



Teacher (SEMH)
Onsite Nurture Provision (SEMH)
Full Time, Permanent
Salary Grade: In line with National Pay Scales MPS1 –
UPS3 (£25,714 - £41,406)



Teacher (SEMH) Alternative Provision Temple Learning Academy, Leeds 15

Temple Learning Academy is an all-through free school Academy in East Leeds. We opened our doors to Reception students in 2015 and we welcomed our first Year 7 cohort in September 2017. From September 2021, all year groups are occupied and we have approximately 950 students on roll: Reception to Year 11. We are ambitious for change, and our vision is to build a world-class all-through school that serves its local community.

Our Vision

Our vision is for Temple Learning Academy to be an exceptional, innovative community offering memorable lifelong learning experiences to enable all to achieve their full potential. Everyone will develop the moral values, confidence, skills, resilience and ambition to change the future for the better within their local and global communities.

Our Core Values

- **Respect:** to act with kindness towards everyone, no matter what our differences, and to recognise the value and worth of everyone in our community.
- **Opportunity:** to embrace new experiences and to see all of the possibilities open to us, placing no limits on our aspirations or what we could achieve in the future.
- **Courage:** to act with bravery and determination, with the self-belief and confidence that we can succeed even in difficult situations.

Our Core Expectations for Students

- Are polite, respectful and kind.
- Will arrive on time, ready to learn.
- Will meet the uniform standards, at all times.
- Will follow staff instructions, the first time of asking.
- Will move about the academy calmly and quietly.

Academy Profile

- The Academy was rated "Good" by Ofsted in May 2018.
- The Academy is virtually full in every year group, with waiting lists in some year groups.
- Prior attainment on entry into Reception and Year 7 is mixed, and below age-related expectations for the majority of students.
- The Academy serves a community in the lowest deprivation quintile.
- Approximately 66% of Academy students are in receipt of Pupil Premium Funding.
- Approximately 25% of Academy students are on the SEND Register.
- Approximately 20% of Academy students are classed as EAL.

Current School Leadership

- Temple Learning Academy joined the Red Kite Learning Trust in September 2018. Mr Richard Sheriff is the CEO of the Trust.
- Temple Learning Academy is formally linked with Temple Moor High School through the Executive Leadership of Mr. Matthew West, the Principal of Temple Moor High School.
- The Principal of Temple Learning Academy is Mr. Stuart Huddleston.
- The Academy Leadership Team includes our Principal, two Deputy Principals, Four Assistant Principals, two Achievement Directors, an Associate SLT member and a Business and Operations Manager.

Our Curriculum

Our entire community, led by our Trustees and Governors, has an ambition for change. This demands an exciting, innovative and first-rate curriculum that delivers exceptional progress and transforms children's lives. Our curriculum is fundamentally inclusive and provides equality of opportunity for everyone: overcoming disadvantage and other barriers to learning to ensure future success for all our students as they progress into adult life and into future education and employment.

As an all-through school we must ensure that our curriculum delivers continuous progression and successful learning experiences for all students as they move through each phase of our school. All Learning Phases are equally important, and this is reflected in our Governance and Leadership throughout school. Our mission and our passion are about combining the best "primary" practice and best "secondary" practice, and exploring the wealth of opportunities that come from understanding children's learning and progress in our school as one continuous journey from ages 4 to 16.

All children follow a challenging curriculum, assessed against high age-related expectations that are standardised with high-performing, local partner schools and the Red Kite Learning Trust and Red Kite Alliance. Children are challenged to demonstrate the "deepest" learning possible. Further stretch and challenge does not mean moving to a new area of learning; rather children are challenged to demonstrate deeper learning in that area, moving towards "mastery" of a particular area of learning. Typically, this should involve more complex application of learning in new and challenging contexts.

We strive for all children to make outstanding progress academically, develop enquiring minds and master independent learning skills; they will be responsible, confident, brave, resilient and emotionally intelligent; they will be highly literate and numerate and fully equipped for work and the world around them; they will have a secure future and they will understand their role and responsibilities as local, national and global citizens. They are the leaders of the future and we understand that their unique potential has no limits.

