

Springwell Learning Community Lincolnshire



Unqualified Teacher Information Pack

A proud member of the Wellspring Academy Trust



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Dear applicant,

Thank you for your interest in the role of Unqualified Teacher at Springwell Learning Community Lincolnshire. 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.

This is an exciting opportunity for someone who is passionate about education, who wants to work with and for young people, through supporting them to develop the knowledge and skills to be successful learners, as well as supporting colleagues in their abilities to achieve this. The successful candidate will be expected to teach pupils within a SEMH setting, designed to support transition; to lead curriculum delivery and undertake necessary pastoral duties; to develop pedagogy and practice relevant to social and emotional wellbeing.

At Springwell Alternative Academies, you will work as part of a team committed to collaboration, creativity and innovation. 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 you contribute either directly or indirectly to an environment where young people feel valued, understood and their social and emotional needs are met, which allow them to become successful independent learners.

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.

Yours sincerely



Lisa Ashcroft-Day
Executive Principal



About Springwell Lincolnshire

Springwell Learning Community Lincolnshire is a collaboration of four Alternative Academies working together across Lincolnshire. Springwell Alternative Academies are located in Lincoln, Mablethorpe, Grantham and Spalding. We provide a caring, nurturing and developmental environment for young people who are unable to remain in mainstream education.

Whether pupils have been permanently excluded or whether they are with us on a short placement, we are determined that after receiving our support, our pupils move on to their next destination having felt known, valued and understood.

Message from the Director of Learning

It is an exciting time for myself, the staff and the pupils here at Springwell. There have been many changes over recent months and there are many more to come. The Wellspring Academy Trust, in partnership with Lincolnshire County Council and the Department for Education are investing significant amounts of money in providing the best possible education for the children of Lincolnshire who can no longer access mainstream education. It is our intention to develop state of the art alternative provision across the county so that our pupils are given the best possible chance in life.

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 Lincolnshire Learning Community

- 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 pupil as an individual, showing everyone respect and tolerance

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- We want our pupils 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 at Springwell in the position of Pastoral Teaching Assistant at Lincoln having worked in mainstream education for many years. I had fantastic support in my first year at Springwell, lots of really good CPD, great support from colleagues and absolutely loved my job. My Line manager always made time for me and gave me the support and guidance I needed to learn about working in AP. This really gave me the confidence to take on more responsibility and I am now the Pastoral Manager working across 2 schools. I have the opportunity to work with pupils, parents, mainstream schools and outside agencies and really do feel I can make a difference to the pupils and families I work with.” **Jayne Battersby, Lincoln**



“I began working as SENDCo at Springwell 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 promoted to Head of School where I was responsible for the day to day running of a super little school with brilliant staff and students. I am now Executive Vice Principal, working strategically across schools whilst being able to maintain meaningful relationships with children, which I love. The support, opportunities and development I have received since joining has been second to none.” **Sarah Jorgensen, Lincoln**



“I joined Springwell Lincolnshire as Secondary Lead in September 2020 after 12 years in mainstream Senior Leadership. I was given lots of support and high quality CPD to enable me to transfer my skill set across to an AP setting. By Easter 2021 I had been promoted to Head of School at our Lincoln site and the following academic year moved over to Grantham to later become Associate Principal. Springwell have fully supported me in this journey, with the Executive team providing support and challenge to ensure our schools continue to be a place where both staff & students flourish.” **Natalie Myers, Grantham**



“Having no previous experience of working in schools but a desire to work in the education sector I applied for a TA level 1 position at Springwell in December 2017. I had a great induction and the opportunity to take part in lots of CPD. This gave me the confidence I needed apply for an internal TA level 2 opportunity to become a member of the Care Team. This role taught me so much about the importance of building trusting positive relationships with pupils and I was able to begin to deliver a range of different interventions to support pupils to develop their regulation skills. As part of this role I was given the opportunity to become a certified Team teach instructor and I was able to deliver whole staff Team Teach training. In September 2020 I was successful with my application for the Behaviour for Learning Lead position at Springwell Alternative Academy Mablethorpe. Relationships really do matter at Springwell Lincolnshire and the support I have had from the senior leadership team, my line manager and my colleagues is second to none.” **Paul Jervis, Mablethorpe**

