actively and continuously improving the overall quality of teaching and learning in the classroom.
5. To work with the SLT in ensuring that the review process is effective in raising standards of performance in the classroom.
6. To work with the SLT and the department team in ensuring that the Academy's performance management process is effective in raising standards of performance in the classroom.

CONTINUED – Job Description SEMH Lead

7. To work with the SLT to ensure that all vocational and alternative education programmes of study within their area of responsibility are accredited and contribute to the Academy's drive to ensure that each student fulfils his / her potential.
8. When directed to work with staff whose classroom performance does not meet the Academy's minimum standards in order that they may improve their performance.

C. Leading and Managing Staff

1. To set high standards as a middle leader modelling, at all times, the highest possible standards of professionalism, ethical leadership, dress sense and personal behaviour.
2. To work actively in monitoring the performance of both professional and co-professional staff in line with the Academy's performance management policies, strategies and practices.
3. To work, through the Academy's line management system, with appropriate staff in ensuring a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations.
4. To ensure all staff within the faculty consistently uphold the expected standards.

D. Accountability

1. To have overall accountability for the smooth, effective and efficient functioning of their department.
2. To be accountable for the Department's performance in terms of the achievement, or surpassing, of its annual targets.

E. Working with the community

1. To form a fulfilling and trusting partnership with parents and carers that will actively and positively contribute to the successful education of their child.

F. Other Duties

1. The post holder will be subject to performance objectives agreed annually.
2. The post holder is expected to carry out such other duties as may reasonably be assigned by the Headteacher.
3. To take on any whole school initiative or responsibility that the Headteacher may direct.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

This Job Description and Person Specification may be renegotiated by the Headteacher if the Academy faces changing circumstances.

Person Specification – SEMH Lead

Our Purpose

The South Westmorland Multi-Academy Trust and Dallam School is committed to providing a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Experience, Skills Knowledge	<p>Successful experience of:</p> <ul style="list-style-type: none">▪ Holding a position of responsibility▪ Excellent behaviour management skills▪ Achieving good student outcomes across Key Stages 3 and 4▪ Involvement in school improvement initiatives▪ Making effective use of Assessment for Learning to engage students as partners in their learning.▪ Leading a development within a team▪ Supporting the professional development of colleagues▪ Leading effective interventions designed to raise levels of attainment.▪ Experience of ELSA, EBSA, Lego, social skills and Design and Technology▪ Understanding of needs of students with SEND e.g. ASC and ADHD▪ Using assessment and attainment information to improve practice and raise standards.▪ Using strategies to promote good student relationships and high attainment in an inclusive environment. <ul style="list-style-type: none">• Good understanding of the Ofsted inspection framework and of self-evaluation processes• Good knowledge of strategies to enhance teaching and learning of ICT within the subject area.• An understanding of Emotional Literacy developments to support learning and teaching.• An understanding of Health and Safety regulations affecting the curriculum area• An enthusiastic and effective leader and manager• Ability to use and promote a wide range of teaching methodologies.• Excellent communication and presentation skills• Competent user of ICT• Competent co-ordinator and motivator• Ability to coach, mentor and deliver training to staff.• Ability to plan and resource effective interventions to meet curricular objectives.• Ability to assess the performance of others and respond appropriately.• Ability to form and promote positive relationships with staff, students, parents, the local community and outside agencies.• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.• Emotional resilience in working with challenging behaviours and attitudes.• Well-developed emotional intelligence
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Qualifications	<ul style="list-style-type: none"> • Experience of working with and supporting vulnerable children • Safeguarding experience and relevant qualifications • Evidence of a commitment to own professional development. • Recent relevant in-service training in the subject area e.g. ELSA • Level 3 Forest School qualification is desirable
Personal Qualities	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people. • Commitment to the value and promotion of vocational and work related learning. • Willingness to undergo appropriate checks, including enhanced DBS checks. • Motivation to work with children and young people . • Ability to form positive and productive relationships with students, colleagues, parents/carers and other stakeholders. • Actively supports the Trust's aims. • Active participation in Trust developments • Commitment to leading extra-curricular activities/ educational visits/out-of-hours learning. • Commitment to innovative curriculum development and partnership with other schools and the wider community including business and industry links. • A willingness to demonstrate commitment to the values and behaviours which flow from the school ethos

How to apply

We strongly encourage you to visit the school before you apply for the post. If you would like to discuss the position with the Headteacher, Mr Steven Henneberry, please contact him by email: **s.henneberry@dallamschool.co.uk**

If you decide to apply for the post, please note the following important information:

Please read the Guidance Notes carefully before completing the Application Form and ensure that you fill in all sections. Please contact the school if you require the application form in an alternative format.

