

February 2025

Dear Colleague

Thank you for your interest in joining us at Myton School.

I am delighted that you have requested further information about this vacancy and hope that you will be sufficiently inspired to submit an application.

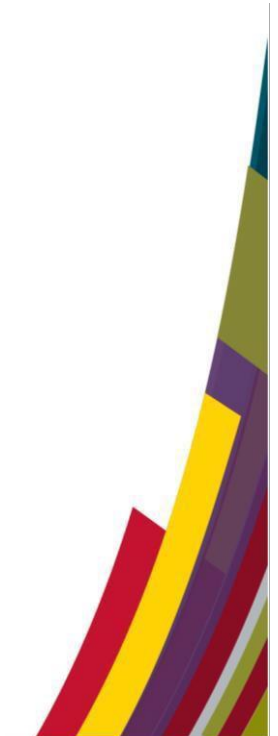
We warmly welcome informal enquiries to the Head of Department, or via our HR Team. Our Deputy Heads, Liz Curtis and Neil Phipps, would also be very happy to talk to you about the culture and ethos at Myton and our plans and aspirations for the future.

We are immensely proud of our school and our place in the local community and can assure you of a warm welcome if you do come to join our staff in the near future.

Yours sincerely



Andy Perry  
Head Teacher



## INFORMATION FOR APPLICANTS

### SEMH Learning Support Tutor

**Closing date: 9.00am, Friday 28 February 2025**

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The following guidance is to help you to provide the necessary information we need to give your application appropriate consideration and also give you an insight into how your application will be handled.

#### Covering Letter

Please attach a covering letter to explain the reason for your application and outlining your suitability for the role. This will assist those who are short-listing the applications and enable them to assess quite quickly how closely your application meets the criteria for the post (i.e. the person specification).

#### Application Form

A Myton School Application Form must be completed for you to be considered for the role. Please complete the online application form which you can access from [Support Staff Vacancies - Myton School](#). Alternatively, you can request an application in Word format, or paper copy by emailing [vacancies@myton.co.uk](mailto:vacancies@myton.co.uk) and making this request. You can include a CV as additional information if you wish. If you need to include more information on any section, please attach a continuation sheet to your application form.

Please note that, if your application for employment is unsuccessful, Myton School will hold your data for 6 months after the end of the relevant recruitment process. For further information on this, please refer to our [Privacy Notice for Applicants](#).

#### Employment History

Please provide a FULL history of your current and previous employment and record any gaps in employment with details of your activities during these periods.

#### Returning Your Application

Completed applications and any supporting information should be received by the advertised closing date. NB: This is usually by 9.00am unless stated otherwise.

**Online applications** via the school website ([www.mytonschool.co.uk](http://www.mytonschool.co.uk)) are preferred and should be submitted by the closing date.

- **E-mailed applications** should be sent to [vacancies@myton.co.uk](mailto:vacancies@myton.co.uk)
- **Postal applications** please address as **“Job Application for the post of ...”** to identify it more easily from the general post. *Please ensure correct postage (e.g. Large Letter) is used as Royal Mail will withhold all insufficiently stamped mail until a fee is paid by the school which could mean missing the closing date.*

#### References

Please contact your referees in advance and give them permission to provide a reference to us should we need to do so to abide by current Data Protection regulations.

Please provide details of two appropriate referees including your most recent employer and, if applicable, a reference from any previous educational employment you have had. We do not normally accept references from relatives, friends, work colleagues etc. or open references i.e. not written in relation to the specific post for which you are applying.

If your application is short-listed, references will be taken up before interview. This is to enable the panel to be aware of any information they may need to discuss with you at interview. If you don't want your referees to be contacted before interview, if your application is short-listed, please indicate this clearly on the application form.

### **Criminal Record Declaration**

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore convictions, cautions, bind-overs, and warnings, including those otherwise regarded as “spent”, must be declared. However, certain convictions and cautions are considered ‘protected’ meaning they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website <https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Should you have any record to declare, please provide details on the Declaration form and bring this with you if you are invited to interview in an envelope marked *Confidential FAO HR Manager*.

### **Short-listing**

Short-listing normally takes place immediately after the closing date. The information you provide on the application form will be scrutinised and assessed against the criteria in the person specification, and the stated job requirements. This process will be carried out by more than one person to ensure objectivity. An online search of all shortlisted candidates will be performed prior to interview.

