



Candidate Information Pack

Specialist Teacher – Social Emotional & Mental Health (SEMH) -
UQT/MPS

The Birley Academy, Sheffield



L.E.A.D. Academy Trust



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Welcome from the CEO

L.E.A.D. Academy Trust comprises primary and secondary academies across the East Midlands. Our mission is to be a pioneering, confident, high-performing Trust with national and international influence.

We are determined to bring about change and improvement to education standards in the East Midlands by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people.

As a Trust, we pride ourselves on the support and advice we give to all our leadership staff, enabling them to be exceptional leaders and teachers who can inspire both pupils and staff.

This role represents an exciting opportunity to be part of something special; developing and supporting our Trust in improving educational outcomes while retaining the school's individual identity and specific needs of their children, young people and community.

If you are ambitious, determined, energetic and passionate about education and want to join us on our mission, then we look forward to receiving your application.

Diana Owen CBE

Chief Executive Officer





L.E.A.D. Academy Trust
comprises of:

24
primary

..... and

3
secondary
academies

..... across

5
geographical
regions

..... with

11,000
pupils

..... and

1,500
members
of staff





Our Academies

Within our Trust, all academies strive to achieve:

- The highest standards of behaviour and conduct.
- Outstanding teaching and learning.
- A fully inclusive approach in which all children are equally important.
- A climate of mutual respect between the children, staff and community.
- Positive relationships.
- High aspirations for all involved with the school – a ‘can-do’ attitude.
- A wide range of enrichment opportunities for all to get involved in.
- A celebration of all the cultures and faiths represented in the school.
- An organisation in which there are no excuses for underachievement.

"The headteacher is a visionary leader. Leaders, including subject leaders, are a united team."

Witham St Hughs Academy
Ofsted Report, 2012

L.E.A.D. Teaching School Hub

'Working together to lead the highest outcomes for all.'

L.E.A.D. Teaching School Hub Lincolnshire was launched in 2021 as one of the 87 organisations to be awarded Teaching School Hub status by the DfE. The Teaching School Hub is designated to work with schools across Lincolnshire and throughout our Trust. It supports every school type and phase, including nursery, primary, secondary, special and alternative provisions.

The role of the Hub and the Trust is to promote the importance of high-quality continuing professional development, from Initial Teacher Training through to executive leadership, supporting teachers throughout their career in a sequential and cohesive way. During 2021/2022 the TSH delivered 167 days of CPD to 2,163 participants, supporting 233 schools in total. The ability to access this high-quality professional support is therefore a significant opportunity associated with joining our Trust.



Message from the headteacher

I am very proud to be the Headteacher of The Birley Academy and feel honoured and privileged to work with our pupils, parents, carers, colleagues and community to be part of the team who are making The Birley Academy a brilliant place to learn and work.

I am passionate about working with our staff in school and with colleagues across L.E.A.D. Academy Trust to ensure that the education we provide our pupils is of the highest quality, studying a broad range of subjects complemented by a clear personal development and wider curriculum offer.



Victoria Hall, Headteacher

Our students

Our students are amazing; they are hugely rewarding to work with and very capable of fantastic achievements. By supporting teaching practitioners and the senior leadership team, you will help to ensure students receive the best education available.

Strategic and supportive leadership

The senior leadership team have a clear strategic plan for the academy. As a group of leaders, we strive for continual improvements in standards and to provide the best learning experiences for all students. We are firmly focused on making the academy the best it can be.

Every member of staff works tirelessly to ensure that learning is relevant, purposeful, engaging and rewarding. We offer an excellent professional development package aimed at supporting staff at every stage of their career.

We work with partners such as L.E.A.D. Teaching School Hub and Learn Sheffield, as well as a host of other nationally recognised providers. If you join our team, you will be part of a group of enthusiastic and dedicated professionals who believe in the power of learning to shape and change the lives of young people.





We believe that our students are entitled to nothing but the best. At The Birley Academy we challenge ourselves to always **strive for more**. It is our aim to ensure that students are **ready, respectful and resilient**. We believe that instilling these values will help all to **succeed in life**.

Our vision is simple: to ensure that we constantly challenge ourselves and our students to aspire to our very best, enjoying learning and being active members of the learning community. As part of the L.E.A.D. Academy Trust, we work with all stakeholders including parents, local businesses, community leaders and our partner primaries to represent and best meet the needs of our students.

