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**SEMH Provision**

**Appointment of**

**Head of SEMH Provision**

c/o The Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT

020 8724 8168 office@partnershiplearning.com [www.partnershiplearning.com](http://www.partnershiplearning.com)

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Dear Colleague,

Thank you for taking an interest in our new Head of SEMH Provision.

In this letter and the information pack we have tried to detail some of the relevant facts you need in order to make an informed choice about whether to proceed with your application. However, please do not hesitate to contact us at the Trust if you need any further information. There will be an opportunity for short listed candidates to visit the Trust and some additional details will be provided at that time.

The post has arisen following the intention to provide new provision for pupils with complex Social, Emotional and Mental Health needs in Barking and Dagenham. You would be joining a committed group of school leaders within the Trust undertaking the development of new provision, who are determined to develop outstanding outcomes.

The SEMH provision will sit alongside the Trust’s overall provision for pupils with complex special needs, which includes a special school and Additionally Resourced Provisions attached to mainstream schools. This post provides an ideal opportunity to participate in the leadership of a new provision.

The Trustees of Partnership Learning have a broad range of experience and expertise and are committed to ensuring that the educational needs of all pupils are met. We are looking for an exceptional candidate who can lead and manage the key development of this new provision.

Whilst the role of the Head of SEMH Provision will be broad and varied, the successful candidate will be specifically responsible for the leadership, management and organisation of all aspects of the SEMH provision including teaching and learning, CPD, induction, mentoring, coaching and performance management systems. This is a key post working in partnership with an Executive Principal. Candidates must be committed to the development and management of high quality specialist education for all pupils.

Details of how to make your application are provided elsewhere. Please do make sure, however, that your application specifically addresses the requirements of the person specification. We would not wish to miss out on interviewing a good candidate because of simple omissions in the application form.

Thank you, once again, for your interest in this post. We look forward to receiving your application.

Yours sincerely,

Roger Leighton

Chief Executive

**Partnership Learning**

c/o The Sydney Russell School,

Parsloes Avenue,

Dagenham,

RM9 5QT

Tel: 020 8724 8168

Email: office@partnershiplearning.com

**Head of SEMH Provision**

Salary: Inner London Leadership Scale L21-27

Required for 1st September 2017

(An initial period of secondment from a current post may be available.)

Partnership Learning intends to operate a new provision for pupils with complex Social, Emotional and Mental Health needs from September 2017, with up to 30 pupils. The provision will be based on the Thames Road site currently occupied by Riverside School and Riverside Primary School, which will be vacant from this September.

The ideal candidate will have successful experience of senior management in either a special or mainstream education setting, as we are just as keen to encourage applications from candidates with a mainstream background as those with special school experience.

He or she will be supported in post by:

* a highly successful partner SEMH special school
* a Trust with successful experience of setting up new provision for children with complex special needs
* an experienced executive principal
* local successful special school partners

Further details and an application pack may be obtained from the Partnership Learning website: [www.partnershiplearning.com](http://www.partnershiplearning.com)

Closing date for applications: 12 Noon on Friday 19th May

Interviews will be held on Thursday 25th May

*Partnership Learning is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. A criminal record check via the DBS will be undertaken for the successful candidate.*

*This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applicants.*



Our Proposals for SEMH Provision

Our motto “Excellence for All” sums up our aims. Our SEMH Provision will deliver outcomes significantly above the national average for pupils with SEMH special needs on all key measures; will support development of the personal qualities of confidence and resilience essential for a successful life, and support development of the skills and strategies for lifelong learning and independent living within the community.

Our SEMH Provision will be innovative and develop a personalised curriculum that suits the needs of all its pupils.

We believe in provision of the same high quality learning opportunities, teaching and facilities for all, whilst rigorously tailoring learning to meet the distinctive needs of different groups of pupils.

Our curriculum model for our SEMH Provision will be distinctive in offering pathways, differentiated by the teaching and learning requirements of each of our pupil groups. We believe our distinct and differentiated pathways offer the best way for:

• achievement to be maximised

• each pupil to have a personalised curriculum appropriate to their needs

• teachers to deliver lessons at an appropriate pace

• expectations and targets to be set and reinforced

• pupils to be challenged and supported at the right level

• a positive learning environment to be nurtured and maintained

• pupils to develop confidence and self-esteem

• pastoral programmes to be appropriately differentiated

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## Partnership Learning

* Our motto “Excellence for All” sums up our aims. Partnership Learning’s over-arching vision is to maximise social mobility, giving our pupils the same opportunities as their most favoured peers – outstanding teaching, schools organised around the needs and ability profile of their pupils and wide-ranging enrichment activities to develop confidence and resilience.
* The Trust values the individual ethos and traditions of each of its schools and does not aim to impose uniformity
* The Trust believes that school-to-school support, sharing good practice, is the best way to improve
* The Trust has a commitment to localism – helping maintain local families of schools and work through local ‘hubs’
* Partnership Learning currently oversees nine schools – a mixture of primary, secondary, all-through and special – and aims to double in size over the next three years.
* In the special school sector, the Trust currently has one open special school – Riverside Bridge School (ASD/SLD/PMLD) – and has been approved to open two further new special schools over the next two years, one for SEMH pupils and the other a second ASD/SLD/PMLD provision.
* The Trust works closely with two Outstanding partner special schools: Trinity School and Maplefields Academy.

