

Recruitment Information Pack



Kingsway Primary School
Shine@Kingsway – SEMH Specialist Provision

Requires a permanent full-time Primary teacher
Starting - April 2025

Applications from MPS/ UPS teachers are welcome

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Vacancy Advert

Kingsway Primary School: Social, Emotional and Mental Health (SEMH) Primary Teacher (Main Scale or UPS)

Shine@Kingsway is a lovely place to work. It is a small, school setting in the middle of Kingsway North in Braunstone Town where children learn, play and grow. Our children love coming to Shine and feel happy and safe when they are there. As a small provision, each child receives a highly personalised education, building positive relationships with the adults that they work with. Our Shine@Kingsway team are committed to making a positive difference to the lives of the children they work with and go above and beyond to ensure that every day is creative and engaging. If you are committed to making a difference and providing real opportunities to children with varying SEMH needs, then this opportunity is for you.

Kingsway Primary School wishes to appoint a Primary (KS1/KS2)Teacher with SEMH experience, for our expanding provision. We are looking for a skilled teacher who will have the vision, drive and enthusiasm for this teaching position. The successful candidate will have a passion for teaching children with Social, Emotional and Mental Health needs. You will be responsible for teaching pupils, whilst applying SEMH pedagogy and practice in the setting. The successful applicant will have a strong commitment to raising achievement and standards. You will have an informed and creative approach to SEMH curriculum planning and delivery of quality learning. Pupils in Shine transition to the SHINE Centre at The Winstanley, School which is our SEMH provision for Secondary age students.

We are looking for an excellent teacher who has experience of working with SEMH students in mainstream or specialist provision ideally across Key stage 1 & 2. You will plan and teach up to 12 pupils, along with a dedicated team of support and teaching staff.

Should you have any questions prior to applying for this exciting post, please contact either Germaine Mckinnon (Headteacher) by emailing office@kingsway.org.uk or call 0116 2898525

Applications are sought from teachers with experience of working with students who experience a wide range of Social, Emotional and Mental Health needs and who display a variety of associated behaviours. The successful applicant will be proficient in teaching all aspects of a creative primary curriculum. Experience of the planning for a wide range of abilities and the development of bespoke Literacy and Numeracy teaching and learning opportunities is essential.

“LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.”

“At LiFE Multi Academy Trust we embed the principles of equality, diversity and inclusion into everything we do. As a Trust, we actively encourage applications from those in minority groups and with diverse backgrounds.”

Please contact the school office on 0116 2898 525, via e-mail apearce@kingsway.org.uk or visit **Eteach** for further details and application form.

The closing date for completed applications is 9am on Monday 24th February 2025
Interviews will be held on Wednesday 26th February 2025
Kingsway Primary School, Kingsway North, Braunstone Town, Leicestershire, LE3 3BD
Tel 0116 2898688, email apearce@kingsway.org.uk
Headteacher: Germaine Mckinnon



Letter from the Headteacher

February 2025

Dear Applicant,

Thank you for your interest in this very exciting post. We are in the amazing position of seeking to appoint an experienced Teacher for our SEMH Provision – Shine @ Kingsway, which is located on a split site, next door to Kingsway Primary School and on the grounds of The Winstanley School.

Shine @ Kingsway is a fantastic resource within the LiFE MAT, operating as a standalone ‘School within a school’, and as a conduit to reintroducing mainstream education to pupils when they are at the correct stage of development to do so.

The successful candidate, will teach across the KS1 and KS2 bases within Shine@Kingsway, they will also receive full support from and access to Kingsway Primary school, The Shine Centre at The Winstanley School and the LiFE MAT. There will be an opportunity to undertake full CPD/training and the successful candidate will also receive coaching and full support from the wider Shine teams.

This Post will suit someone with experience of working in a SEMH setting, but with a vision of how they would like to develop and lead us to becoming the very best in-school resource there is. Particular skills in working with Key Stage 2, who have significant gaps in their Key stage 1 learning will be highly beneficial.

The following information is included in this pack:

- Job Profile and Personnel Specification
- An application form can be downloaded from Eteach
- Details of our most recent Ofsted report can also be found on our website or Ofsted’s.

If you are interested in applying for our post, please complete the following:

- Application form
- Letter (of no more than two sides of A4), outlining your experience in SEMH and how you would ensure all students fulfil their potential, as well as indicating how you might contribute to our team.

The Personnel Specification indicates the specific skills and qualities we are interested in and where we expect to make judgements of these in the selection process.

Your application should be submitted on Eteach, by 9am on Monday 24th February 2025.

I look forward to receiving your application.

Yours sincerely

Germaine Mckinnon - Head teacher



The Application Process

Completed applications should be completed on Eteach

A phone call, followed by an email will be sent to shortlisted candidates to confirm details of the interview process.