Attitudes to Learning

At Temple Learning Academy we have the highest expectations for all students, staff and stakeholders. We are a special learning community where everyone feels safe, happy, healthy and well cared for. We are an inclusive, diverse, all-through school where every child and every adult feels inspired, challenged and fulfilled in our pursuit of lifelong learning. We have a shared understanding of our core rights and responsibilities, and we nurture a culture that protects and celebrates the wonderful uniqueness of each and every person.

Red Kite Learning Trust

Temple Learning Academy is a very open, forward thinking and outward facing school. The school joined the Red Kite Learning Trust in 2018. Red Kite Learning Trust have a philosophy deeply rooted in professional generosity and in helping young people excel within their own schools, and beyond. Consequently, we feel confident that we have found the right partner to help us improve standards still further for all our students, and secure our long-term vision of becoming a Centre of Excellence at the heart of our community.

The Red Kite Learning Trust was formed in 2015 with three founding schools: Harrogate Grammar School, Oatlands Junior School and Western Primary School in Harrogate whose aim was, and still is, to work together to ensure 'Excellence for All'. Since then, our Trust has welcomed more schools joining:

- In Harrogate, Rossett Acre Primary and Coppice Valley Primary
- In Pudsey, Leeds: Crawshaw Academy
- In East Leeds Temple Learning Academy joined with 6 other schools as a collective group in Summer/Autumn 2018. Other schools included: Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Temple Newsam Halton Primary and Meadowfield Primary.

We are seeing the benefits for young people by working more closely together, collaborating, gaining insight and expertise and sharing the specialist skills and knowledge of all schools. We look forward to our Trust steadily developing further over the years and delivering excellence for all.

Red Kite Alliance

We are also members of the Red Kite Teaching School Alliance, a partnership of over 20 Yorkshire schools (secondary, special and primary schools) collaborating to help each other improve the outcomes for young people and ensuring all our young people have the opportunity to achieve their potential. This school-led approach brings benefits to all the schools involved and helps continue to develop and improve. Our students benefit from the Alliance's work as it impacts directly on the quality of teaching they receive.

Through the Red Kite Teaching School and SCITT (School Centered Initial Teacher Training), we work with other schools and partners to train and develop new teachers. The Teaching School



helps us to keep pace with national development and places us at the very forefront of teaching practice. We deliver outstanding training for school staff within the Alliance, at every stage of their careers, including a full range of school leadership development opportunities.



Our Vacancy

We have an exciting opportunity for an enthusiastic, committed teacher with experience of working with social, emotional and mental health needs. Do you possess a strong and creative subject knowledge, proactive nature and commitment to demonstrating our school's values? This is a role for a skilled and passionate Teacher to join our brilliant department at TLA!

As a member of our Teaching team, you will have:

- ✓ A proven record of excellent classroom practice.
- ✓ A commitment to enhancing student learning and experience and an inspiring passion for education and making a difference to children's lives.
- ✓ An inclusive purpose, raising and supporting the achievements of all to reach their potential with a mindset to always lead by example.
- ✓ Excellent interpersonal skills and qualities that inspire and motivate whole school commitment.

In return Temple Learning Academy can offer:

- ✓ an overarching ethos of equality, celebration of diversity and a belief in the individuality and unique potential of each child
- ✓ Highly rewarding teaching and pastoral relationships with pupils and their parents / carers.
- ✓ a highly supportive environment within a dedicated team of colleagues
- ✓ a unique opportunity to work and train with colleagues in different phases of our all-through provision
- ✓ opportunities to develop and grow professionally through work with our partners Red Kite Learning Trust as Red Kite Alliance
- ✓ a team of like-minded people who are passionate about supporting some of the most vulnerable students in our school community

Reward Package & Additional Benefits

We offer a comprehensive package of reward including: your membership of our outstanding pension provision via the Teachers' Pension Scheme or Local Government Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including our Cycle to Work Salary Sacrifice scheme, allowing all staff to:

- ✓ Benefit from huge savings on the cost of a new bike and/or safety equipment, supported by the Trust up to a total value of £2000
- ✓ Spread the cost over a year and make a significant saving on Income Tax and National Insurance contributions on the total salary sacrifice value
- ✓ Choose from over 500 brands from over 2000 partner stores across the UK

Many more staff benefits are available, via an online rewards portal, in areas including: shopping, family, automotive, financial, professional, home & garden, sport, health, beauty and travel.

