

# Springwell Lincolnshire Learning Community



## **KS3/4 Teacher Springwell Alternative Academy Spalding Information Pack**

**A proud member of the Wellspring Academy Trust**



**WELLSPRING**

ACADEMY TRUST

We Make A Difference



Dear applicant,

Thank you for your interest in the role of teacher (KS3/4) at the Springwell Alternative Academy Spalding. If you are successful, you will be joining a fantastic team and will be a key part of an exciting project to transform education for children with Social, Emotional and Mental Health needs across Lincolnshire.

At the Springwell Alternative Academy Spalding, you will work as part of a team committed to collaboration, creativity and innovation. We are dedicated to bringing the very best practice and resources to each of our settings. We are dedicated to developing a diverse, relevant and engaging curriculum, delivered through learning experiences built around the individual needs of our children and young people. Your challenge will be to ensure that our schools offer the best education for all our young people, which will prepare them for the next stage in their lives.

The academy opened in April 2019 and moved into our new building in January 2020. This is a fantastic, specially designed building and facilities, all of which support the needs of our learners.

We are looking for an exceptional practitioner for Key Stages 3 and 4. Our curriculum structure requires the successful candidate to be able to deliver a range of subjects including English, Maths and PSHE, along with a vocational subject(s) (which can be based on the successful candidates' skills and experience).

There is also scope for the successful candidate to take on a leadership (TLR) responsibility and lead a key stage.

If you are interested in transforming the lives and opportunities of young people with SEMH needs, we will be very interested to hear from you. To apply, please fill out an application form and send it to

Yours sincerely



Phil Willott  
*Executive Principal (South)*



## About Springwell Lincolnshire

Springwell Alternative Academy Spalding is one of 4 academies within the Springwell Learning Community Lincolnshire and proud partners of the Wellspring Academy Trust. its aim is to provide a caring, nurturing and developmental environment for young people who are unable to remain in mainstream education.

### Students supported by the school

Springwell Learning Community Lincolnshire has a core purpose to deliver education programmes for vulnerable children and young people, who are not in school for a variety of reasons.

We are responsible for:

- Pupils who are unable to remain in mainstream education
- Children and young people who are at risk of not being able to remain in mainstream education

### Message from the WAT Director of Learning

Our values are fundamental to everything we do. Although we believe in high standards we also understand that we are working in a complex world. We believe in second chances, unconditional positive regard and a culture of nurture and support. With that in mind, we aim to provide the best possible opportunities for all our pupils to develop and thrive in a climate of support, guidance and authentic care.

We also value the support of all our families and believe that if we work in partnership, understand the collective challenges and face them together then we can really make a difference.

Dave Whitaker  
*WAT Director of Learning*  
*Wellspring Academy Trust*



## Why work for Springwell Alternative Academy Spalding?

- Working in alternative provision and/or SEMH gives you a chance to break free from the stifles of mainstream
- Here at Springwell our staff are able to work in a values-driven environment where the personal development and welfare of the children are our core business
- Staff are of the utmost importance to us. With that in mind, training and development is a priority Opportunities exist with The Wellspring Trust to create and develop a meaningful and exciting career
- If you are ambitious then there are opportunities for development at all levels. Some of the greatest teachers in the Wellspring Trust joined us as Teaching Assistants. We have developed Specialist Leaders of Education and behaviour experts who work in our academies but also deliver training and support across the region.
- Leadership development programmes allow aspirant senior leaders to fast-track their careers and are given opportunities and training to aspire to Principal and Executive Principal roles
- We value every student as an individual, showing everyone respect and tolerance
- We want our students to be the very best that they can be – and will try to give them every opportunity to show success

### Some testimonials from staff who have progressed into more senior roles throughout their time here:

*"I started in the position of Pastoral TA for the first year; I have now been promoted to Pastoral Manager. I have achieved this by hard work, good support and guidance given to me, and being committed to my job. My Line manager always gave any support or guidance I needed, she also gave me the confidence and opportunity to take on more responsibility within my job role."*

*"I think I've developed a great deal since I started as a TA in Sept 2016. I'm now half way through my Straight to Teaching program, on the way to becoming a qualified teacher, for which I have been supported greatly by Springwell Lincs."*

*"I began working as SENDCo in May 2017 which took me all over Lincolnshire and into many schools. I quickly settled in to the friendly team at Springwell and straight away was able to 'make that difference' I was hoping to do. Within 5 months I was made Head of Centre and now am responsible for the day to day running of the Centre. I have great support from both my team and line manager and can say that I am extremely proud of the Centre and the children that attend."*



### About Wellspring Academy Trust

Wellspring Academy Trust is a Multi-Academy Trust with a Barnsley-based Head Office. We are a Trust at the cutting edge of educational innovation.

We have:

- Outstanding aspiration.
- A vision to provide children and families with exceptional educational opportunities.

