



LIFE MULTI ACADEMY TRUST RECRUITMENT PACK

Teacher for Key Stage 3

Fixed term: 1 year in first instance

Full time

MPS/UPS + SEN allowance

Start date: August 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 South Leicestershire Inclusion Partnership (SLIP)

We are a Local Authority and local school funded partnership that works across the 13 secondary schools of South Leicestershire. We are currently a team of 13 but are looking to expand to meet the needs of our young people in local secondary schools. The team are based across 2 sites (Wigston Academy/Countesthorpe Academy). Our focus involves supporting young people to overcome social, emotional and mental health (SEMH) barriers in their education, and to engage positively in their learning experience to fulfil their potential. We achieve this by providing the necessary support across our sites and within our partnership schools.

The Advert

**We are recruiting an
Experienced KS2/3 Teacher
MPS/UPS + SEN allowance
Full time
Start date: August 2024**

We are looking to appoint an SEN / SEND teacher with preferably some experience of teaching at Key Stage 2, a genuine passion for transforming the lives of disengaged, at-risk, and vulnerable learners at key stage 3.

This role is to lead the KS3 branch of our provision at our Countesthorpe Academy site, teaching and supporting young people in small groups with a variety of learning needs, in a creative, flexible, holistic, and trauma-informed manner, to raise their engagement and drastically improve the outlook of their educational journey.

These young people are referred to us by local authorities and our partnership schools and will require a high level of support in their educational and social-emotional journey. If you are passionate, committed, and motivated and want to make a difference to the life chances of young people with social, emotional and mental health difficulties, then we would like to hear from you. The appointed person will manage 1 Teaching Assistant and work collaboratively with the SLIP team, partnership schools, families and external agencies.

Our motto is:

'Education and opportunity is the right of all'.

If you believe in supporting young people to become the best they can be in a nurturing environment, possess the skills and qualifications related to this area of work, along with experience of working with SEMH young people, we welcome you to apply. Applications can be completed via Eteach or a completed application form can be sent to amcgrath@clcc.college

If you have any queries or would like to discuss in more detail, please contact in the first instance Andrea McGrath on 0116 2789168.

Please note that we will only consider applications from candidates if they have completed the Trust application form, CV's will not be considered. Application forms can be downloaded from www.lifemultiacademytrust.org.uk.

The successful candidate will join a growing and committed team and help to shape the future of the South Leicestershire Inclusion Partnership.

The closing date for completed applications is Monday 20th May 2024 at 3pm.

"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."

Job Profile

Job Title:	Teacher for Key Stage 3
Salary/Grade:	MPS/UPS + SEN allowance (subject to experience)
Hours/Weeks:	Full time
Conditions of Service:	Local Government conditions of service
Responsible to:	Director, Coordinator, Deputy Coordinator.
Key relationships/	SLIP team, partnership schools.
Job purpose:	To lead the key stage 3 curriculum for SLIP.

<p>ROLES AND RESPONSIBILITIES</p>	<p>To provide a high-quality educational experience for all students by demonstrating the standards of knowledge, understanding and skills required for QTS.</p> <p>To demonstrate a confident understanding of working with students who have additional needs related to SEMH and Communication and Interaction.</p> <p>To carry out the duties of a teacher as set out in the School Teachers' Pay and Conditions Document and the Teaching Standards.</p> <p>To deliver high quality care and guidance personalised to the needs of each student, demonstrating an understanding of how to implement the required provision in SEND Plans and EHCPs.</p>
<p>KEY RESPONSIBILITIES KNOWLEDGE AND UNDERSTANDING</p>	<p>Have a secure up to date knowledge and understanding of SEMH, Communication and Interaction, particularly ADHD, ASD and anxiety.</p> <p>Have up to date knowledge of teaching techniques and learning styles.</p> <p>Understand how students' learning is affected by their physical, intellectual, emotional and social development.</p> <p>Select and make good use of ICT and new technologies.</p> <p>Be familiar with and implement the Trust's policies and procedures.</p> <p>Select and make good use of appropriate strategies for literacy and numeracy development delivering cross curricular project-based learning.</p>
<p>PLANNING, TEACHING AND CLASS MANAGEMENT</p>	<p>Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and students being taught.</p> <p>Identify clear teaching objectives, content, lesson structures and sequences</p>



