



Recruitment Information Pack



The Burrow @ Kingsway: Social, Emotional and Mental Health (SEMH)

Key Stage 1, 2 & 3 Academic Instructor

Grade 8 -10 - £22,618 – £31,638 (Actual salary)

Salary range depends on experience and is based on 37 hrs per week, term time plus 1 week for training

Required for one year in the first instance, with a view to a permanent contract

Autumn Term 2024



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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



The Burrow @ Kingsway overview

The Burrow @ Kingsway is a small specialist SEMH provision located within The Winstanley School and Kingsway Primary School, with a genuine mainstream collaboration, partnership and learning experiences for every young person.

The Burrow @ Kingsway opened in February 2021 and currently has 10 pupils on roll. The site is split between two buildings and caters for a maximum 12 pupils, from Foundation to Year 6. The Burrow has been designed to educate primary pupils, to promote innovative, quality first teaching, with a personalised curriculum offer to help reignite the interest of each pupil and inspire an enthusiasm for learning, whilst also creating a holistic support package to support every pupil in their learning.

All pupils have an Educational Health Care Plan (EHCP) for Social, Emotional and Mental Health needs (SEMH). The staff running the provision have substantial experience of successfully supporting children with SEMH needs, and currently includes a lead teacher, a teacher and assistant learning mentors supported by The LiFE MAT Educational Psychologist and the members of the SHINE Centre (KS3 & 4 SEMH) team.

The Burrow is comprised of group learning spaces, separate learning rooms, kitchens, safe spaces and outdoor learning spaces.

Students receive a full academic and therapeutic curriculum provision where possible, tailored to the students' particular needs.



Advert

The Burrow @ Kingsway Primary School 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 The Burrow 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 Burrow 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.

This is an exciting opportunity for someone who has a passion and experience in teaching and caring for children with SEMH needs.

- We are trauma informed in our practice and are developing this area of our approach in offering bespoke learning pathways to those pupils that need them.
- This role is suited to somebody with an acute understanding of trauma, Adverse Childhood Experiences (ACE's), attachment disorders and how this affects children's development
- We are becoming a school that uses PACE strategies, this is an area the successful candidate will be able to help develop and cascade.
- The person appointed to this position will enjoy being with children who are neuro-diverse, and feel confident in working across the range of primary curriculum.
- There will be many opportunities to work in partnership with the neighbouring mainstream schools and the secondary SEMH provision and strengthen these working relationships further. There is an expectation to share best practice and implement new ideas to improve the children's outcomes.
- Cultural capital experiences are also an essential part of the pupils' school experience, and the person appointed will have free reign to assist in creating more cultural capital experiences and developing the learning curriculum pathway.

We are a team that champions and supports innovation, and understands the complex changing demographics of society and how this affects children's lives.

We are seeking an Academic Instructor who is independent and enjoys thriving in a mindfulness friendly, open supportive team working together with the pupils best outcomes at heart.



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

Ethos

Our offer for all staff joining the LiFE Multi-Academy Trust and our schools
Professional Capital: *‘we believe in getting the right people, getting them to work together and getting them to stay’*

STRATEGY	DESCRIPTION
Putting Your Trust in Our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	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.
Personal Improvement Plan versus Performance Management	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.
Health and Wellbeing Strategies	<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 individuals healthy lifestyle choices are valued and encouraged <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to ‘Mindful Employer’ and the ‘Charter for Employers who are Positive about Mental Health’.</p>



	<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,</p> <p>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>Equality and Equal Opportunities</p>	<p>Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.</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 people 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>



<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 people.</p> <p>Quite simply, our aim is to employ people 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> <p>The National Professional Qualification for Senior Leadership (NPQSL)</p> <p>The National Professional Qualification for Headship (NPQH)</p> <p>The National Professional Qualification for Middle Leadership (NPQML)</p> <p>The Outstanding Teacher Programme (OTP)</p> <p>Initial Teacher Training (ITT)</p> <p>Pathways are available at apprenticeship level, NQT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are lead 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>
<p>Great Access to Progression and Leadership Responsibility</p>	<p>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.</p>
<p>Collaboration Across all Schools</p>	<p>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.</p>



<p>Sabbatical and Flexible Working Policies</p>	<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>
<p>Strong Induction Process</p>	<p>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.</p>
<p>ECT Support</p>	<p>Where possible we try to ensure that ECTs 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.</p>
<p>3D Networks</p>	<p>3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.</p>
<p>Attendance of Staff</p>	<p>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.</p>

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



The Application Process

Completed applications should be returned to office@kingsway.org.uk

Or by post to

F.A.O. Mrs Ann Pearce
Kingsway Primary School
Kingsway North
Leicester
LE3 3BD

The closing date for completed applications is 9 am on Wednesday 22nd May

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

Interviews will be during the week beginning 3rd June 2024.

Queries

If you have any queries on any aspect of the application or need additional information, please contact Ann Pearce on 0116 2898525 or email office@kingsway.org.uk

Thank you



The Advert

The LiFE Multi Academy Trust: Social, Emotional and Mental Health (SEMH) Key Stage 1/2/3 Academic Instructor Grade 8 -10 - £22,618 - £31,638

Salary range depends on experience and is based on 37 hrs per week, term time (plus one week for training)
Required for one year in the first instance, with a view to a permanent contract

Required Autumn Term 2024

Applications are sought from Academic Instructors with experience of working with pupils who display Social, Emotional and Mental Health needs. We require the successful applicant to work alongside the Lead Teacher with curriculum planning, safeguarding, EHCP reviews and family relationships. This is a truly unique opportunity, to help with the ongoing design and teaching at our SEMH learning centre.

