

# Recruitment Information Pack



## **Social, Emotional and Mental Health (SEMH) Academic Instructor**

**Grade 8 -10 - £22,619 – £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

# Content

---

Vision, Values and Ethos	Page 3
SHINE Centre Overview and vision	Page 4-5
Our offer to new staff joining the LiFE Multi-Academy Trust and The Winstanley School	Page 6-8
The Application Process	Page 9
Vacancy Advert	Page 10
Letter from the Headteacher	Page 11
Job Profile	Page 12
Person Specification	Page 13

# 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, it's 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 Winstanley School

### Widening horizons and enabling excellence

Staff and Students have created the values that The Winstanley School stands for in promoting learning for life.

All members of the community SHINE.

This means we believe in:

Supporting others

Hard work

Independence

Never giving up

Excellence

Everything we do is related to these values

**We SHINE**

# SHINE Centre overview

---

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

Extract from the 2023 OFSTED inspection:

*'The school has specialist provision in the Shine Centre for pupils with social, emotional and mental health needs. Staff carefully consider the needs of each pupil in this class and provide an appropriate curriculum. The atmosphere in the provision is calm and purposeful.'*

The SHINE Centre has been designed to educate fifteen secondary age young people, to promote innovative, quality first teaching. We offer a personalised curriculum as a way 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. We are an accredited ADHD friendly school with a trauma informed approach underpinning all our practice.

All students 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 includes teachers, instructors, teaching assistants (TAs), Wellbeing practitioners and an Educational Psychologist.

The SHINE Centre has two buildings a smaller KS4 hub and a KS2/3 building which is a detached, single story sanctuary, comprising of:

Five Separate classrooms incl.:

A transition / social / kitchen area

A calm / breakout room

An enclosed outside recreation / breakout area

Secure, designated staff only areas for planning, preparation and administrative work

A separate meeting room for parents, 1:1 work and counselling

Students will have a personalised and differentiated curriculum that targets key areas for future employment prospects including:

- GCSE, entry level and functional skills English and maths ;
- Entry Level Science;
- A therapeutic P.E. curriculum
- A Wellbeing practitioner/ counsellor for supporting their holistic growth
- A Core and therapeutic PSHE Curriculum built on SHINE values
- Access to offsite provision for work experience in KS4 and therapeutic support in KS3
- A developing bank of vocational courses
- Access to careers advice and guidance

Students receive a blended academic and therapeutic curriculum provision where possible, tailored to the students' particular needs up to GCSE level, with the potential to integrate into relevant mainstream subjects. There is also time dedicated to Outdoor education for KS3 and Work experience for KS4.

---

## Our Vision

---

The vision, like the vision of the Winstanley School is that all students will ‘Shine brighter than they thought they could’ by following the five SHINE core values:

**Supporting others** – through links with the wider community, working within a Multidisciplinary Team, families and the young people themselves.

**Hard Work** – Recognising that we are all on a learning journey and together we will constantly be adapting, evolving and challenging each other to strive towards our goals.

**Independence** – for our young people to be self-sufficient and acquire the skills to be able to navigate the challenges of the world around them.

**Never Giving Up** – Our core belief is that you can and with our support, you will!

**Excellence** – Having high expectations of everyone involved in the SHINE community to work together to succeed.

We will endeavour to achieve this through a personalised curriculum designed to meet the needs of each student. Alongside this, a trauma informed approach based on outstanding relationships with students and parents/ carers.

# Our offer to new 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
<b>Putting your trust in our Trust</b>	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.
<b>Coaching</b>	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.
<b>Personal Improvement Plan versus Performance Management</b>	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.
<b>Health and Wellbeing Strategies</b>	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> <li>• providing employees with a safe, healthy and supportive environment in which to work</li> <li>• recognising that the health and wellbeing of our employees is important</li> <li>• providing a supportive workplace culture where healthy lifestyle choices are valued and encouraged</li> </ul> <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>
<b>Presumed Professionalism</b>	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.