<p>MONITORING, ASSESSMENT, RECORDING, REPORTING, ACCOUNTABILITY</p>	<p>appropriate to the needs of pupils with EHCPs for their Communication and Interaction needs.</p> <p>Plan effectively for clearly defined and accountable learning outcomes.</p> <p>Plan considering agreed Schemes of Work (SoW) and according to the college's agreed lesson plan format.</p> <p>Plan for the active use of Teaching Assistant/s (TA's) (where available).</p> <p>Ensure effective teaching of groups and individuals so that learning objectives are met and momentum and challenge are maintained.</p> <p>Ensure the health and safety of all students.</p> <p>Facilitate the development of a range of key skills.</p> <p>Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe positive learning environment in which students feel confident.</p> <p>Be familiar with the SEN Code of Practice and the identification, assessment and support of students with special educational needs.</p> <p>Be familiar with the individual needs of all learners and manage these appropriately.</p> <p>Evaluate your teaching to improve effectiveness.</p> <p>Assess and record each student's progress systematically.</p> <p>Make effective use of assessment information on students' attainment to guide their next steps and to inform planning and lesson delivery.</p> <p>Mark and monitor classwork in line with agreed policies ensuring marking is informative and helps students to progress.</p> <p>Continually monitor the progress of all students in each class against agreed targets.</p> <p>Participate in standardisation activities as required.</p> <p>Keep data on attendance, punctuality, behaviour, rewards and sanctions for students.</p> <p>Ensure students have positive attitudes to learning, consideration for others and good behaviour.</p> <p>Provide positive communication with parents concerning students' progress, including holding progress review meetings with parents and the writing of annual reports.</p> <p>Establish and maintain effective working relationships with professional colleagues and parents.</p>
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<p>OTHER PROFESSIONAL REQUIREMENTS:</p>	<p>Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post.</p> <p>Take responsibility for own professional development identifying and pursuing opportunities for Continuing Professional Development (CPD) to improve teaching and learning.</p> <p>Evaluate the impact of all CPD on teaching and learning and share outcomes as appropriate.</p> <p>Contribute to writing sections of SoW as directed by Deputy Co-ordinator/Lead Teacher:</p> <p>Establish and maintain effective working relationships with professional colleagues and parents.</p> <p>Take responsibility for own professional development identifying and pursuing opportunities for Continuing Professional Development (CPD) to improve teaching and learning.</p> <p>Evaluate the impact of all CPD on teaching and learning and share outcomes as appropriate.</p> <p>Contribute to writing sections of improvement plan and SoW as directed by Curriculum Leader.</p> <p>Ensure health and safety guidelines are adhered to, be involved in health and safety audits / reviews.</p>
<p>ADDITIONAL REQUIREMENTS FOR TEACHERS ON U2 AND U3:</p>	<p>Observe others and be observed to share good practice and teaching techniques to impact on other classrooms.</p>



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Person Specification

	Essential	Desirable
Training and Education		
Qualified teacher status (QTS) at Primary and/or Secondary.	✓	
Evidence of a range of supportive professional development.	✓	
Experience/Skills		
Evidence of post-qualification development Experience.	✓	
Experience of working with young people with SEMH, including ADHD and communication and interaction needs.	✓	✓
Knowledge and/or commitment to the content of a key stage 3 broad and balanced curriculum.	✓	✓
Evidence or a willingness to plan and teach through topics in using a range of teaching style to meet the needs of young people with additional needs.	✓	
Evidence of the production of learning resources for a variety of learners.	✓	✓
Understanding and evidence of effective classroom management techniques, particularly for young people with SEMH.	✓	✓
Ability to work collaboratively as part of a small, supportive team.	✓	
Understanding the importance of the relationship between parents and the Partnership.	✓	
Evidence of being an effective communicator with Parents and the community.	✓	
Willingness to participate in CPD to enhance subject knowledge and pedagogy.	✓	
Ability to develop good relationships.	✓	
Good communication skills	✓	



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<p>High level of commitment to the Partnership.</p> <p>Ability to follow instructions and be self-organising.</p> <p>Record of good attendance.</p> <p>Evidence of a willingness to work hard.</p> <p>Be able to demonstrate that she/he can work as part of a team and be able to meet deadlines and achieve targets</p>	<p>✓</p> <p>✓</p> <p>✓</p>	
<p>Personal Attributes</p> <p>Ability to advise and work with senior members of staff</p> <p>Personable with strong communication and relationship skills across all levels of the Partnership, staff in Partnership schools and external agencies.</p> <p>Clear and concise written and verbal communication with a high level of accuracy and attention to detail.</p> <p>Driven and determined.</p> <p>Practical and logical with the ability to solve problems quickly</p> <p>Capable of undertaking responsibility and decision making.</p> <p>Ability to lead and work as part of a team.</p> <p>Ability to travel across our sites as necessary.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	