Severndale Academy

Enabling Communication, independence and enjoyment for life

CAREER OPPORTUNITY

Forest School Leader - Permanent

WERE HIRING!

FOLLOW US

Headteacher: Brian Thomas
Monkmoor Campus, Woodcote Way, Shrewsbury, SY2 5SH
01743 563333 www.severndaleacademy.co.uk

Learning Community Trust

Dear applicant,

I would like to firstly thank you for expressing your interest in our amazing school. I know you will discover that Severndale is not only a school but also an environment that places our children at the heart of everything we do. Severndale Academy is a special school in Shropshire and is a key part of the Learning Community Trust, a multi academy trust working across Shropshire and Telford. Our provision is split across three sites including our main Monkmoor site, a specialist provision working within the Mary Webb mainstream secondary school and also our post 16 – 25 provision based at Shrewsbury College called Futures.

My name is Brian Thomas and I am the Principal of Severndale. We have a very clear vision for our school that drives us every day and in everything we do. We ensure that the needs of all our young people are 'truly met' and that we ensure all our pupils leave Severndale being as independent as they can be, being ready to access 'life beyond the school' as safe, happy, confident young people.

I feel privileged to work at our school and am so proud to be leading such a fantastic team of staff. You will be joining what can only be described as a team, teachers and support staff work closely and relentlessly to meet our vision. They tirelessly support our young people and their families with additional needs every minute of every day to ensure our children have the best of everything. Every member of staff is passionate about our children and have all developed the knowledge they need through high quality training we provide in school, through the Trust and through leading external experts. This training enables staff with no experience to feel confident in all aspects of their role and our most experienced to become true experts in their field.

Our outstanding staff focus on developing our young people through quality interactions, building strong relationships and supporting positive communication, all within the vehicle of high-quality learning experiences in a dynamic, creative, enjoyable and safe environment.

Whilst our children are the heartbeat of the school, our staff are the driving force. They create the environment and ethos of the school through their dedicated and passionate approach. I hope when you read the information about this role and our school you are excited by the prospect of joining us, working with our amazing young people who will make you smile every day, and developing a career in which to flourish.

I would welcome the opportunity to meet with you and provide you with a tour of our school. If you would like to come and visit, please contact Molly Ashelford, HR Administrator (molly.ashelford@severndaleacademy.co.uk).

I look forward to meeting with you and you joining our amazing team.

Brian Thomas
Principal

About our School

Severndale Academy was established in September 1995 following the reorganisation of provision for children with special educational needs in Shropshire. In September 2008, a large scale development was completed at the site on the Monkmoor Campus. In September 2011 a second provision based at Mary Webb School and Science College opened to cater for secondary aged pupils with moderate learning difficulties. In November 2014 our Futures provision in conjunction with Shrewsbury College providing work related learning for the students.

Our children are amazing and a pleasure to work with, we pride ourselves on the relationships at staff level but especially with our children and their families. Our staff are rewarded ever day knowing that they are making a difference to the young people's lives, their families and the community. Our young people are aged 2.5 to 25 and have a range of learning difficulties. These include moderate, severe, complex and profound learning difficulties, those with autism, complex medical conditions and physical and mobility difficulties.

Our curriculum drives how our school works and we also use a range of models to provide our children with active learning through motivating, exciting activities. We encourage children to make choices, solve problems, develop independence and most importantly, have fun!

To enable this high level of education and create an environment for our students that we are proud of we benefit from the most amazing staff. Every member of staff is valued for the role they have, no position is more important than another and it is recognised at all times that the staff need each other for the school to run effectively for the children. Our highly trained internal staffing is complemented by significant external specialist support such as Health professionals, speech and language therapist and physiotherapists.

Our school offers a truly rewarding career, roles with progression and high-level training. Our children and young people make working at Severndale satisfying and gratifying. To find out more about our school please visit our website: Severndale Academy

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JOB DESCRIPTION – *Forest School Leader*

Purpose of the Post:
The Academy appreciates the value of outdoor opportunities for our young people and how Forest School Leaders play a key role in delivering this important part of the curriculum.