The Trust provides a 24/7 'Employee Assistance Programme' to aid and support staff and their families. This service provides the additional and independent support which may be needed through times of, for example: bereavement, divorce, separation, significant illness of loved ones, financial issues/difficulties, or parenting issues.

JOB DESCRIPTION

Role: Teacher SEMH

(Onsite Nurture Provision)

Contract type: Permanent, Full Time

Responsible to: Assistant Principal for

Inclusion

Salary Grade: In line with National Pay Scales

TEACHER ROLE

- The post holder will be expected to provide high quality teaching and learning that meets the needs of all pupils and contributes to the achievement of the Academy's visions and aims.
- The post-holder will meet (or exceed) the Professional Teachers' Standards at a level consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career.
- The post-holder will be responsible for monitoring and improving the academic attainment and progress, personal development, welfare and behaviour of all pupils in their care.
- The post-holder will be expected to communicate regularly and work closely with parents, carers and families as partners in their children's learning.
- The post-holder will be expected to take a responsible for planning and coordinating specific elements of the curriculum, as directed by the Academy Leader for Inclusion and Lead Teacher in the Nurture provision.
- The post-holder will be expected to manage their own performance and professional development.
- The post-holder will be required to exercise their professional skills and judgement to carry out the professional duties as set out below.

MAIN DUTIES AND RESPONSIBILITIES

1. Duties as a main scale teacher
 - It is the duty as a teacher to maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
2. Teaching and Learning
 - To manage student learning through effective teaching in accordance with the department's sequences of learning and policies.
 - To develop students' academically as well as developing areas such as growth mindset, resilience and other key skills such as working with others, problem solving and helping students become confident and independent learners.
 - To inspire in students a love for learning by acting as a role model and showing enthusiasm.
 - To ensure continuity, progression and cohesiveness in all teaching.
 - To use a variety of methods and approaches to engage individual student and ensure access to the curriculum for all students.
 - To set home learning work regularly, (in accordance with the School home learning policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
 - To work with the Inclusion team and wider school staff in order to benefit from their specialist knowledge.

- To work effectively as a member of the Inclusion team to develop the curriculum offer in the nurture provision, this may include the delivery entry level qualifications, functional skills qualifications and ASDAN.
 - To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
 - To use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.
 - To keep up to date with developments in teaching methods and to constantly seek to improve their quality of teaching.
3. Monitoring, Assessment, Recording, Reporting & Accountability
- To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their care.
 - To contribute towards the implementation of the 'Assess, Plan, Do, Review cycle as detailed in the current SEND Code of Practice in line with Leeds City Council guidelines.
 - To assess students' work systematically to use the results to inform future planning, teaching and curricular development.
 - To be familiar and comply with school and statutory assessment and reporting procedures; to prepare and present informative, helpful and accurate reports to parents; to attend parental consultation evenings.
 - Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.
4. Subject knowledge & Understanding
- To have a thorough and up to date knowledge and understanding of the National Curriculum, level descriptors and specifications for examination courses.
 - To keep up to date with research and developments in pedagogy and the subject area and to constantly seek to improve the quality of their teaching.
 - To develop personal practice to enable effective delivery of strategies and recommendations as outlined by specialist teachers or external agencies.
5. Professional Standards & Development
- To be a role model to students through personal presentation and professional conduct.
 - To arrive in class, on or before the start of the lesson and to begin and end lessons on time.
 - To cover for absent colleagues according to the national workload agreement.
 - To cooperate with the employer in all matters concerning Health & Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
 - To support and implement all the School's policies, e.g. those on Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and ICT.
 - To establish effective working relationships with professional colleagues and associate staff.
 - To strive for personal and professional development through active involvement in the School's performance management procedures.
 - Willingness to be involved in extra-curricular activities such as contributing to after-school clubs and visits.
 - To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
 - To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
 - To undertake any reasonable task as directed by the Senior Leadership Team or the Lead Teacher for the Nurture Provision
 - To be aware of the role of the Governing Body of the School and to support it in performing its duties.
 - To be familiar with and implement the relevant requirements of the current SEND Code of

Practice.