Queries

If you have any queries on any aspect of the application or need additional information, please contact Mrs Ann Pearce on 0116 2898 525 or via email on apearce@kingsway.org.uk

Thank you



Job Profile

Title: Social, Emotional and Mental Health (SEMH) Primary (KS1&KS2) Teacher

Job Purpose: To Teach and help co-ordinate the Learning Support strategy across the curriculum for Shine @ Kingsway.

Responsible to: The Headteacher, Lead Teachers at Shine@Kingsway and Shine@Winstanley

Responsible for: Inclusion:

- To contribute towards, and support the development of, a creative curriculum for Shine@Kingsway
- To plan and deliver lessons and liaise with the main school with regard to statutory assessments
- To closely collaborate with colleagues in Shine@Kingsway and across the Trust to cater effectively for the needs of the pupils within the centre
- To closely collaborate with external agencies for the support of the students within Shine@Kingsway
- To ensure that students are able to engage with a broad and balanced curriculum targeted to individual needs.
- To be able to effectively monitor and track progress through Personalised Provision Plans for each student.
- To coordinate the setting of targets with individual students receiving SEMH support to maximise their achievement, including liaison with their parents/carers.
- To help support the LIFE MAT and its school in the pedagogy for SEMH pupils
- To be flexible, innovative and aspirational in the approach to educating our pupils to provide the best possible outcomes for their needs.

Line Management:

SEMH teaching staff, Learning mentors and Educational Psychologist

Functional Relationships:

Assist the Lead Teachers at Shine@Kingsway and Shine@Winstanley Liaison with the Schools Educational Psychologist Service. Liaison with Teacher in charge of LA's enhanced resource provision.

Grade and Salary: MPS/UPS

Conditions of Service: Post subject to Teachers' Pay and Conditions



Specific Duties and Responsibilities:

Strategic Management:

Monitoring, review and evaluation of the delivery of support given to students with SEMH needs across the curriculum in Shine@Kingsway.

Teaching Role: As per the Teachers' Pay and Conditions of Service, as directed by the Lead Teacher and in line with MPS/UPS.

Examples of the types of responsibilities and activities associated with specific duties of this post. This is not exhaustive and will be subject to changing emphasis.

Strategic Management:

- i. To inform future planning;
- ii. To ensure quality;
- iii. To safeguard continuity and progression;
- iv. To seek continual improvement for students within Shine @Kingsway



Teaching Role:	Day to day management activities:
EHCPs	Liaison with outside agencies and the Kingsway SENCO
Curriculum tracking of SEMH students	Curriculum planning to ensure progress for all
Assessment procedures including RA/SA	Promoting achievement
Reports to parents	Writing reports
Safeguarding of students	DSL training as appropriate to post and appropriate safeguarding records kept
Parents' liaison	Attending review meetings and instigating and investing in family
Preparation of lessons and materials with co-teachers/HLTA's	Sharing information on SEMH students in Shine @Kingsway
Liaison with Educational Psychologist	Monitoring access across the curriculum – liaise closely The Shine @ Kingsway Educational Psychologist
Support SHINE Centre staff to meet the needs of the SEMH students	Implementation of Trust policies in relation to: <ul style="list-style-type: none"> • SEMH and Equal Opportunities • Student Welfare and Behaviour • Health and Safety, etc.
Assessment for Access Arrangements	Assist the Lead Teacher with timetabling
Cross Phase Liaison	Recording student assessment and tracking data
Recording students' work and progress	Maintaining and strengthening a Local Offer for SEMH students
Contributing and participating in staff development	Playing a full part of cross MAT CPD for departments where appropriate advice, guidance and pupil support is needed
Liaise with SEMH governors/Directors	Help coordinate whole MAT training on SEMH with staff from Shine@Kingsway



Personal Specification

	Essential	Desirable
Qualifications	Qualified Teacher	Evidence of post-qualification in relation to SEMH development record. Experience of working in a Specialist School.
Experience	At least 2 years' teaching experience in a Special SEMH educational setting.	Experience of working with young people in the Key Stage 1 to 2 range. Experience of leading a range of educational initiatives. Experience of more than one school.
Curriculum	Understanding of current curriculum issues with particular reference to the teaching students with SEMH needs. Understanding of the importance of the inter-relationship between all areas of the curriculum in a primary school. Understanding of the range of teaching strategies appropriate to the needs of the students, to help fill gaps in learning from Key Stage 1 to Key Stage 2	Evidence of clear ideas about how the curriculum could develop to meet the need of all abilities. Evidence of ability to advise staff on SEMH curricular issues and student progress. Evidence of the use of technology skills in monitoring student progress. Evidence of enhancing SEMH across the wider community (MAT wide). Ability to plan and teach a creative Curriculum
Leadership and Management	Ability to play an active part in The Shine @ Kingsway team Ability to communicate effectively with staff, students, and parents. Ability to work with colleagues in the family of schools. Understanding of role of Specialist SEMH Teacher in a 'School within a school' setting.	Evidence of being an effective member of a team. Evidence of successfully leading a curriculum initiative. Evidence of contributing to a significant curriculum change. Evidence of effective collaboration with colleagues in other phases. Involvement in SEMH Specialist School developments.