Along with the Application Form, please write a covering letter of no more than two sides. Please include the following;

- A statement about why you are applying for this particular post
- An outline of relative experience
- How your personal and professional qualities make you suitable for the role

Closing date: 4th July 2025 at 12pm

We will contact all applicants selected for the interview process by telephone initially. This will be followed up by a formal invitation and further information about the process the following day. We will contact all applicants, even if where the application was unsuccessful.

The interview process: week commencing 7th July 2025

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with the recruitment process. Once this process is complete, the data relating to unsuccessful candidates will be stored for a maximum of 6 months and then destroyed. If you are successful, your application form will be retained and form the basis of your personnel record. We will also undertake online searches in accordance with our responsibilities under keeping children safe in education. An enhanced check with the disclosure and barring service will be undertaken for this post.

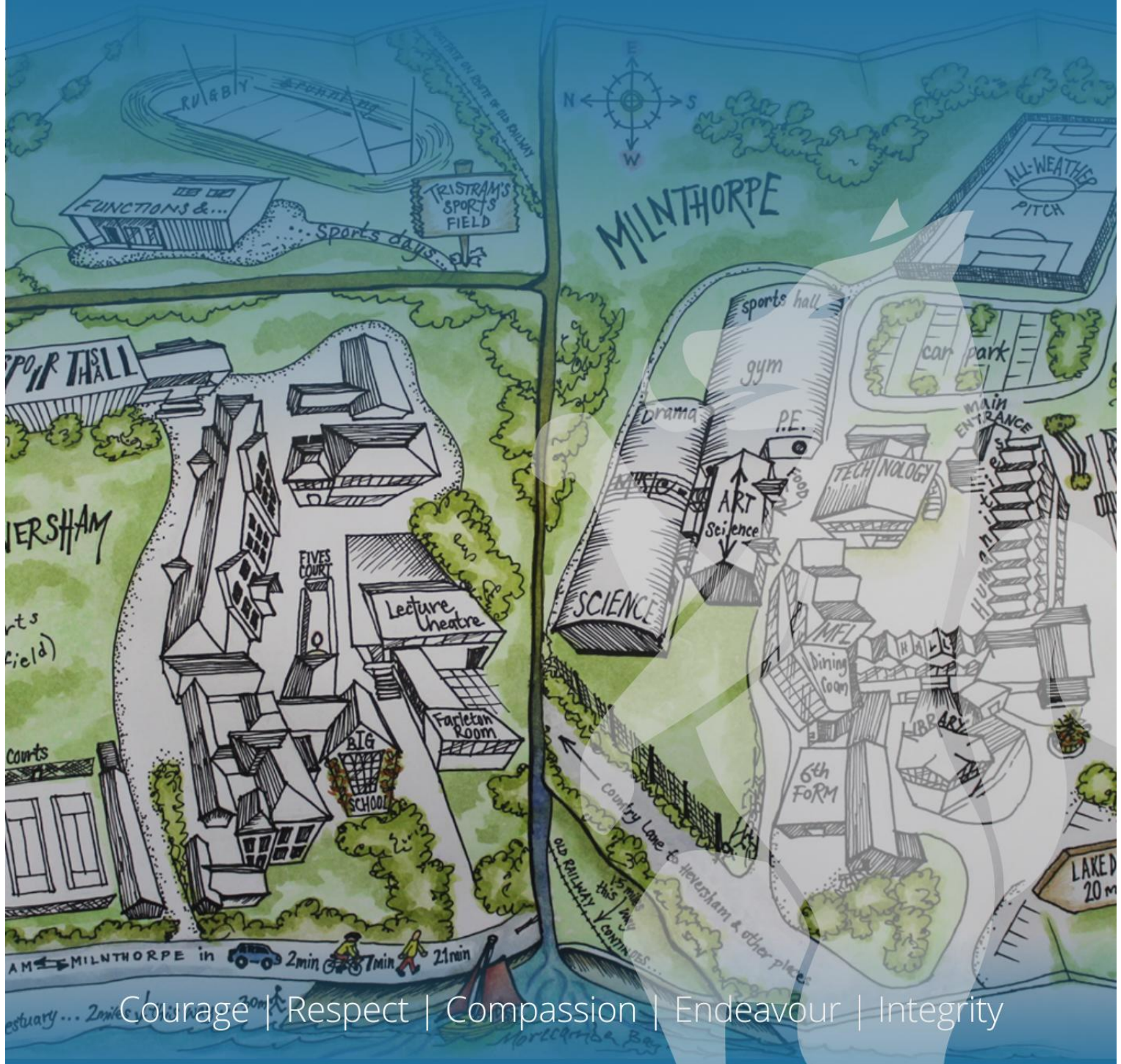
If you require further information or wish to discuss any issues, please do feel free to get in touch with Sharne Morgan, Finance and HR Officer, as a first contact –

015395 65168, **s.morgan@dallamschool.co.uk**

For further information, please visit:
www.dallamschool.co.uk www.southlakesfederation.co.uk



Dallam School



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