- To consider the needs of all students within lessons (and to implement specialist advice).
- Note: *This job description reflects the present requirements of the post and is not intended to be exhaustive. As duties and responsibilities change and develop, the job description will be reviewed and may be subject to amendments to reflect the changing needs of the service and statutory requirements.*

Nurture Teacher - PERSON SPECIFICATION

EXPERIENCE	ESSENTIAL	DESIRED
Experience of teaching students who have complex SEMH needs who may be working significantly below the expected standard.	✓	
Experience of teaching Entry Level, Functional Skills and ASDAN qualifications.		✓
Experience of teaching a wide range of subjects.	✓	
Experience of working in what can sometimes be a challenging environment where adults have to make quick decisions and think on their feet.	✓	
KNOWLEDGE	ESSENTIAL	DESIRED
Up-to-date knowledge of curriculum related issues 11-16.	✓	
Detailed knowledge of pedagogical practice in relation to Teaching and Learning.	✓	
An understanding of students with complex SEMH needs and of strategies that can be used to support their needs.	✓	
Knowledge of current guidance and regulations in relation to inclusion.	✓	
QUALIFICATIONS AND TRAINING	ESSENTIAL	DESIRED
Degree level qualification.	✓	
PGCE or relevant qualification/QTS (Qualified Teacher Status)	✓	
APTITUDES	ESSENTIAL	DESIRED
Skilled classroom practitioner.	✓	
Highly effective communication skills	✓	
Ability to form good working relationships & influence others.	✓	
Ability to work within and contribute to an effective team.	✓	
Capacity to evaluate and improve.	✓	
Willingness to try out new ideas and contribute to the development of department strategies	✓	
Keenness to continue and improve upon professional development.	✓	
Competent in ICT including knowledge & application of Management Information Systems.	✓	
Ability to form positive relationships with hard to reach students.	✓	
Ability to contribute to wider school life.	✓	
CHARACTERISTICS	ESSENTIAL	DESIRED

Passionate belief in the ability of every student to achieve.	✓	
A clear educational vision and sense of direction.	✓	
Good organisational skills and high levels of self-motivation.	✓	
Energy, self-confidence and the ability to 'give more' when the occasion demands it. Ability to work under pressure and to meet deadlines.	✓	
Good sense of humour & ability to maintain a sense of perspective in all working conditions.	✓	
Record of good attendance and punctuality.	✓	
SAFEGUARDING CHILDREN	ESSENTIAL	DESIRED
Full commitment to safeguarding and promoting the welfare of children and young people	✓	
Discretion at all times in the disclosure of information about the Academy and a clear awareness of confidentiality	✓	
Motivation to work with students who often have complex family lives	✓	
Emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	✓	

'Essential Requirements' indicate the minimum requirements and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. These may be used to distinguish between acceptable candidates.

Application Details

This is a superb opportunity to join our team at Temple Learning Academy! We understand the importance of securing the right role and believe our Academy will not disappoint you. We are confident that our Trust and TLA, offer an outstanding environment to both work and learn.

If you would like to arrange a visit before you apply, you are welcome to do so. If you have any questions about the role or to arrange your visit, please contact Rahul Sharma: Sharmar@tla.rklt.co.uk in our HR team who will be happy to help.

For more details and access to our on-line application form: www.rklt.co.uk/vacancies

Closing date: 9am, Monday 31 January 2022. Assessment day scheduled for shortly afterwards.

We look forward to hearing from you!