Working at The Birley Academy

Working at The Birley Academy is an incredibly rewarding and fulfilling experience. Here is what you can expect:

- **Inclusive and supportive environment:** Our academy is dedicated to creating an inclusive and welcoming atmosphere for all staff and students. You will find a strong sense of community and collaboration here, where everyone is valued and supported.
- **Passionate and dedicated colleagues:** You will be supporting a team of passionate and dedicated educators. Collaboration and sharing best practices are highly encouraged.
- **Professional development:** You can expect opportunities for training, workshops, and access to resources to enhance your skills and career development.
- **Strong leadership:** Our academy is led by experienced and supportive leaders who are committed to fostering a positive work environment and ensuring the academy's success.
- **Community involvement:** The Birley Academy is deeply rooted in the local community, and you will have opportunities to engage with parents, guardians, and community members to build strong partnerships.
- **Work-life balance:** We recognise the importance of maintaining a healthy work-life balance and offer support in achieving this; staff well-being is a top priority.
- **Challenging and fulfilling work:** Working with 11-16 year olds is incredibly fulfilling. You will have a direct impact on their educational journey and personal growth.
- **Celebration of achievements:** We celebrate both staff and student achievements, big and small. Recognition and appreciation for hard work are part of our culture.



Benefits of being part of L.E.A.D. Academy Trust for Teaching staff

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. We place value on these aspects too.

Employee benefits from day 1

1. National teacher pay and conditions, including generous TPS scheme with minimum 23% employer contribution rate.
2. Superb CPD opportunities via various established routes including dedicated Teaching School Hub.
3. Access to Trust EAP service: 24/7 free advice on range of issues and wellbeing counselling.
4. Free eyecare vouchers and flu jabs.
5. Access to free Occupational Health Service, including physiotherapy service.
6. Access to free staff discounts and cashback for a huge range of products.

Ofsted feedback

"Leaders and staff are highly ambitious for all pupils. They take their responsibility to the pupils and the community very seriously. This is seen in their careful work to develop a knowledge-rich curriculum that promotes character development and raises aspiration."

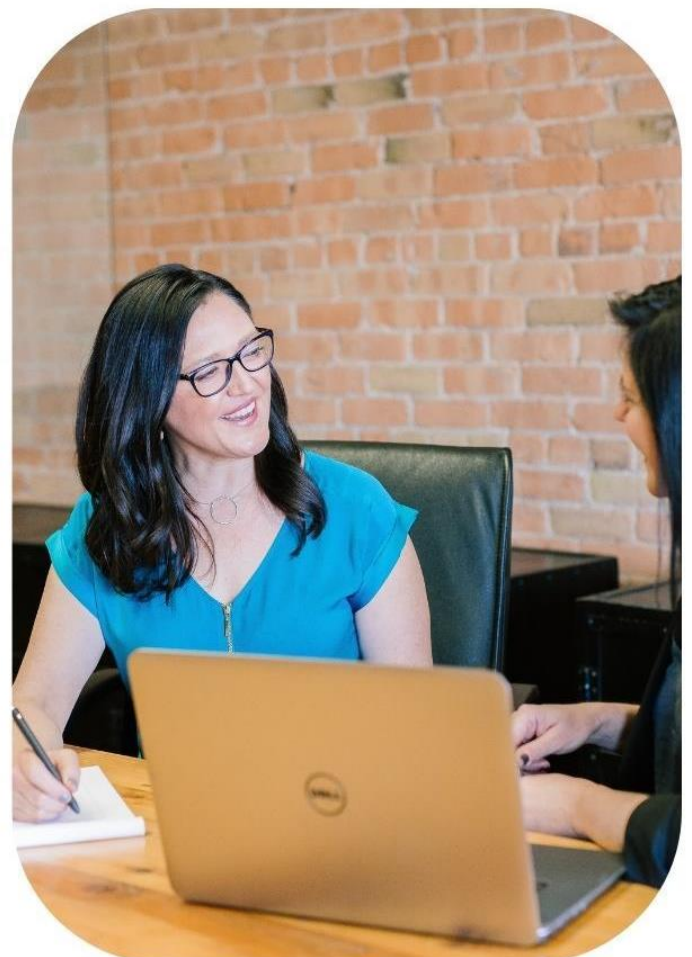
Radford Academy Ofsted Report, Jan 2023

"Staff feel that leaders are considerate of their well-being. They talk about leaders being approachable."

Bishop Alexander Academy, March 2023

"Staff value the training that they have had and the time to develop subject leadership roles. Teachers at the early stage of their career feel well supported and valued as members of staff."

Forest Lodge Academy, June 2022



***“Leaders are
dedicated to
ensuring pupils
are safe and
well cared for.”***

Ofsted report, March 2023



How to apply

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to: HR@birleysecondaryacademy.co.uk

CLOSING DATE: 12 noon on Friday 10th May 2024

INTERVIEWS: We expect interviews to take place on Thursday 16th or Friday 17th May 2024.

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

For an informal, confidential discussion about this opportunity, please email: HR@birleysecondaryacademy.co.uk



"I wanted to be part of an organisation that works in partnership, believes in collaboration and invests and understands the importance of high-quality leadership and management."

