Salmons Brook School

Improving the quality of children's lives by developing their potential

Teacher of PSHE

Permanent /Part-time
(Full time considered for the right candidate with the ability to teach a second subject) TLR considered for a fully qualified teacher (who has completed induction) to act as Designated Teacher.

Outer London.
MPS/UPS + SEN allowance

Required:
As soon as possible

Headteacher: Kimberley Matthews
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Salmons Brook School: Bell Lane, Enfield EN3 5PA

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About EdAct

EdAct https://www.edact.org.uk/

Our Trust comprises Edmonton County Secondary School (Bury and Cambridge Campuses), Lea Valley Academy, Edmonton County Primary School, and Salmons Brook School (SEMH) and the Konrad Halls Centre – EdAct's children's therapy and alternative education centre.

Our Academies provide an education for children aged 4-18 in North London. We have been educating young people in this part of London since 1919 and throughout that time our approach has been epitomised by high standards and academic excellence, a tradition that continues today.

Our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect are evident in all our work and result in young people who develop and grow as independent, resourceful and resilient individuals.

The Trust has set out the following vision for its work:

Excellence in all we do

Developing a shared understanding of teaching and learning by sharing strengths and best practice

Ambitious and Accountable to our community for the better use of public funds so more resources are available to address the challenges we face

Creative in our approach to achieving the best for the children

Trusted by the community to provide a high-quality education and a great place to work

As a Trust we are committed to providing the best for the children in our schools but also to offer excellent professional development to our wonderful team of staff. If you join us, you will enjoy excellent conditions of service and teach children who are keen to learn and succeed. The success of our Trust means that you will have great career prospects either within the Trust or beyond.

We look forward to hearing from you.

Dr Susan Tranter
Chief Executive

About Salmons Brook School

https://www.salmonsbrook.org.uk/

Salmons Brook School is a mixed special school, which caters for young people with social, emotional and mental health (SEMH) needs.

Our students' primary need will be SEMH and some may have co-occurring needs in one or more of the following areas: communication and interaction; cognition and learning; sensory and/or physical needs.

Our vision and core purpose is **improving the quality of children's lives by developing their potential**.

We are focused on developing positive character traits within our students and approach this through a shared commitment to our 'CREATE' values.

Our aim is that all students at Salmons Brook:

- Engage and grow together as part of an inclusive Community, rooted in fairness.
- Develop secure and lasting Relationships, fostered by kindness.
- Share experiences that provide Enrichment, enhanced by teamwork.
- Foster ambitious Aspirations, through a commitment to learning.
- Build a culture of Trust, by displaying honesty in their actions.
- Achieve their potential, supported by a personalised Education and a curiosity for learning

We will achieve these aims by:

- Delivering an innovative, ambitious and highly specialised curriculum, which includes exposure to enrichment activities that develop personal growth.
- Creating a therapeutic, student-centered learning experience, which focuses on the specific needs of the student, develops self-esteem and helps build secure and lasting relationships.
- Fostering community cohesion to challenge inequality and embrace diversity.

Salmons Brook School opened in September 2022 for 40 students Year 7—10. The building was designed and built to meet the needs of the students attending the school.

Kimberley Matthews
Headteacher

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Job Description: Teacher of PSHE

Job title: Teacher of PSHE
Scale: MPS/UPS + SEN allowance
Hours: Part time (Full time considered for the right candidate with the ability to teach a second subject) TLR considered for a fully qualified teacher (who has completed induction) to act as Designated Teacher.
Responsible to: Deputy Headteacher – Quality of Education and Personal Development

Salmons Brook School is a specialist SEMH (Social Emotional and Mental Health) school for young people aged 11 – 18. We have 70 places for young people. We opened in September 2022 for 40 young people in Year 7 – 10 and have now reached full capacity with provision through Year 7 - 13. Our vision and core purpose is to improve the quality of life for our school and wider community by nurturing potential. We are focused on developing positive character traits within our students and approach this through a shared commitment to our 'CREATE' values (Community; Relationships; Enrichment; Aspirations; Trust and Education).

We are seeking an enthusiastic and committed SEN Teacher of PSHE to lead and deliver our Personal, Social, Health and Economic education curriculum across Key Stage 3 and Key Stage 4. This includes statutory Relationships and Sex Education (RSE), Health Education, Careers education, preparation for adulthood, and wider Personal Development.

The successful candidate will be responsible for developing and delivering a sequenced, engaging and impactful PSHE curriculum that reflects the needs of young people with SEMH. Our pupils require a curriculum that is practical, relevant and explicitly teaches life skills, emotional literacy, healthy relationships, safety, financial education, citizenship and preparation for adult life.

