



SEMH Teacher

Closing Date: Monday 14 October, 9am

Interview Date: Week commencing Monday 21 October

Responsible to:	Deputy Head
Responsible for:	Teaching within the SEMH provision (and wider school)
Salary:	MPS/UPS (£31,650 to £49,084 depending on experience)
Working hours:	Full time, permanent

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

Winterhill school is a forward thinking, multi-cultural school committed to an inclusive education where 'everyone succeeds'. The school has fantastic facilities, a dedicated staff team with a family ethos and strong support from the community it serves.

We are looking to appoint a highly motivated and enthusiastic teacher with a specialist interest in supporting students with SEMH needs. The successful applicant will be required to teach multiple subjects across KS3 and KS4, within our alternative provision (and wider school).

We offer a positive working environment, we care about our learners, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website: <https://www.inspiretrust.uk/vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



Why work for us?



Employee Assistance Programme
24/7 confidential help covering counselling and practical and emotional help.



Support Staff Holiday Entitlement
Generous annual entitlement for all our professional support staff.



Accredited living wage
We are committed to ensuring staff rates of pay exceed the national minimum wage.



Student Admissions at OHS
Priority placing for children of staff, subject to length of service.



Specsavers Eye care voucher scheme
Obtain a free eye test and discounts on glasses



Flu jabs
Flu jab vouchers available on an annual basis.



Cycle to work Scheme
Salary sacrifice scheme on a brand new bike with Cyclescheme.co.uk



Free Parking
Free car parking at all sites.



Employee Referral Scheme
You could earn £500 for recommending an appointed friend or family member



Evening Language Classes
Access to modern foreign languages classes at a 25% discounted rate.



Onboarding for new starters
Bespoke onboarding process for all new starters, including an additional day's pay.



Pension contributions
Access Teachers and Local Gov pension schemes, contributions between 16% and 24%.



Gym and exercise classes
Gym membership and exercise classes at only £10 per academic year.



Urban Yoga
Access free yoga classes at Oakwood High School.



Sports Facility Hire
Reduced rates on our sports facilities and pitch hire.



Westfield Health Scheme
A salary sacrifice scheme that gives quality health cover.



Job Description and Person Specification

Main Purpose of Job

The Job Description should be read alongside the range of professional duties of teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teachers' Standards for qualified teachers.

Our school has a focus on delivering a core curriculum as a priority to support all learning; all teachers are required to deliver and support both literacy and numeracy strategies alongside their specialism/s.

All teaching staff employed by the Trust are required to discharge their teaching duties with reference to the range of professional duties set out in the Professional Standards for Teachers.

The post holder will work in collaboration with a range of staff across the Academy in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



Role Specific Duties and Responsibilities of the Post

(Including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Planning, development and coordination	A	L	O
1.1 Set challenging teaching and learning objectives which are relevant to all students within the provision, using the approach adopted by the school.	✓		✓
1.2 Use teaching and learning objectives to plan and share lessons and sequences of lessons showing how this will assess students' learning.	✓		✓
1.3 Select and prepare resources, and plan for their safe and effective organisation, considering students' interests and their learning needs, language, and cultural backgrounds, with the help of support staff where appropriate.	✓		✓
1.4 To identify the academic learning needs of each student and plan a curriculum that addresses the needs, that is ambitious, relevant and inspiring.	✓		✓
1.5 Plan for the deployment of any support staff and work with them to develop their role in the delivery of the strategies that support the students' learning.	✓		✓
1.6 Plan opportunities for students to learn in and out of school contexts, including development of resources for the school (including IT resource banks).	✓		✓
1.7 Produce long and short-term planning in accordance with school policy and procedures and within required deadlines.	✓		✓
1.8 Implement and review subject Excellence Plans in conjunction with the Senior Leadership Team and/or line manager.			✓
1.9 Develop, audit and update schemes of work and other documentation within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.	✓		✓
1.10 Improve learning within the provision and monitor the effectiveness in raising standards of teaching and learning.	✓		
1.11 Lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice, including coaching.			✓
1.12 Devise and apply criteria for evaluating success with students who experience SEMH needs which impact upon their learning, and enable them to access the curriculum.			✓



2. Teaching, Learning, Assessment and Student Outcome	A	L	O
2.1 Make appropriate use of the school's monitoring and assessment processes to evaluate students' progress towards Expected Grades.	✓		✓
2.2 Use monitoring and assessment information to improve planning and teaching.	✓		✓
2.3 Monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn.	✓		✓
2.4 Involve students in reflecting on, evaluating and improving their own performance and progress as per the whole school policy.	✓		✓
2.5 To assess students' progress accurately using a range of evidence.	✓		✓
2.6 Identify and support students with differing levels of ability, including those who may have SEND, using their best endeavours to fully support all students' learning and progress.	✓		✓
2.7 Identify the levels of attainment for students learning English with an additional language and provide cognitive challenge as well as language support.	✓		✓
2.8 Record students' progress and achievements systematically and instigate appropriate interventions.	✓		✓
2.9 Provide evidence of their progress and attainment over time to inform planning.	✓		✓
2.10 Report to parents, carers, other professionals and students under the agreed reporting system.	✓		✓
2.11 Attend and participate in Parent's Evenings.	✓		✓