### **Contacting You**

We do endeavour to contact all applicants regarding the outcome of their application as a matter of courtesy. You should expect to receive a communication from us within two weeks of the closing date, although on occasions it may take longer than this (for example, if we need to involve a number of people in the short-listing process or over school holiday periods).

### **Attending Interview**

If you are invited for interview, you will be asked to bring certain documents with you including proof of identity (preferably photo-ID), a DBS Disclosure if you have one and any relevant qualifications. We may also conduct remote interviews via a video link where appropriate.

### **Enquiries**

If you have any queries regarding your application or the information sent to you, or to confirm that your application has been received, please contact [vacancies@myton.co.uk](mailto:vacancies@myton.co.uk) or 01926 493805 ext 225. Please use email only during school holiday periods.

Thank you for your interest, we look forward to receiving your application by the closing date.

Lisa Taylor  
HR Manager

## Person Specification

### SEMH Learning Support Tutor

<b>Knowledge and Experience</b>	Essential	Desirable	How Assessed *
GCSE pass (C+/5) or equivalent in English and Maths	E		A
Level 3 or equivalent qualifications	E		A
Experience within a secondary school environment		D	A/I
An understanding of the impact of trauma and attachment on young people		D	I
Supporting students with a range of Social, Emotional and Mental Health needs	E		A/I
Experience of working with young people	E		A/I
An understanding of the structures and processes in schools		D	A/I
Aware of the responsibility for promoting and safeguarding the welfare of young people	E		A/I
A good understanding of how to deliver effective interventions with young people	E		A/I
Experience of delivering small group work		D	A/I
Knowledge of Special Educational Needs and Disabilities		D	
Working with wider professionals and families to achieve desired goals		D	
<b>Skills and Abilities</b>			
Emotional awareness, intelligence and resilience	E		A/I
Able to promote positive behaviour	E		A/I
Leadership and management skills when working with a team		D	
Able to plan and deliver work programmes and work effectively as part of a team	E		A/I
Ability to communicate effectively with students, staff, parents/carers	E		A/I
Ability to deal with conflict resolution and promote good individual and group behaviour	E		A/I
Able to react confidently and positively to a variety of situations	E		I/A
A commonsense approach to problem solving	E		I
Able to use motivation and engagement techniques	E		I
A competent user of ICT and the ability to learn new programs and software		D	I
A willingness to be a Designated Safeguarding Lead and Early Help trained		D	I
<b>Personal Attributes</b>			
Suitable to work with children and safeguard their welfare	E		A/I
A consistent but flexible and firm approach with students	E		A/I
Confident, enthusiastic, resilient and self-motivated	E		A/I
Patient, caring, supportive and understanding of the needs of others	E		A/I
A flexible approach to daily schedules and a willingness to show flexibility in the role	E		A/I
Willingness and a positive approach to personal development and training	E		A/I

## **Job Description**

### **SEMH Learning Support Tutor**

**Post Title: SEMH Learning Support Tutor**

**Reporting to: Director of Inclusion**

#### **1. Job Summary / scope / purpose**

The SEMH (Social, Emotional and Mental Health) Tutor will:

- Support students whose primary barrier to learning is rooted in their SEMH needs and who need a bespoke and flexible approach to the curriculum offer;
- Provide a positive and structured space and time to work with young people in the school;
- Case hold a group of students who are struggling to attend full time mainstreams lessons, producing bespoke plans which support them to increase attendance and engagement;
- Alongside other colleagues, plan and deliver interventions aimed at promoting positive mental health and resilience.

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#### **2. Key Responsibilities**

- Run a bespoke space for students to work independently, to support them to build resilience and a growth mindset;
- Support students who need help with coregulation and ensure they are prepared for their classroom learning, having a flexible approach to SEMH support for individuals;
- Work with staff, students and their families to create bespoke day-to-day plans, communicating these to the wider staff body;
- Work with a range of other professionals internal and external in order to oversee the impact of support for individuals on the case load;
- Act as the key adult for a specified group of students who struggle with Emotion Based School Absence (EBSA) or other needs, leading Early Help support as directed;
- Alongside other colleagues, provide mentoring and group interventions to remove barriers;
- Inform and train staff about key students and how SEMH barriers can be overcome;
- Work with teaching staff to ensure that students completing work outside of the classroom are able to stay connected to the learning taking place in the class;
- Deliver mentoring and group interventions as directed with students in all years, including 6<sup>th</sup> Form;
- Support students in their learning both in and out of the classroom, by conducting observations and classroom visits, working with colleagues to improve outcomes;
- Support students with transitioning into the classroom, so that there are clear end points and targets for all students accessing the provision;
- Work with colleagues in the wider Inclusion and SEND provision to support students who have a range of needs;
- Undertake necessary other training such as: safeguarding, first aid, and Early Help.