This role would suit
- A Secondary trained PSHE specialist
- A teacher with experience in Personal Development, RSE or Citizenship
- A teacher with strong pastoral experience who is passionate about holistic education

As well as curriculum expertise, our teachers are calm, relational and trauma-informed practitioners. They are skilled in managing dysregulation and confident in de-escalation strategies. A strong understanding of SEMH frameworks such as emotion coaching, nurture principles and Zones of Regulation is highly desirable.

The successful candidate will:
- Design and implement a progressive PSHE curriculum tailored to SEMH learners
- Ensure statutory compliance in RSE and Health Education
- Embed safeguarding, online safety and contextual risk awareness into the curriculum
- Promote pupil voice, reflection and active citizenship
- Work closely with pastoral teams, safeguarding leads and external agencies
- Contribute to whole-school Personal Development strategy

Salmons Brook School is a unique and growing school community. We are looking for someone who will complement our existing staff team and work collaboratively with young people, families and colleagues to make a measurable difference to pupils' life chances.

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Job Description: Teacher of PSHE

General Duties and Responsibilities:

Learning, curriculum, and assessment

- To develop a positive learning culture.
- To plan, implement and deliver an appropriately broad, balanced, relevant, and differentiated curriculum.
- To ensure subject planning and delivery links with and embodies the CREATE vision and gives young people the opportunities to develop our identified character traits.
- To plan and teach CREATE and Character lessons in addition to your specialist subject areas.
- To use a variety of methods and approaches, including differentiation to match curricular objectives to the range of student needs, and ensure equal opportunity for all students.
- To plan, prepare and deliver high quality courses and lessons which will provide a positive learning experience for our young people.
- To plan, prepare and implement high quality academic intervention for young people within their designated circles of intervention time.
- To actively monitor and follow up pupil progress.
- To implement school policies and procedures
- To work with colleagues in support of aims, objectives and strategic plans for the subject areas, which have coherence and relevance to the needs of our young people, set out in their EHCP and in the whole School strategic plans.
- To contribute towards the implementation of each young person's EHCP, detailed in the current SEND Code of Practice; particularly the planning and recording of appropriate actions and outcomes related to their objectives.
- To ensure that health and safety policies and practices, including risk assessments, are in line with whole school policy and practice.
- To devise strategies to develop and foster curiosity within and beyond the exam-based curriculum.
- To take part in the process of continuous curriculum development to ensure ongoing relevance to the needs of our students, as well as adhering to examining and awarding bodies' requirements.
- To manage students' learning through the delivery of well-planned lessons and effective teaching, in accordance with the schemes of work and policies.
- To ensure continuity, progression, and cohesiveness in all teaching.
- To keep up to date with and respond to national developments in your subjects and teaching practice and methodology.
- To organise subject related trips, events, and speakers when appropriate.
- To systematically assess students' work and use the results to inform future planning, teaching, and curricular development.
- To participate in the assessment, recording and reporting process, including target setting in accordance with whole school policy.
- To analyse data from assessments to ensure that students are making at least good progress.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and student support functions of the school

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Job Description: Teacher of PSHE

Staffing and staff development

- To take part in staff development programmes by participating in arrangements for further training and professional development.
- To take responsibility for personal and professional development, including maintaining up to date subject knowledge and knowledge of research and developments in pedagogy.
- To engage actively in the appraisal process.
- To ensure the effective/efficient deployment of classroom support.
- To provide cover for absent colleagues, as is reasonable, fair, and equitable.

Communications

- To communicate effectively with the parents/carers of students to ensure positive partnership.
- To communicate and co-operate with people or bodies outside the school effectively to ensure positive partnership.
- To follow agreed procedures for communications in the school.
- To respond to requests and anxieties of parents/careers in association with the Pastoral Lead.
- To celebrate the breadth of students' progress and achievements.

Marketing and liaison

- To take part in marketing and liaison activities such as open evenings, parents evenings, rewards evenings, information evenings, and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.
- To be constantly aware of the school profile in the local community and enhance this wherever possible.
- To develop links with the local community and create and support opportunities for young people to engage with the local community.
- To support the development of a positive rapport with students by a willingness to take part in outdoor and enrichment activities.

Student support

- To promote personal development, general progress, and well-being of individual students and of all young people.
- To be co-tutor to an identified group of students.
- To act as an academic mentor to students as requested.
- To register students, accompany them to assemblies, encourage their full attendance at school, at all lessons and their participation in other aspects of school life.
- To actively participate in identifying and celebrating students' progress and achievement.
- To evaluate and monitor the progress of students and keep up-to-date records as may be required.
- To contribute to the preparation of reports, progress reviews and other educational reports.
- To alert the appropriate staff to problems experienced by young people and make recommendations as to how these may be resolved.