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

<p><b>Development of Professional Capital and Excellence</b></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> <ul style="list-style-type: none"> <li>● The National Professional Qualification for Senior Leadership (NPQSL)</li> <li>● The National Professional Qualification for Headship (NPQH)</li> <li>● The National Professional Qualification for Middle Leadership (NPQML)</li> <li>● The Outstanding Teacher Programme (OTP)</li> <li>● Initial Teacher Training (ITT)</li> </ul> <p>Pathways are available at apprenticeship level, ECT, 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>
<p><b>Great access to progression and leadership responsibility</b></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>

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

<b>Collaboration across all schools</b>	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.
<b>Sabbatical and flexible working policies</b>	<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>
<b>Strong Induction Process</b>	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.
<b>ECT Programme</b>	We offer newly qualified teachers a robust, supportive and bespoke training programme, which will enable you to develop into an outstanding teacher.
<b>Continued ECT and RQT support</b>	Where possible we try to ensure that ECTs and second 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 taking place to develop their practice.
<b>3D Networks</b>	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.
<b>Attendance of staff</b>	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

# The Application Process

---

Completed applications should be returned to [shambleton@winstanleyschool.org.uk](mailto:shambleton@winstanleyschool.org.uk)

or by post to

Mr D Bennett, Executive Headteacher  
The Winstanley School  
Kingsway North  
Leicester  
LE3 3BD

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 Miss S Hambleton on 0116 2898 688 or via email on [shambleton@winstanleyschool.org.uk](mailto:shambleton@winstanleyschool.org.uk)

Thank you

# Advert

## **The LiFE Multi Academy Trust: Social, Emotional and Mental Health (SEMH) Academic Instructor**

**Grade 8 -10 - £22,619 - £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**

**Start date: ASAP**

Applications are sought from committed academic Instructors who have experience in working with students who display Social, Emotional and Mental Health needs. We require the successful applicant to plan and deliver a range of lessons within the provision, support, and contribute to the students' effective learning experiences and provide targeted interventions. In addition, they will play a part with support from colleagues in curriculum planning, safeguarding, EHCP reviews and family relationships. This is a truly unique opportunity, to help play a major role in the development of our SEMH learning centre, as a standalone school.

The SHINE Centre educates 15 secondary age students, in a bespoke Learning centre, located within The Winstanley School, but self-contained, with its own dedicated staff. The centre runs as a 'school within a school'. The **SHINE** Centre name reflects the values that are already embedded within The Winstanley School – **S**upporting others, **H**ard work, **I**ndependence, **N**ever giving up, and **E**xcellence.

We have high expectations of all staff within the LiFE Multi Academy Trust, which makes it an exciting and innovative place to work. Student 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.

The closing date for completed applications is **9am on Tuesday 7<sup>th</sup> May 2024**

Please contact the school office on 0116 289 8688, via e-mail [shambleton@winstanleyschool.org.uk](mailto:shambleton@winstanleyschool.org.uk) or visit [www.winstanleyschool.org.uk](http://www.winstanleyschool.org.uk) for further details and application form.

*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.*

*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.*

The Winstanley School, Kingsway North, Braunstone Town, Leicestershire, LE3 3BD

Tel 0116 2898688

Executive Headteacher: Dave Bennett

April 2024

Dear Applicant

Thank you for your interest in this very exciting post.

We are in the amazing position of seeking to appoint an experienced Sports/Academic instructor for our SEMH Unit – the SHINE Centre, which is located within a building on The Winstanley School site.

The SHINE Centre is a fantastic resource within the LiFE MAT, refurbished so that it can operate as a standalone ‘school within a school’ or as a conduit to reintroducing mainstream education to students when they are at the correct stage of development to do so.

The successful candidate will also receive full support from and access to The Winstanley School and the LiFE MAT. There will be an opportunity to undertake further training and the successful candidate will receive coaching and full support from the SHINE Centre staff who are based permanently at the SHINE Centre.