### 3. Responsibility for Staff

The post-holder has no line management responsibility but may assist with support, induction and training of other staff.

### 4. Summary of main terms and conditions

The above responsibilities are subject to the general duties and responsibilities contained in the Contract of Employment for Support Staff.

Grade	<ul style="list-style-type: none"> <li>• Grade D; scale points 12 - 15.</li> </ul>
Salary range	<ul style="list-style-type: none"> <li>• The full-time equivalent salary is £27,711 - £29,093 per annum (pro-rata).</li> <li>• The actual salary, based on the hours per week and working weeks plus holiday entitlement per annum, is within the range £24,327 - £25,540 per annum.</li> </ul>
Starting salary	<ul style="list-style-type: none"> <li>• The actual salary will be calculated based on the hours per week, the working weeks per annum including a pro-rata holiday entitlement per annum.</li> <li>• The starting salary will normally be at the minimum of the salary scale, unless incremental points are awarded for previous skills and experience. Thereafter, progression will be by annual increments, subject to satisfactory performance.</li> </ul>
Hours	<ul style="list-style-type: none"> <li>• The appointment is for 37 hours a week, term time only.</li> <li>• Days/hours of work (start and finish times) will be as agreed with the line manager. There is also an unpaid break of a least 20 minutes per day if working over 6 hours per day.</li> <li>• Due to the nature of the role some flexibility in working hours may be required (e.g. for attendance at meetings).</li> </ul>
Working Weeks	<ul style="list-style-type: none"> <li>• Term-time plus Staff Training (i.e. 39 weeks).</li> </ul>
Probationary period	<ul style="list-style-type: none"> <li>• New appointments are subject to successful completion of a six month probationary period (or 1½ terms).</li> </ul>
Supervision of/support for students	<ul style="list-style-type: none"> <li>• As part of your responsibilities you may be required to assist with the supervision of students at break or lunch time, or assist with students during Form Time, or with assisted reading as part of your contractual working hours.</li> </ul>
Notice period	<ul style="list-style-type: none"> <li>• A minimum of one month in writing to end at the end of a calendar month (i.e. at least one complete calendar month).</li> </ul>

## CONDITIONS OF SERVICE FOR SUPPORT STAFF

### Summary for Applicants

The terms and conditions of employment are stated in full in the contract of employment. A summary of the main terms and conditions is outlined below. Applicants can request details on any terms and conditions not specified below from the HR Department.

#### **Working Hours**

Your normal working week will be as specified in the job description. The standard working week for full-time employees is 37 hours a week. The job description will specify whether your post is for work during term-time only, whether you are required to work during school holidays and Training Days whether you are required to work regular or occasional additional hours or overtime.

#### **Salary and increments**

The salary is normally based on an incremental scale. Subject to satisfactory service and at least six months' service in the grade, an increment is payable on 1st April each year until the maximum of the grade is reached subject to satisfactory performance.

For term-time employees, the annual salary is calculated on the number of weeks worked plus statutory annual leave and a pro-rata holiday entitlement for additional holiday above the statutory minimum. This is paid in equal monthly instalments throughout the year or for the duration of the contract.

The salary in the first year of employment will reflect the working weeks remaining in that leave year and therefore may be different to salary paid thereafter. Further details will be outlined in any offer of employment.

#### **Probation Period**

This appointment is subject to a 1½ terms or six-month probationary period.

#### **Notice Period**

You are required to give one month's notice in writing to terminate your employment.

#### **Annual Leave**

23 days' annual leave entitlement plus 12 Bank/Additional Holidays, rising to 26 days after 5 years' service (salary calculations for leave will be on a pro-rata basis for part-time staff, except for the statutory minimum entitlement).

#### **Pre-employment checks**

**ID Checks:** We will need to see original documentation that verifies your name, any change of name, date of birth, current address and photo ID. This will normally always include a birth or adoption certificate and a passport (if the applicant holds a passport).