Rebecca Riley, Deputy Headteacher,
Huntingdon Academy

Job description

Key responsibilities and accountabilities

Specialist Teacher – SEMH

Salary: Unqualified or Main Pay Scale depending on qualifications and experience

Start date: September 2024 or as soon as possible

The Specialist Teacher SEMH (social, emotional and mental health) will take day to-day operational responsibility for the provision provided in the main school, in school inclusion centre (ISIC) and Integrated resource (IR) for students with SEMH needs. Working closely with students, and specialist SEMH/EBSA Teaching Assistants, you will become familiar with those that you support and gain a deep understanding of their specific needs. In turn, this will enable you to work closely with subject teachers and the wider pastoral team to provide them with bespoke to improve their academic achievement and overall well-being. You will be responsible for developing and co-ordinating strategies and interventions for SEMH/EBSA staff to implement, while monitoring and evaluating the progress of the students and revising their provision accordingly.

At L.E.A.D. Academy Trust we have a strong vision and four core principles, to lead, empower, achieve and drive. These principles underpin the day-to-day culture for support to our academies.

Main Responsibilities:

Support to Students:

- Provide guidance in the area of SEMH/EBSA to secure high-quality provision and the effective use of resources to bring about improved standards of achievement of all students with an SEMH/EBSA need within the main school, in school inclusion centre (ISIC) and integrated resource centre (IR).
- Oversee the operation of the ISIC for students with SEMH/EBSA needs and as necessary, be the teacher within ISIC for students that display Emotional Based School Avoidance (EBSA).
- Take an active role in encouraging good attendance of students with SEMH/EBSA needs, which includes working in close collaboration with the school attendance team and other staff.
- Research and review best practice in supporting SEMH/EBSA needs to ensure high quality provision.
- Devise tailored approaches for a 'soft landing' for students at the beginning of each day.
- Contribute towards curriculum development, delivery, adaptation and review to ensure full access to a broad and balanced curriculum.
- Develop appropriate curriculum resources to ensure that students within the ISIP have the required levels of support.
- Work with the senior leaders, the SENDCo and Deputy SENDCo to identify and develop individual programmes for designated students that increase their engagement in educational opportunities.
- Liaise with other colleagues to plan and prepare students to successfully access sessions in mainstream classes.
- Allocate specific plans, resources and timetables to ensure educational impact.
- Plan, deliver and review specific teaching programmes for individuals and groups of students.
- Allocate resources to provide one to one, small group and/or in-class support for identified students with Special Educational Needs and Disabilities (including students with an Education, Health and Care Plan, (EHCP)).

- Provide support to employ teaching strategies to encourage the student to work with increasing independence within a group and class.
- Attend meetings as required by the special educational needs and/or disabilities co-ordinator (SENDCo) or deputy SENDCo.
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre – determined learning objectives/wider objectives.
- Assist the SENDCo and Deputy SENDCo in the development, monitoring, and review of pupil's learner profiles/pupil passports and personalised pupil plans.
- Be responsible for keeping and updating records (including provision mapping) as agreed with senior leaders contributing to the reviews of records and systems as requested.
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Maintain the teaching environment as calm, clean, tidy and attractive to promote students' security and enjoyment of lessons.

Pupil Progress:

- Develop a positive relationship with students to support progress and attainment and promote self-esteem and independence.
- Contribute to reviews of identified pupils and support with the achievement of the outcomes identified in EHCPs.
- Monitor, report and evaluate the effectiveness of the support provided by teachers and support staff in school.
- Define and administer standardised tests and one-to-one diagnostic assessments to set starting points accurately and to monitor progress according to programme protocols for particular intervention programmes.
- Set and evaluate individual targets (academic and personal/social) including learner profiles and personalised pupil plans, review and report on progress for all designated pupils.
- Provide feedback to the students on their progress, achievement and attainment either directly or through their designated support.
- Prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating students' progress in a suitable format.

Support to Teachers:

- Contribute to the development, monitoring and reviewing of pupils' learner profile and personalised pupil plans.
- Provide information, advice and support to teachers and other support staff on the most effective methods of provision and intervention for pupils with SEMH/EBSA needs.
- Support as needed with the delivery of specific interventions to support learning opportunities, student engagement and maximise pupil progress.

Support to the Wider School:

- Be the strategic lead for the In School Inclusion Centre (ISIC).
- Engage in continuing professional development (CPD) through internal CPD and opportunities for external CPD.
- Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management and use this to support others.
- Contribute to whole school developments and staff training initiatives.
- Manage specialist staff and support their induction and professional development.
- Model best practice to specialist SEMH/EBSA staff to ensure effective delivery.
- Support and guide other staffs work in the ISIC when required.
- Escort and assist pupil movement around school, throughout social time and at the end of the school day.
- Support the maintenance and enhancement of the school's ethos and mission through their own outstanding professional conduct and high expectations of others.
- Create a positive, restorative culture in which effective learning and self-development can take place.