3. Teaching and Class Management	A	L	O
3.1 Have high expectations of all students and build successful relationships centred on teaching and learning.	✓		✓
3.2 Establish a purposeful learning environment where diversity is valued and where students feel safe, secure, and confident.	✓	✓	✓
3.3 Ensure the deep learning of the curriculum for students.	✓		✓
3.4 Teach clearly structured lessons utilising a range of teaching strategies appropriate to the student(s) that motivate and engage.	✓		✓



3.5 Promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.	✓		✓
3.6 Provide quality first teaching and to differentiate teaching to meet the needs of students of all ability ranges considering varying interests, experiences and achievements of all and of different cultural and ethnic groups to help them make good progress.	✓		✓
3.7 Organise and manage teaching and learning time effectively.	✓	✓	✓
3.8 Set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy.	✓	✓	✓
3.9 Anticipate, de-escalate, and manage students' behaviour constructively and promote student self-control and independence.	✓		
3.10 Use ICT effectively in delivery of teaching and learning.	✓		✓
3.11 To be accountable for the assigned timetabled classes over a sustained and substantial period of time	✓		
3.12 Provide homework, following the school homework policy which consolidates and extends learning carried out in the class and encourages students to learn independently.	✓		✓
3.13 Work collaboratively with other professionals and where appropriate direct the work of support staff to enhance students' learning.			✓
3.14 Recognise and respond effectively to equality issues as they arise in the classroom and challenge discriminatory language and views.	✓		✓
3.15 Recognise and respond effectively to bullying and harassment in accordance with school policy and procedures.	✓		✓
3.16 Be committed to safeguarding and promoting the welfare of students and work actively with others to share this commitment, ensuring reporting of concerns or information is communicated promptly to the child protection team.	✓		✓
3.17 Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.	✓		✓
3.18 Attend and participate in regular meetings.	✓		✓
3.19 Participate in training, continuous professional development and other learning activities as required including participation in the school's Appraisal/Talent Development	✓		



4. Generic Duties and Responsibilities

- 4.1 Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
- 4.2 All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust.
- 4.3 Be aware of and support differences and ensure all students and staff have equal access to opportunities to learn and develop.
- 4.4 Participate and contribute to Talent Development/Appraisal and Service Frameworks and other plans.
- 4.5 All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
- 4.6 Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
- 4.7 Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
- 4.8 Establish constructive relationships and communicate with others (inside and external to the Trust).
- 4.9 Organise and support school and Trust events as requested.
- 4.10 Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.
- 4.11 All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Qualifications / Training	Essential	MoA
1.1 Qualified Teacher or ECT Status.	✓	AF / CQ
1.2 Degree in relevant subject.	Desirable	AF / CQ
1.3 ECTs only, evidence of a successful experience as a student during teaching practice, within the secondary age range.	✓	AF / CQ
1.4 A commitment to future training and development.	✓	AF / CQ

2. Teaching and Learning	Essential	MoA
2.1 Highly competent classroom management.	✓	AF / I / R
2.2 Ability to organise and supervise the work of students so as to ensure that they make good progress.	✓	AF / I / R
2.3 Ability to use Bromcom (or equivalent MIS)		AF / I
2.4 Experience of using IT in the classroom.	✓	AF / I
2.5 Knowledge of educational developments.		I

3. Personal Qualities	Essential	MoA
3.1 Conscientious, honest and reliable.	✓	I / R
3.2 Able to make carefully considered decisions and assess risk.	✓	I / R
3.3 Ability to work on own initiative.	✓	R
3.4 Ability to communicate with a range of adults and students.	✓	I / R
3.5 A commitment to self-improvement.	✓	AF / I



3.6 Capacity to motivate, inspire and challenge students, self and others.	✓	I / R
3.7 Ability to establish and maintain good relationships with a range of adults and students.	✓	I / R
3.8 Inclusive.	✓	AF / I / R
3.9 An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓	I
3.10 A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓	I

4. Mandatory Requirements	Essential	MoA
4.1 A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF / I / R
4.2 Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF / R
4.3 References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF / R

5. Physical Requirements	Essential	MoA
5.1 Health and physical capacity for the role.	✓	AF/I/R
5.2 A good attendance record in current employment (not including absences resulting from disability).		R

6. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.



Seeing the Bigger Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.

Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.

Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively.

Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.

Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.

Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.

Managing a Quality Service: Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high-quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.



This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



Inspire Learning Trust is committed to... Educational Social Responsibility
We are committed to a value led educational provision.

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***