	Essential	Desirable
Students	<p>Understanding of the importance of supportive student/adult relationships.</p> <p>Understanding of the range of factors which affect students' progress.</p> <p>Ability to communicate effectively with young people.</p> <p>Ability to deal with student behaviour issues.</p> <p>Ability to analyse data on student progress and work with staff and students on the use of data for target setting.</p>	<p>Evidence of effective relationships with young people.</p> <p>Examples of a variety of strategies used with students to promote achievement and positive behaviour.</p> <p>Evidence of the use of data analysis to promote achievement.</p> <p>Evidence of supportive/developmental work with staff to improve behaviour management skills.</p>
Parents and the Community	<p>Understanding the huge importance of the partnership between Parents and schools across the LiFE Multi Academy Trust.</p> <p>Understanding of the Philosophy of the Trust, its schools and its wider community.</p>	<p>Evidence of involvement with Community groups and/or Parents.</p>
Personal Qualities	<p>Ability to develop good relationships</p> <p>Good communication skills.</p> <p>High level of commitment to the Trust.</p> <p>Ability to promote Trust and its schools in our local and national community.</p> <p>Ability to work in a team, be self-organising and to meet deadlines</p> <p>Ability to work under pressure.</p> <p>Record of good attendance.</p> <p>Resilience.</p>	<p>Evidence of good working relations with a range of people.</p> <p>Evidence of a willingness to work hard.</p> <p>Be able to demonstrate that she/he has successfully worked as part of a team and be able to meet deadlines and achieve targets.</p> <p>Evidence of resolving difficult, sensitive student issues</p>

- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any member of staff who develops a disabling condition.
- Vision, Values and Ethos



LIFE Multi Academy Trust

Bringing Learning to LIFE

Vision

We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LIFE MAT is the cornerstone of our future success.

Each of our schools needs to be seen as a leader of, and vital to its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity, we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.

Values

Ensuring that every student achieves positive, life changing outcomes

Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond the school gate

The relentless pursuit of excellence by; expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world

Valuing and promoting the celebration and understanding of diversity and qualities of our staff and students

Ensuring that all students and staff feel known, appreciated and supported

Committing whole-heartedly to collaboration within, between and beyond our academies

Ensuring our curricula are agents for the promotion of our values

Kingsway Primary School

Everyone Thriving in a Learning Community

Staff and pupils have created the values that Kingsway Primary School stands for;





Our offer to new staff joining The LiFE Multi Academy Trust and our schools

Professional Capital:

‘We believe in getting the right pupils, getting them to work together and getting them to stay’

Strategy	Description
<p>Putting your trust in our Trust</p>	<p>We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young pupils. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.</p>
<p>Coaching</p>	<p>Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.</p>
<p>Personal Improvement Plan versus Performance Management</p>	<p>Instead of the usual performance management, we encourage our staff to identify aspirational targets through our ‘Personal Improvement Plan’ (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.</p>
<p>Health and Wellbeing Strategies</p>	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> ● providing employees with a safe, healthy and supportive environment in which to work ● recognising that the health and wellbeing of our employees is important ● providing a supportive workplace culture where healthy lifestyle choices are valued and encouraged <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
<p>Presumed Professionalism</p>	<p>We have a ‘Presumed Professionalism’ ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young pupils and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.</p>



Our offer to new staff joining The LiFE Multi Academy Trust and our schools (continued)

<p>Development of Professional Capital and Excellence</p>	<p>As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We pride ourselves on this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young pupils.</p> <p>Quite simply, our aim is to employ pupils who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.</p> <p>Examples of the many opportunities we encourage staff to take up externally include:</p> <ul style="list-style-type: none"> ● The National Professional Qualification for Senior Leadership (NPQSL) ● The National Professional Qualification for Headship (NPQH) ● The National Professional Qualification for Middle Leadership (NPQML) ● The Outstanding Teacher Programme (OTP) ● Initial Teacher Training (ITT) <p>Pathways are available at apprenticeship level, NQT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.</p> <p>Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p>
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Our offer to new staff joining The LiFE Multi Academy Trust and our schools (continued)

Great access to progression and leadership responsibility	Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.
Collaboration across all schools	We are developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.
Sabbatical and flexible working policies	<p>We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>
Strong Induction Process	It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
ECT Programme	We offer early career teachers a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.
Continued ECT and RQT support	Where possible we try to ensure that ECTs and third year teachers have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.
Attendance of staff	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our schools