- Support meetings of SEND staff, communicate information to staff and co-ordinate the resulting action.
- Attend and participate in individual and team meetings as required.

Relationships & Partnerships:

- Develop strong relationships and effective working arrangements with Trust and school staff.
- Establish effective partnerships and liaison with the SENDCo, deputy SENDCo, SEND team, other agencies and services involved in supporting individual students, e.g., complex needs service, mental health services, social workers, attendance team, medical services, autism team, educational psychologists and other Sheffield services to effectively support students across curriculum areas.
- Receive and disseminate to staff advice given by professionals to effectively support students across curriculum areas.
- Liaise sensitively and effectively with parents and carers enabling students to make the most of their educational opportunities and participate in feedback meetings with parents.
- Establish and maintain effective and high-quality relationships with professionals and outside agencies.
- Respond to staff, student, parents and other stakeholder queries in a timely and professional manner.
- Work with individual staff who require support with SEND students who have SEMH/EBSA needs.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.

Other Responsibilities

- Champion the Trust's principles of 'Lead', 'Empower', 'Achieve' and 'Drive'.
- Contribute to the wider life of the Trust and the L.E.A.D. community.
- Carry out any such duties as may be reasonably required by the Trust.
- Comply with policies relating to safeguarding and child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.
- Participate in appraisal, training and professional development opportunities as required to fulfil the role.
- To act as a First Aider on rota system.
- Fire Marshall duties in the case of fire and/or emergency evacuation where applicable.
- Undertake other duties consistent with the scope of the post and within the competence of the post holder as required, in accordance with the Academy's aims and objectives.

Records Management:

- All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.
- As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key 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 and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to any relevant national Standards and other requirements of the professional role.

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 and individually take responsibility for doing so.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

Person specification

The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The two right-hand columns provide guidance as to whether these items are essential (E) or desirable (D) criteria.

	Essential/ Desirable
QUALIFICATIONS	
5 A*- Cs or 9 - 5 grades at GCSE including English and Maths.	E
Level 3 qualification – A level or equivalent	E
Degree level qualification.	E
Qualified teacher status or demonstrable unqualified teacher or equivalent experience	E
Level 4 qualification in a SEND (or related) discipline.	D
EXPERIENCE	
Experience of SEND school leadership within the primary or secondary phase	D
Experience of teaching children and young people across a broad spectrum of educational needs and ages	E
Positively managing challenging behaviour/restorative practices/self-regulation/de-escalation.	E
Experience of developing, monitoring and review of Individual Education Plans (IEPs) and/or Education Health and Care Plans.	D
Training in a range of literacy strategies and approaches, for example the teaching of reading, spelling, phonics following a suitably recognised scheme.	D
Training in a range of intervention tools such as Talk About, Memory Magic, Zones of Regulation and Circle of Friends.	D
Evidence of specialism or demonstrable interest in SEMH difficulties.	E
ABILITIES, KNOWLEDGE AND SKILLS	
Ability to teach to GCSE standard	E
Track record of delivering outstanding outcomes for students	E
An awareness of statutory education frameworks	E
An existing interest in evidence informed practice shown by wider reading and professional development	D
An understanding of students’ special educational needs linked to appropriate challenge, teaching strategies, adaptation, assessment, outcomes and ambition for all learners.	E
Knowledge of SEND code of practice	E
Understanding of relevant curriculum and assessment frameworks at key stages 3 to 5, drawing on key stages 1 and 2 as appropriate	E
Knowledge of strategies to support students with specific SEMH/EBSA needs.	E
Evidence of the ability to hold staff to account in the pursuit of improving standards	

Ability to maintain positive relationships with students, parents and staff.	E
Ability to work effectively within a team.	E
Effective classroom and behaviour management skills.	E
Ability to communicate effectively in English.	E
Ability to communicate effectively in relevant community languages.	D
Good ICT skills for word-processing, use of learning software and accessing on-line resources.	E
PERSONAL ATTRIBUTES	
Commitment to working flexibly before and after school hours as required.	E
Energetic, enthusiastic and resilient, along with being action and solution focussed	E
Highly organised, literate and articulate.	E
Politically sensitive in the complex environment of safeguarding	E
Committed to self-development and the development of others	E
Personal resilience, persistence and perseverance in the face of challenges	E
A passionate belief in the school's mission statement.	E
Highest levels of professional and personal integrity.	E
A strong commitment to the Trust value of 'Lead'.	E
A strong commitment to the Trust value of 'Empower'.	E
A strong commitment to the Trust value of 'Achieve'.	E
A strong commitment to the Trust value of 'Drive'.	E
Commitment to support L.E.A.D. Academy Trusts agenda for safeguarding and equality and diversity.	E



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

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