**Criminal Record:** All employment within a school requires an Enhanced Disclosure from the Disclosure and Barring Service (previously the Criminal Records Bureau). It is therefore essential that you are willing to complete a Disclosure application if offered the post. The Disclosure will include details of any cautions, reprimands or final warnings, as well as convictions, including otherwise "spent" convictions and other relevant information, such as police enquiries and pending prosecutions. Further information can be found at <https://www.gov.uk/criminal-record-checks-apply-role>.

**Eligibility to Work in the UK:** Under the Asylum and Immigration Act 1996 it is a criminal offence to employ anyone who is not entitled to live and work in the UK. The successful applicant is therefore required to produce one or more documents as specified in the Home Office list of approved documents as proof of his/her eligibility to work in the UK.

<https://www.gov.uk/government/publications/right-to-work-checklist>

**Qualification:** The successful candidate will also be asked to produce original certificates for any qualifications they hold which are relevant to the post to which they are appointed.

**Health:** The successful candidate will be required to complete a confidential medical questionnaire which will be assessed by our Occupational Health provider to ensure that s/he is able to meet the requirements of the role. In some circumstances a medical examination by a registered medical officer may be required.

### **Pension provisions**

If you are over 16 you will automatically join the Local Government Pension Scheme (LGPS) unless your employment is on a casual basis. If you have made, or wish to make, alternative pension arrangements (e.g. the State Earnings Related Pension Scheme or a personal pension from an independent provider) you must apply to 'opt out' of the Local Government Scheme.

### **Continuous service**

Myton School is an Academy Trust and therefore an employee's continuous service starts from the date s/he joins Myton School. The exception would be in the event of a redundancy where the academy recognises the effect of the redundancy payments (continuity of employment in local government, etc.) (modification) order 1999.



## SUPPORT PROGRAMME FOR NEW STAFF

### Staff Welfare

Promoting staff wellbeing is considered highly important at Myton; the school has a very proactive Wellbeing group that is involved in ensuring the welfare of staff through activities such as Well Being events, providing “breads and spreads” in the Staff Room, offering Flu- vaccinations on site and liaising with the senior leadership team on matters such as the school calendar to ensure workload is managed.

There is also a team of trained staff listeners, who can be available at a mutually convenient time, to have non-judgmental and supportive conversations on a one to one basis to support colleagues.

We also subscribe to Westfield Health, providing staff with free information, support and advice, including telephone or face to face counselling.

### Mentors and Buddies

All new staff will be ‘buddied’ with a friendly face in school. This person will be a carefully selected volunteer who will have your interests at heart. They will be a point of contact within your department or area in school and will be able to take you through some of the school systems and procedures on a one-to-one basis. They will also ensure that you are able to access the right training and people to ensure your induction is completed.

### Early Career Teachers (ECTs)

You will have access to professional dedicated support throughout your first two years of teaching through the ECF. The school and our approving body (Warwickshire LA) have drawn up a detailed policy outlining your entitlement and have ensured that procedures exist at all levels to provide appropriate and effective support where and when needed.

ECTs will have an ECT Mentor to guide them through the programme of professional development through the two years and department buddies and subject specialists will provide subject support in their areas of specialism. Our Induction Tutor will also work closely with your Subject Mentor to ensure you are receiving the support you require.

They will discuss your training needs with you regularly with dedicated weekly support with regular drop- in/surgery slots for discussion and support with aspects of teaching and learning, for example marking and feedback. Additional peer support sessions in school will aim to provide additional guidance/support to complete your weekly training activities as part of the ECF as you progress through the ECT programme. You will receive regular feedback through observations of your classroom teaching and learning walks to facilitate development of your pedagogy and professional practices, both through department and mentor guidance. As part of the assessment process, required by the Warwickshire LA, a statutory online report to the Local Authority is managed by the work of the Induction Tutor at the end of each term.

### Training, support and assessment

Your Induction training will include the important basics including Safeguarding and Child Protection, Health and Safety, Data Protection and if appropriate, relevant software. In addition, there is a comprehensive annual programme of Twilight training sessions and all staff are invited to participate in any whole school training activities that they feel are appropriate to their needs.

All staff participate in an annual review process which provides an opportunity for an in-depth discussion with the line manager to agree work objectives and areas for future support as well as appropriate training and development.

The school is committed to providing the best possible professional support for **all newly appointed colleagues** Including regular monitoring, feedback and support.