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- To plan and deliver lessons which meet the needs of individual students through appropriate differentiation, liaising as appropriate with colleagues and external professionals.
- To promote and engage in restorative practices and avoid punitive responses, in line with our wellbeing policy.
- To be a role model to young people through personal presentation and professional conduct.

General duties

- To attend subject area meetings, and other such meetings as are required, including staff meetings, INSET sessions, and other such training as may be necessary.
- To act in accordance with the staff handbook and staff code of conduct
- To undertake supervisory duties in accordance with the staff duty rota.
- To be fully aware of and implement the school's policy on health and safety, both when pupils are in school and when they are engaged in school activities elsewhere.
- To cover for absent colleagues when necessary.
- To attend school functions, including after hours, as directed by the Headteacher.
- To support and foster the aims, vision, and ethos of the school.
- To undertake other duties that the Headteacher may from time-to-time reasonably request.

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant and/or reasonable duties as directed by the Senior Leadership Team or their Line Manager, commensurate with the skills, abilities, and grade of the post. This job description may be amended at any time following discussion between the headteacher and member of staff.

Whilst every effort has been taken to explain the duties and responsibilities of the post, certain individual tasks may not be identified. The post holder will be expected to comply with any reasonable request from a manager to undertake any task of a similar level that is not specified in the job description.

All employees are expected to follow the staff code of conduct.

Person Specification: Teacher of PSHE

Category	Essential	Desirable
Qualifications and Training	• GCSE Grade C or above in Maths and English • Degree or equivalent qualification • Qualified Teacher status or equivalent	• Relevant professional qualification and a willingness to undertake further training • Evidence of Continuing Professional Development relevant to role • UK Driving Licence • Team Teach positive behaviour support training
Experience	• An understanding of the learning needs of young people of all academic abilities • The ability to set high expectations and a commitment to enhancing pupil achievement • The ability to monitor, evaluate and review pupil progress • Experience of working with young people with SEMH and SEND or the desire and passion to implement your understanding of effective practice and to work within the Salmons Brook structure to develop your practice. • Experience of working effectively with the parents /carers of young people • Experience of implementing approaches that support the inclusion and improvement of our young people's behaviour, attachment, and learning • Experience of line management and/or coordinating teams • Experience of multi-agency working • Knowledge and experience of working with young people with SEND, especially SEMH & SLCN • Evidence of active commitment to ensuring that all children are well safeguarded, supported and guided in both their personal development and academic progress • Experience of delivering small group interventions	• Good understanding of creative strategies to ensure pastoral care and support the development of academic skills. • Experience of working in an urban complex school. • Knowledge and experience of SEND Code of practice including school systems such as the Annual Review process.
Skills, knowledge, and aptitude	• Effective subject specific knowledge of the subjects they teach • Good understanding of the emotional and psychological needs of young people • Good working knowledge of restorative practices, nurture principles and ways to include student voice • The ability to maintain detailed, accurate and secure records, and produce reports as required • The ability to engage constructively with, and relate to, a wide range of young people from different ethnic and social backgrounds and with their families and carers • High expectations of young people and the ability to motivate them to ensure that they can achieve their full potential • The ability to use ICT effectively, be well organised and keep systematic records as well as to share information through both written and verbal communication • The ability to work flexibly as part of a team and to work cooperatively and collaboratively • The ability to communicate effectively with young people, parents/careers, teaching and non-teaching staff and outside agencies • Evidence of a good record of attendance and punctuality, and an ability to cope under pressure • The ability to combine professional expertise with the necessary emotional resilience to ensure effective pastoral care • The desire to be an innovator – excited by change, able to turn innovative thinking into practical and successful outcomes	• Knowledge and experience of monitoring, evaluation, and review processes • Experience and understanding of Restorative Approaches in Schools • Knowledge and experience of zones of regulation and emotion coaching techniques
Personal attributes	• Energy, ambition, and enthusiasm with a willingness to develop new skills • The ability to establish inclusive, respectful, supportive, and constructive relationships with young people • Sets high standards and expectations of themselves, colleagues, and young people • A "can do" attitude towards supporting the aims and ethos of Salmons Brook and contributing to its success	• Flexibility and desire to adapt to different roles and tasks as required by the school

How to apply

You can apply online by completing the application form:

https://edact.org.uk/careers

We look forward to hearing from you.

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Tel: 020 3089 5900 Email: office@salmonsbrook.edact.org.uk

Headteacher: Kimberley Matthews

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