“I started working within Springwell in August 2016, as PA to the Executive Principal. With the opening of the four brand new Free Schools I became the Senior Administrator for Lincoln, becoming more involved with HR and finance-based work. In November 2021 I was promoted to Senior Office Manager with an overarching leadership of the admin teams across all schools. Springwell has been generous enough to fund me to complete a course to qualify me as a Strategic Business Manager, which I’m really grateful for. While our young people





will always be our priority, it's also important to work in a setting surrounded by supportive, caring and helpful colleagues, and this is just that sort of place." **Joe Jeffries, Lincoln**

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.

Dave Whitaker

WAT Director of Learning (SEND & Alternative Provision)

Executive Principal, Springwell Special School and PRU and National Leader of Education. Ofsted-rated Outstanding. Springwell was designated a Teaching School in 2013. The School is cross phase from age 4-18. Experience in all aspects of school leadership. Involved with the development of a new approach to learning.

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 Learning Community Lincolnshire 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 / Unqualified Teacher	
Salary	UQ1-UQ6

Job Description

Job purpose:

- To teach pupils within a SEMH setting
- To teach a curriculum to Key Stage 3/4 pupils, designed to support transition
- To lead on curriculum delivery in an SEMH setting and undertake necessary pastoral duties
- To develop pedagogy and practice relevant to social and emotional wellbeing

Key Areas:

- Provide education for pupils within a specialist setting
- To use creative approaches within curriculum development
- To develop learning programmes within your specialist area
- To supervise support staff within the setting
- To liaise with Senior leaders about pupil progress
- To maintain an up to date knowledge of key national curriculum areas linked to role
- To develop collaboratively curriculum packages and programmes to support pupil needs
- To support pupil reintegration from and back into a mainstream setting or post 16 provision
- To assess and track progress (social and academic) of pupils, in line with the academy's policy and procedures

Duties and Responsibilities:

- To act as class teacher for a small nurture group
- To provide a safe secure educational setting based on nurture principles
- To teach pupils within the academy as necessary to their needs (including qualifications up to GCSE level)
- To baseline assess pupils 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 pupil
- To help develop an ethos that can provide support and education for pupils to help sustain them within education successfully based on the concept of 'unconditional positive regard'
- 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
- To provide relevant documentary evidence for all pupils
- To work with SEMH Learning Practitioners to facilitate the provision of education to pupils
- To attend any relevant training

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.



Person Specification (Unqualified Teacher)

Attributes	Essential	Desirable	Evidence
Relevant Experience	<ul style="list-style-type: none"> Teaching within an educational setting (mainstream or special; this can include teacher training placements) Experience of delivering relevant subject specialism 	<ul style="list-style-type: none"> 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 Experience of delivering English and Maths 	<p>Interview</p> <p>Application</p>
Education and Training Attainments		<ul style="list-style-type: none"> Knowledge of legislation as it applies to pupils with SEN/SEMH Qualified teacher status/QTLS in required areas 	<p>Interview</p> <p>Application</p>
General and Special Knowledge	<ul style="list-style-type: none"> An understanding of current approaches to the support of young people at risk of social exclusion An understanding of inclusion and potential barriers which may face young people with SEN/SEMH and those at risk of offending 	<ul style="list-style-type: none"> Knowledge of legislation as it applies to pupils with SEN/SEMH 	<p>Application</p> <p>Certificates</p>
Skills and Abilities	<ul style="list-style-type: none"> Interpersonal skills which facilitate positive professional relationships with young people and multi-disciplinary teams 		<p>Interview</p> <p>Application</p>
Additional Factors	<ul style="list-style-type: none"> Good oral and written communication skills Ability to work effectively as a team member Versatility, Creativity & Resilience 		<p>Interview</p> <p>Application</p>



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