



Consilium
Evolve

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Therapeutic Lead



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Therapeutic Lead at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.

Welcome from Headteacher

Welcome to Consilium Evolve.

As Headteacher of Consilium Evolve, it gives me the great privilege and pleasure of welcoming you to our school.

Consilium Evolve is a specialist Alternative Provision Academy which caters for secondary age students who experience emotionally based school avoidance. But our academy is so much more than that. We nurture each student to encourage them to take their place in the world, whatever that might be, despite any barriers they have encountered.

We want Evolve to be a physically and emotionally safe and secure place for our students, so that they feel able to improve their previous school attendance. Our curriculum is delivered in a way that encourages students to be brave and creative in their learning and achieve well. Our academy is a calm and supportive environment underpinned by strong and respectful relationships between staff, students, and their families.

Mr R Bell

Headteacher



About the Academy

Consilium Evolve is an Alternative Provision Academy which caters for secondary age students who experience emotionally based school avoidance. As such, we focus on the wellbeing of our students which then allows them to achieve.

A Culture of Excellence.

Our school builds a cultures of respect, responsibility, courage, and kindness, where students and adults are committed to the quality of their craft and are brave in new challenges.

All members of our community ensure that each student is **known** and **cared** for, student leadership is nurtured, and contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.

Classroom Lens

Our classrooms are alive with **discovery, inquiry, critical thinking, problem solving**, and **collaboration**. Teachers talk less. Students talk (and think) more. Lessons have an explicit purpose, guided by learning targets for which students take ownership and responsibility, to bring out the best in them.

Our approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous, project-based learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals, contributing high-quality work to authentic audiences beyond the classroom.

Show up and Be Seen,

At a very basic level we are built for love and belonging, human connection and learning. It is our job as practitioners to ensure our 'Lens' is truly focused on how our practices meet the needs our community. By bringing our best self (showing up), as practitioners, we will work rigorously to understand the mechanisms necessary to allow our students to thrive. Our students will learn to 'Be Seen', developing personal confidence, and the ability to take autonomy over their future steps.

Our Leadership

Leadership in our school goes beyond a single person or team; it's a role and expectation for all.

Leaders build a cohesive school vision focused on student achievement and continuous improvement. They align all school activities with that vision. Leaders use data wisely, boldly shaping school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration.

At Consilium Evolve we are ambitious for all our students and staff, and we look forward to welcoming you to our school.

About the Trust

The Consilium Mission

“Enriching Lives, Inspiring Ambitions”

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants

- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations



Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

- Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.



About the Role

Job Title: Therapeutic Lead

Start date: July 2023

Hours: 36 hours per week, term time + 5 days

Contract: Permanent

Salary: Grade 6 (NJC scale points 13 - 17) actual salary, £22,262 - £23,954

Do you have the drive, passion and commitment to deliver outstanding support? This is an opportunity to join a dedicated team of staff at Consilium Evolve, part of Consilium Academies who are committed to providing the best possible education for our pupils.

We are seeking to appoint a talented and committed individual to join our alternative provision here at Consilium Evolve. The role of the Therapeutic Lead will be to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

Being part of our academy team, the Therapeutic Lead will work closely with all staff and be line managed by the SENDco and Innovation lead. This unique post allows you to work as part of a truly holistic approach within a truly child development centred school. You will also be able to lead a therapeutic pathway which give the opportunity to become a very specialised practitioner.

We are looking for someone with a sense of humour, who understands the importance of developing a positive culture in our organisation and has high expectations of their pupils. The successful candidate will present the best possible example of professional standards to colleagues.

The successful candidate should be supportive of the ethos and values of the school and have the ability to encourage and motivate our students.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Robert.bell@consilium-at.com

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is Monday 5th June.

Interviews will take place on: TBC

Visits to the Academy are available upon request. Please contact Robert on 07890175255

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to

an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.



Job Description

Job Title:	Therapeutic Lead
Reports to:	Headteacher
Based at:	Consilium Evolve, Sunderland
Grade:	Grade 6 (NJC scale points 13 – 17)

Main purpose of the Role

- To work predominantly within an innovation/intervention strategy, leading and being responsible for its implementation across the whole school.
- To lead individual and some group sessions which will further students access to education.
- To report on the theory and impact of the decided of agreed strategies
- To work within the main teaching areas to assist the teacher in the management and support of pupils in the classroom.

Core Responsibilities & Tasks

Support for the Pupils

- Provide therapeutic and pastoral support to pupils.
- Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
- Participate in the comprehensive assessment of pupils to determine those in need of particular help.
- Along with the SENDCO lead/develop and implement Individual Education plans for our students
- Work with external agencies to ensure all lines of communication are clear and all agencies are working towards a common goal
- Establish productive working relationships with pupils, acting as a role model.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils and promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Encourage pupils to interact and work cooperatively and engage with all activities.
- Promote independence and employ strategies to recognise and reward achievement.
- Supervise and provide support for SEN pupils ensuring their safety and access to learning activities.
- Promote inclusion and acceptance of all pupils.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to learning strategies e.g., literacy, numeracy, KS1/2, Foundation etc.
- Support the use of ICT in learning activities and develop pupils' competence and independence in use.
- Prepare, maintain, and use equipment/resources required to meet the lesson plans/relevant learning activity and assess pupils in their use.
- Report on all safeguarding.
- Work with the SENDCO during induction and transition of new incoming and outgoing students.
- Communicate effectively with parents.

Support for Teachers

- Liaise with feeder schools and other relevant bodies to gather pupil information.
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating, and adjusting learning activities as appropriate to achieve learning goals.
- Monitor and evaluate pupils' responses and progress against action plans and learning objectives through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupil's achievement, progress, and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access, and learning, and supporting home to school and community links.
- Undertake display work.
- Assist with creating and maintaining a purposeful, orderly, and supportive environment.
- Promote good pupil behaviour, dealing with incidents in line with School Policy and encouraging pupils to take responsibility for their own behaviour.
- Administer routine tests, invigilate exams, and accurately record achievement and progress.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

Person Specification

Qualifications and CPD	Essential	Desirable
NVQ 3 for Teaching Assistants or equivalent qualification or experience.	X	
Where designated to work in a particular curriculum area, to work towards NVQ 2 in that subject area.		X
Experience, Knowledge and Skills	Essential	Desirable
Experience of working with children of relevant age.	X	
Experience of working with pupils with additional needs.		X
Very good Numeracy/literacy skills (equivalent to NVQ 2 in English and Maths).	X	
Experience of conducting SEND review meetings.		X
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.	X	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	X	
Working knowledge of national curriculum and other relevant learning programmes.	X	
Understanding of principles of child development and learning processes and in particular, barriers to learning.	X	
Ability to plan effective actions for pupils at risk of underachieving.	X	
Full understanding of the range of support services/providers.		X
Personal Attributes	Essential	Desirable
Ability to relate well to children and adults.	X	
Ability to self-evaluate learning needs and actively seek learning opportunities.	X	
English Fluency	Essential	Desirable
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.		X