We are looking for inspiring and ambitious individuals to provide exciting and highly engaging activities for our students as a Forest School Leader with the guidance of the teaching staff to deliver an appropriate curriculum that meets the needs of each pupil in accordance with the aims of the Academy. At a specified time, the role will requiremanagement of other Teaching Assistants within the Academy, including training, appraisal, allocation and monitoring of work.

Level of Post:
Responsible to the Assistant Principals, Vice Principal and ultimately the Principal.

Key responsibilities and duties:

Support for Pupils:

- Attend to pupils' personal needs, and assist with the development and implementation of Individual Education/Behaviour/Support/Mentoring Plans and Personal Care Programmes/Strategies.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Encourage pupils to interact and work co-operatively with others, and engage in learning activities.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Use specialist skills/training/experience to assess the needs of pupils and support their learning.
- Take a lead role in managing and delivering pastoral support to pupils, and assist in their social, health and hygiene development.

Support for the Teacher:

- Take a lead in, and work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Take a lead in, and use strategies in liaison with the teacher, to support pupils to achieve learning goals.
- Prepare the classroom for lessons and clear afterwards. Assist with the display of pupil's work.
- Ensure the timely and accurate design, preparation and use of specialist equipment/resources and materials.

- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.

- Provide the teacher with objective and accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

- Manage the compilation of records, information, and data and produce reports for analysis.

- Administer and assess routine tests, invigilate exams, undertake routine marking of pupils' work, and accurately record achievement/progress.

- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

- Under the direction of the teacher 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.

- Provide general clerical/administrative support eg. Dealing with correspondence, analysing data on attendance, exclusions etc. administering coursework, producing worksheets for agreed activities, photocopying, typing, filing etc.

- Take a lead role in the development, implementation and monitoring of systems relating to attendance, registration, truancy, pastoral systems etc.

- Take a significant role in the development and implementation of appropriate behaviour management strategies under direction of Senior staff.

Support for the Curriculum:

- Support pupils in understanding instructions.

- Plan and implement structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

- Implement local and national learning strategies eg., literacy, numeracy, KS3, early years etc. as directed by the teachers.

- Support pupils in using ICT, and develop pupils' competence and independence in its use.

- Determine the need for, prepare and use specialist equipment/resources as directed by the teacher, and assist pupils in their use.

- Be responsible for the management of stock levels, which may include the management of a budget and the regular audit of resources.

- Actively seek information regarding, and utilize, the range of activities, courses, organisations, and individuals to provide support for pupils to broaden and enrich their learning.

Support for the Academy:

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

- Be aware of and support difference and ensure that pupils have equal access to opportunities to learn and develop.

- Contribute to the overall ethos/work/aims of the Academy.

- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of the pupils.

- Support the development of multi-agency approaches to supporting pupils.

- Attend and participate in relevant meetings as required.

- Participate in training and other learning activities and performance development as required.

- Recognise own strengths and areas of expertise, and use these to advise and support others.

- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.

- Be responsible for the provision of out of Academy hours learning activities, within guidelines established by the Academy.

- Assist with the supervision of pupils out of lesson times, including lunchtimes.

- To take a specific lead role while accompanying teaching staff and pupils, on visits, trips and out of school activities, and take responsibility for a group under the supervision of a teacher, or independently where agreed with senior managers.

Management Responsibilities:

- Manage a team of support staff at specified times.

- Liaise between managers/teaching staff and support staff.

- Hold regular team meetings with managed staff.

- Represent support staff at teaching staff/management/other appropriate meetings.

- Undertake induction/appraisal/training/mentoring/of other support staff.

- As required, to provide expertise and support to staff in other schools.

These duties are illustrative and not exhaustive. The post holder will be expected to become involved in a range of work to enable the service to respond effectively to the changing requirements of the Council and changes affecting the workforce.

General duties:

- To share the Academy's commitment to safeguarding and promoting the welfare of all young people through having knowledge of Government guidelines and adhering to all safeguarding policies and procedures.
- To ensure promotion and support of Equal Opportunities and Health and Safety.
- To contribute fully to the overall ethos/work/aims of the Academy.
- To appreciate and support the role of other professionals.
- To attend relevant meetings as required. To participate in training and other learning activities and performance development as required.
- To support school events and attend as required.
- To undertake ad hoc duties as may be required by the Principal and / or Senior Leadership Team from time to time.