This post would suit someone with experience of working in a SEMH setting or alternative provision, and with a vision of how they would like to develop and work with us to become the very best in-school resource there is.

The following information is included in this pack:

- Personnel Specification and Job Description;
- An application form can be downloaded from our website;

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

- Application form

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.

Further details about the school can be found on the website at [www.winstanleyschool.org.uk](http://www.winstanleyschool.org.uk)

Your application should be sent to Miss S Hambleton at the school, by **9am on Tuesday 7<sup>th</sup> May 2024**.

I look forward to receiving your application.

Yours sincerely



Dave Bennett  
Executive Headteacher

# Job Profile

<b>School:</b>	<b>The Winstanley School</b> (who are part of the LiFE Multi Academy Trust)
<b>Job Title:</b>	<b>Academic instructor - Social Educational Mental Health</b>
<b>Grade:</b>	Grade 8 - 10
<b>Responsible To:</b>	The Lead of the SHINE Centre.
<b>Key Relationships/ Liaison with:</b>	The SHINE Centre Team, other members of the Learning Support Department, The PE Department, Representatives of External Agencies, e.g. Education Psychologists, Parents etc.
<b>Job Purpose:</b>	<p>To work with the SHINE centre team to:</p> <ul style="list-style-type: none"> <li>• Provide academic instruction in a variety of subjects for students.</li> <li>• Deliver lesson in a wider curriculum offer such as outdoor education and SEMH interventions</li> <li>• Take on the role of keyworker role for students</li> </ul>
<p><b>Main duties and responsibilities:</b></p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• To work as part of the SHINE centre team to ensure that the young people in the SHINE centre have a quality experience.</li> <li>• To prepare individual lessons and ensure that they are well organised and well delivered</li> <li>• To develop targeted interventions and courses to help students to better manage their behaviour and so improve academic success</li> <li>• To have knowledge of SEN Code of Practice and Academy policy.</li> <li>• To implement Academy Policies and procedures in relation to: <ul style="list-style-type: none"> <li>○ Health and Safety, Equal Opportunities, Behaviour, Safeguarding etc.</li> </ul> </li> <li>• To contribute to reports on student progress and behaviour.</li> <li>• To support students under exam conditions.</li> <li>• To assist in overseeing lunchtime activities</li> <li>• To accompany students on suitable educational visits when needed in addition to normal hours.</li> <li>• To participate in staff training days and other training opportunities, as required.</li> <li>• To undertake any other reasonable duties as may be agreed from time to time with the Lead Teacher/Head of School.</li> </ul>	
<p>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.</p>	

# Personal Specification

Essential	Desirable
Good numeracy and literacy skills - GCSE grade C or equivalent in English and Maths	A levels and Degree
Experience of working with a range of ages and abilities across KS2 – kS4	Knowledge of KS2 to KS4 curriculum content
Ability to deliver academic instruction to KS3/ KS4 level in a variety of subjects	Experience of working in a special school setting
Evidence of working with young people in a pastoral role and the needs of SEMH pupils.	Qualification / specialism or interest to work within a SEMH setting
Understanding of the importance of supportive student/teacher relationships within a SEMH Specialist setting	Evidence of effective relationships with young people in a SEMH setting
Ability to communicate effectively with young people and their families	Evidence of good working relations with a range of people
Ability to work well within a team	
Good organisational skills	Evidence of organisational ability
Self-motivated, ability to work independently	
Good ICT skills.	Recent ICT qualification, Team Teach etc.
Willingness to develop and attend training as necessary e.g. Team Teach de-escalation training	
Ability to work under pressure and react calmly to confrontation	Evidence of meeting deadlines and ability to prioritise
Able to be totally confidential and discreet	
Recent record of good health, attendance and punctuality	
Completion of Enhanced DBS disclosure	