Our Core Principles are:

- Excellence in Teaching and Learning
- Knowledge and skills growth that is celebrated by the community
- Collaboration with all partners in education and the community
- Succession planning within the institution and beyond
- Providing an exceptional school experience for our children

### The Wellspring Trust Team

#### **Mark Wilson**

*CEO, Wellspring Academy Trust*

National Leader of Education (NLE). OFSTED registered inspector. Ex-Executive Head Teacher, London borough of Lewisham (two Outstanding schools, one Good school). Executive Head of Teaching School. Ex-Head Teacher at Robin Hood Primary for nine years and achieving an Outstanding judgement from Ofsted in April 2011. Mark believes in taking a global perspective on school improvement and has visited schools in Germany, South Korea, Italy and Australia to look at practice there.



## **Our Commitment to You**

### **Professional Development**

We believe that outstanding Professional Development underpins outstanding schools. The more members of staff who are enabled and empowered with expert skills and knowledge, the more effective their impact upon learning. We believe in the power of Professional Development. We believe that it can and should be happening every minute of every day. Wellspring Academy Trust has access to a rich seam of Professional Development for all staff through our network of leaders, colleagues and schools, and through the Teaching School.

### **Leaders Professional Development**

Inside every successful school you will find successful leaders. Almost every study of school effectiveness has shown both Primary and Secondary leadership to be the key factor. At Wellspring, we emphasise the importance of ongoing Professional Development for school leaders. We work together as leaders. We share our experiences and expertise. We recognise that we are stronger together.

Our recognition of the pivotal importance of effective leadership means that the Professional Development pathway into Executive Leadership across more than one school is open to you with Wellspring.

### **Safeguarding**

Springwell Alternative Academy Spalding is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments will be subject to DBS clearance.





## Job Description

### Teacher

Teacher	
Salary	MPS/UPS

Job Description
<p><b>Job purpose:</b></p> <ul style="list-style-type: none"> <li>To teach pupils within a SEMH setting</li> <li>To teach a curriculum to Key Stage 3/4 students, designed to support transition</li> <li>To lead on curriculum delivery in an SEMH setting and undertake necessary pastoral duties</li> <li>To develop pedagogy and practice relevant to social and emotional wellbeing</li> <li>Potential opportunity to lead the Key Stage (TLR)</li> </ul>
<p><b>Key Areas:</b></p> <ul style="list-style-type: none"> <li>Provide education for students that are within a specialist setting</li> <li>To use creative approaches within curriculum development</li> <li>To develop learning programmes within your specialist area</li> <li>To supervise support staff within the setting</li> <li>To liaise with Senior managers and others about students</li> <li>To maintain an up to date knowledge of key national curriculum areas linked to role</li> <li>To develop collaboratively curriculum packages and programmes to support student needs</li> <li>To support student reintegration from and back into a mainstream setting</li> <li>To assess and track progress (social and academic) of students, in line with the academy's policy and procedures</li> </ul>
<p><b>Duties and Responsibilities:</b></p> <ul style="list-style-type: none"> <li>To act as tutor to appropriate cohort size</li> <li>To provide a safe secure educational setting based on nurture principles</li> <li>To teach students within the academy as necessary to their needs (possibly including qualifications up to GCSE level)</li> <li>To baseline assess students in cooperation with the SENDCO so as to develop an individual learning plan and specialist Pupil Profile and Positive Handling Plans, to support learning and behaviour for each student</li> <li>To help develop an ethos that can provide support and education for students to help sustain them within education successfully based on the concept of 'unconditional positive regard'</li> <li>Collaboratively address deficiencies with any barriers to learning associated with all areas of the national curriculum but with a particular focus upon identified curriculum areas</li> <li>To provide relevant documentary evidence for all students</li> <li>To work with the Care Team/Intervention Team to facilitate the provision of education to students</li> <li>To attend any relevant training</li> </ul>
<p>The post holder may be required to perform duties other than those given above. These may vary from time to time without changing the general level of responsibility.</p>



**Person Specification**  
**Teacher**

Attributes	Essential	Desirable	Evidence
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>Working within an educational setting (mainstream or special; this can include teacher training placements)</li> <li>Experience of delivering relevant subject specialism</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working effectively within a multi-disciplinary assessment and/or support context for disaffected young people Experience of teaching SEMH/Challenging anxious pupils Experience of developing, implementing, monitoring and reviewing learning and behaviour management programmes of young people with specific support needs</li> <li>Experience of delivering English and Maths</li> </ul>	<p>Interview</p> <p>Application</p>
<b>Education and Training Attainments</b>	<ul style="list-style-type: none"> <li>Qualified teacher status/QTLS in required areas</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of legislation as it applies to pupils with SEN/SEMH</li> </ul>	<p>Interview</p> <p>Application</p>
<b>General and Special Knowledge</b>	<ul style="list-style-type: none"> <li>An understanding of current approaches to the support of young people at risk of social exclusion</li> <li>An understanding of inclusion and potential barriers which may face young people with SEN/SEMH and those at risk of offending</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of legislation as it applies to pupils with SEN/SEMH</li> </ul>	<p>Application</p> <p>Certificates</p>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>Interpersonal skills which facilitate positive professional relationships with young people and multi-disciplinary teams</li> </ul>		<p>Interview</p> <p>Application</p>





<b>Additional Factors</b>	<ul style="list-style-type: none"> <li>• Good oral and written communication skills</li> <li>• Ability to work effectively as a team member</li> <li>• Versatility, Creativity &amp; Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared to travel across multiple sites</li> </ul>	Interview  Application
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