Benefits of the Post:

- Permanent contract
- Salary Scale 6, Spinal Point 18 – 22 (£14.17 per hour to £15.26 per hour)
- 35 hours per week for Term Time plus 3 additional weeks
- Severndale values the importance of all staff having outstanding training. As a result, our Continual Personal Development programme is robust, providing both internal and external courses not only for current roles, but also to provide a platform for future roles within the academy.
- The leadership of the school fully understands the demands placed on staff. As a result, we offer flexible working contracts to support our staff and their needs.
- One of the key benefits to working with us is the Local authority pension scheme.
- The Academy is proud of how it supports the physical and mental health of our staff. We work in partnership with the School Advisory Service (SAS – employee assistance program). The free benefits of this relationship include:
    a. Physiotherapy
    b. Counselling & Mindfulness
    c. Weight Management
    d. Nurse Support Service
    e. Menopause Support
    f. Whole School & Leadership Support
    g. GP Phone & Video Consultations
    h. Cancer & Chronic Illness Support
    i. Private Medical Operations
    j. Staff Wellbeing Clinics
- We are conscious that the Academy needs to support employees with the cost-of-living crisis and one of the ways we do this is by offering every employee the 'Bike to work scheme'.
- Where required we link with NHS and private companies to offer Occupational Health referrals that support you as an employee within the workplace.
- We are fortunate to be able to offer free staff car parking

- Severndale social is an area that will be expanding rapidly with employee benefits such as reduced membership costs at local gyms, a number social events and holding a staff raffle twice a year to show our appreciation of staffs' hard work.

Conditions of Service:

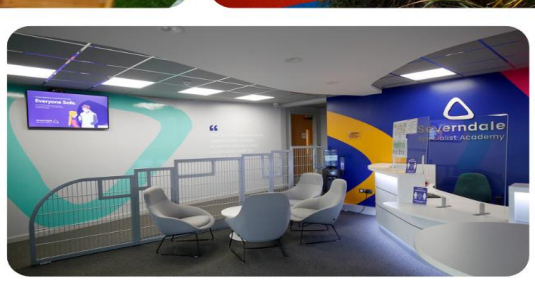
To provide for the education and welfare of a designated class/group of pupils inaccordance with the requirements of the Conditions of Employment.

Having due regard to the requirements of the National Curriculum, the schools aims and objectives, schemes of work, and to adhere to the policies and procedures adopted by the Trustees of the academy.

The above job description does not define in detail all of the duties and responsibilities of the post in question. It may be necessary to re-evaluate areas of responsibility. After due consideration and discussion areas may be amended in consultation with the Principal.

The Learning Community Trust is committed to safeguarding and promoting the welfare of Children and young people. All post holders are subject to an enhanced DBS check (including a check on the children's barred list) for the successful applicant. References will be checked following the Learning Community Trust recruitment and selection process. We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education.

For more information regarding our schools commitment to safeguarding, please see our website for our school policies - https://severndaleacademy.co.uk/our-school/policies/



PERSON SPECIFICATION – Forest School Leader

ATTRIBUTES	ESSENTIAL	DESIRABLE	ASSESSED
Qualifications	• Forest School Leader Level 3 qualification or equivalent • A passion for wanting to work within a special school setting and supporting the Severndale vision • GCSEs grades 9 - 4 (A* to C) in English and Maths	• Forest School First Aid • Evidence of higher-level study / qualifications	A, I
Work experience anddesired vocational training	• Relevant experience working in Mainstream School working with Childrenwith Special Educational Needs	• Some experience of classroomadministration support Experience of working in a Special School with Children with Special Educational Needs	A,I, R
Other relevant experience and/or interests	• Good knowledge of school based education		A, I
Special(ist) knowledge		• Team Teach, Makaton, Moving &Handling	A, I
Job related personalskills	• Motivated • Punctual • Ability to relate well to children, staff and parents • Work on own initiative		A, I
Special Working Conditions	• Flexible approach to working environment • Ability to meet the physical demands of the post • Ability to bring to the role, initiative, enthusiasm and commitment	• Undertake training in Restrictive Physical Prevention (Restraint)	A, I

Method of Assessment: (A) application form, (I) interview, (R) reference