The Burrow will educate up to 12 primary age pupils, in bespoke Learning Units, located at Kingsway Primary School and within The Winstanley School. The Burrow is self-contained, with its own dedicated staff and runs as a 'school within a school'.

We have high expectations of all staff within the LiFE Multi Academy Trust, which makes it an exciting and innovative place to work. We understand that this role will require support and encouragement to help us design what we hope becomes the 'Blue Print' for how "in – school" SEMH resources should be designed and run. Pupil and staff success is vitally important to us and we will endeavour to provide the environment and leadership conditions to let you do what you do best.

Application forms and further details may be obtained from Mrs A Pearce at the address below or can be downloaded from www.lifemultiacademytrust.org.uk or Eteach.

The closing date for completed applications is Wednesday 22nd May 2024 at 9am.

Interviews will take place week beginning 3rd June 2024.

'LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children 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.'

Equal Opportunities

Kingsway Primary School is committed to equal opportunities in our recruitment and selection procedures.

We welcome applications from all who meet the essential requirements within the person specification.



“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 note that the contract will be with LIFE Multi Academy Trust, which will form the terms of the employment.

Kingsway Primary School
Kingsway North, Leicester, LE3 3BD
Tel 0116 2898 525, office@kingsway.org.uk
Headteacher: Germaine Mckinnon



May 2024

Dear Applicant

Thank you for your interest in this very exciting post.

The Burrow @ Kingsway is a fantastic resource within the LiFE MAT, recently refurbished and 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 work across both primary sites within The Burrow @ Kingsway and will receive full support from and access to Kingsway Primary School and the LiFE MAT. There will be an opportunity to undertake full CPD/training.

This Post will suit someone with experience of working in an educational setting.

The following information is included in this pack:

- Job Profile and Personnel Specification
- An application form can be downloaded from our website
- 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
- Cover Letter (no more than one side of A4) outlining your experience, 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 sent via Eteach or to Mrs Ann Pearce at Kingsway Primary School by

9am on Wednesday 22nd May

I look forward to receiving your application.

Yours sincerely,

Germaine Mckinnon
Head of School



Job Profile

School:	The Burrow @ Kingsway (who are part of the LiFE Multi Academy Trust)
Job Title:	SEMH– Special Educational Needs Academic Instructor
Grade:	Grade 8 – 10 dependent on experience.
Responsible To:	Lead Teacher of the Burrow @ Kingsway, SHINE SENCO & SLT
Key Relationships/ Liaison with:	The Burrow @ Kingsway & SHINE Centre Class Teachers, Support Staff, other members of the Learning Support Department, Representatives of External Agencies, e.g. Education Psychologists, Parents etc.
Job Purpose:	<p>To monitor and co-ordinate the Learning Support strategy across the curriculum for The Burrow.</p> <p>To 'lead' inclusion of students with SEMH needs within The Burrow and across the schools in the trust.</p> <p>To lead on outdoor learning including the PE curriculum across Key stages 1 & 2 in The Burrow.</p> <p>To support and lead on core curriculum.</p> <p>To support and mentor children with SEMH needs.</p>
<p>Main duties and responsibilities:</p> <p>The activities and responsibilities listed below are examples of the type of tasks that are expected of the post holder. These may vary over a period of time.</p> <p>Inclusion</p> <ul style="list-style-type: none"> • To develop, implement, monitor and review along with the Lead Teacher the curriculum for the pupils in The Burrow. • Helping to Lead LiFE Multi Academy Trust and its schools in the pedagogy for SEMH pupils. • Monitoring access to the curriculum for all pupils in The Burrow, and working collaboratively with subject specialists to make the curriculum accessible and challenging to all. Teachers, Family Support workers, Educational Psychologists, Learning Support workers, so as to ensure a co-ordinated and holistic approach to pupils' individual needs. • Teaching specified groups. • The co-ordination of the effective delivery of SEMH support to both pupils with EHCPs and those on the trust SEMH record. • To coordinate the setting of targets with individual pupils receiving SEMH support to maximise their achievement, including liaison with their parents/guardians. • Working collaboratively with colleagues in The Burrow and Shine Centre teams, to provide guidance, support and (where appropriate) signposting for pupils displaying particular needs. • Ensuring that trust policies are implemented e.g. safeguarding etc. • Increasing the attainment and achievement of pupils in The Burrow. • Overseeing the provision for all pupils of all abilities, in particular, ensuring pupils with significant gaps in their Key Stage 1 learning make progress in Key Stage 2. 	



This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Personal Specification

Essential	Desirable
<p>Understanding of the importance of supportive student/teacher relationships within a SEMH Specialist setting</p> <p>Ability to communicate effectively with young people and their families</p> <p>Good numeracy and literacy skills - GCSE or equivalent in English and Maths</p>	<p>Evidence of effective relationships with young people in a SEMH setting</p> <p>Evidence of good working relations with a range of people</p> <p>A levels and Degree</p>
<p>Ability to work well within a team</p>	<p>Qualification / specialism or interest to work within a SEMH setting</p>
<p>Good organisational skills</p>	<p>Evidence of organisational ability</p>
<p>Self-motivated, ability to work on own</p> <p>Good ICT skills.</p> <p>Willingness to develop and attend training as necessary e.g. Team Teach</p>	<p>Recent behaviour support qualifications, (eg Team Teach etc)</p> <p>Effective of reflective practice</p>
<p>Ability to work under pressure and react calmly to confrontation</p>	<p>Evidence of meeting deadlines and ability to prioritise</p> <p>Evidence of resilience</p>
<p>Able to be totally confidential and discreet</p>	
<p>Recent record of good health, attendance and punctuality</p>	
<p>Completion of Enhanced DBS disclosure</p>	