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# Partnership Learning

**SEMH Provision**

**Job Description.**

##  POST HELD: Head of Provision

 **REPORTS TO:** Executive Principal

**SALARY SCALE:** Inner London Leadership Spine L21-27

**POSTHOLDER:**

**DATE:** 1st September 2017

(An initial period of secondment from a current post may be available.)

**Head of Provision: Roles and Responsibilities**

*The Head of Provision will be responsible to the Executive Principal, and through him or her to the Trustees, for all aspects of the day to day operation of the Trust’s SEMH Provision, including:*

* Ensuring that agreed targets for pupil outcomes are met.
* Setting high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
* Ensuring a provision-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning.
* Establishing creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
* Ensuring a culture that supports and facilitates pupil engagement in, and ownership of their own learning.
* Implementing strategies to secure high standards of behaviour and attendance.
* Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies, challenging underperformance and ensuring corrective action.
* Ensuring effective planning, coordination, support and evaluation, clear delegation of tasks and devolution of responsibilities.
* Developing and maintaining effective strategies and procedures for the induction, professional development and performance review of all staff.
* Managing the provision’s financial and human resources effectively and efficiently to achieve the school’s educational goals and priorities.
* Recruiting, retaining and deploying staff appropriately.
* Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management.
* Co-operating and working with relevant agencies and partners to ensure the wellbeing of children.
* Safeguarding and promoting the welfare of children.
* Complying with all the professional requirements as contained in the current STPCD.
* Carrying out any reasonable requests of the Executive Principal to ensure effective operational management of the provision.

This job description will be subject to Annual Review, in consultation with the Executive Principal, to take into account the changing needs of the provision.

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| **Partnership Learning** |
| **Person Specification** |
| **Head of SEMH Provision** |
| **Criterion** | E/D | Information available from: |
|  | Applic | Interview | Other |
| **Experience and Qualifications:** |  |  |  |  |
| Holds a DFE recognised teaching qualification | E | / |  |  |
|  A successful track record of leadership | E | / |  |  |
| Evidence of the capability and willingness to manage a new provision environment from scratch | E | / |  |  |
| Evidence of the capability to manage and monitor work of new teachers | E |  | / | / |
| Experience of recruitment of staff to a variety of posts | E | / | / | / |
| Successful experience of teaching pupils across a broad range of the attainment spectrum | E | / | / |  |
| Evidence of the implementation of relevant pedagogies | E | / | / |  |
| Evidence of expertise and success in raising pupil achievement and securing school improvement  | E | / | / |  |
| **Professional Knowledge:** | E | / | / | / |
| Demonstrates a sound understanding of the qualities of good teaching effective learning and accurate pupil assessment and how these can be applied to raise pupil attainment |  |  |  |  |
| Demonstrates an understanding of the effective planning and delivery of a balanced curriculum with a high expectation for all pupils | E |  | / | / |
| Demonstrates a working knowledge of school development planning, including the development of effective monitoring and evaluation strategies | E |  | / | / |
| Provides evidence of successfully managing strategic responsibilities in current and previous posts | E |  | / | / |
| Knows how to ensure equality of opportunity for all pupils and staff and shows evidence of having done so | E | / | / |  |
| Has a clear vision and strong commitment of inclusion and how this can be achieved for pupils | E | / | / |  |
| Has the ability and strong commitment to working in partnership with staff, parents, trustees, the Local Authority and the local community | E | / | / |  |
| Knows the way in which provision managers and trustees work in partnership for the good of the provision | E | / | / |  |
| Can set, maintain and actively promote high standards if student behaviour and achievement | E | / | / |  |
| Through knowledge of legislation and policy and the implications for the raising of achievement | E |  | / | / |
| **Personal Qualities:** | E | / | / |  |
| Evidence of good leadership skills and professional competence; the ability to lead and manage people to work as individuals and as a team towards a common goal |  |  |  |  |
|  | E | / | / | / |
| Shows a strong commitment to partnership working | E | / | / |  |
| The ability to enthuse, inspire and motivate students, staff and parents | E | / | / |  |
| Good decision making skills; the ability to identify and implement solutions to complex problems | E |  | / | / |
| Excellent oral and written communication skills | E |  | / | / |
| Has good interpersonal skills | E | / | / | / |
| Good self-management skills including the ability to plan time effectively for self and others | E |  | / | / |
| A high level of personal integrity and probity | E |  | / | / |
|  | E | / | / |  |