

# **Springwell Learning Community Lincolnshire**



## **Teaching Assistant Level 2 SEMH Learning Practitioner 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 SEMH Learning Practitioner 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 support the development and education of our young people both in and out of the classroom, using intervention and de-escalation techniques where required.

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

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## 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
- We want our pupils to be the very best that they can be – and will try to give them every opportunity to show success

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**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 as a class TA, having had extensive experience in Early Years settings in mainstream. When a vacancy came up for an SEMH Learning Practitioner working with the SENDCo on interventions, I applied, and was successful. Since then, I have worked closely with the SENDCo and Head of Primary to develop a specific intervention for children working in the Early Years Foundation Stage. This innovating and exciting project received some grant funding that has enabled me to lead an EYFS class, and also send me on a leadership development course aimed at system leadership and influence."* **Louise Bostock, Spalding**



*"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 as a TA at Springwell in Sept 2016. Springwell kindly supported me through the Straight to Teaching program, and I have now been a qualified teacher for 3 years. Springwell Lincolnshire have been brilliant throughout my journey into teaching - identifying potential, nurturing ambition and providing support on many levels."* **Dale Kitchen, Grantham**

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## 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.

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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

Teaching Assistant Level 2 Lincolnshire County Council Job Description	
<b>Salary</b>	Grade 5 pro-rata, term time only: approx. £17,324
<b>Purpose of job:</b> To work with children and young people as directed, providing support to the Senior Leadership Team and teachers across a range of child centred activities which promote child development and learning. To take responsibility for some specific tasks (see job brief below)	
<b>Main responsibilities, Tasks and Duties</b> School related <ul style="list-style-type: none"> <li>• Act in accordance with school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management</li> <li>• Be responsible for particular learning areas, including planning and preparation of activities and meeting appropriate deadlines</li> <li>• Assist with planning for school visits</li> <li>• Contribute to the development of Individual Education Plans</li> <li>• Be responsible for specialist equipment</li> <li>• Help organise and participate in meetings with parents/carers</li> </ul> Child related <ul style="list-style-type: none"> <li>• Assess identified pupils in and out of the classroom</li> <li>• Prepare work programmes for groups of pupils for example literacy, numeracy</li> </ul> <b>Note: The postholder may be required to carry out tasks contained in the following job descriptions</b> Support Worker TA level 1	
<b>Management/Supervision of people</b> No direct line management responsibility but is required to support other Teaching Assistants which may include being shadowed or assisting with induction.	
<b>Creativity and Innovation</b> Required to follow policies and procedures but may need to be creative when making suggestions to resolve a child centred problem and when assisting with developing activities	

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**Contacts and Relationships**

Direct contact with children their parents/carers, other employees. Liaise with other professionals on behalf of the teacher or Senior Leadership Team

**Decisions**

- a) Discretion – required to act in accordance with school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management
- b) Consequences – impact on service to a child or group of children within the school, errors should be easily identified and resolved

**Resources**

Learning resources

**Work Environment**

- a) **Work demands**  
Subject to conflicting priorities due to curriculum and care needs
- b) **Physical demands**  
Subjected to considerable physical demands, due for example, to height of furniture
- c) **Working conditions**  
School based and may be required to undertake reasonable duties of a personal nature
- d) **Work context**  
Potential risk to well-being through undertaking personal care/hygiene duties and possible aggression from pupils/parents/carers.

**Knowledge and Skills**

GCSE or equivalent in maths and English

NVQ 2 or equivalent

2 years relevant experience

**Job Evaluation**

This job description has been compiled to allow the job to be evaluated using the GLEA Job Evaluation scheme as adopted by the County Council.

**Other Duties**

The duties and responsibilities in this job description are not exhaustive The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder.

**Equal Opportunities**

The post holder is required to carry out the duties in accordance with Council Equal Opportunities policies.

**Health and Safety**

The post holder is required to carry out the duties in accordance with the Council Health and Safety policies and procedures.

**All school staff have a responsibility to safeguard and promote the welfare of children and young people within the school.**

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### SEMH Learning Practitioner Job Brief

- Supporting staff and learners within a classroom as directed by the Senior Leadership Team
- Support identified pupils who require additional adult support in class
- Delivering small group or 1:1 intervention
- Supporting pupils in crisis through the use of Team Teach including the use of de-escalation techniques and strategies
- Preparing and supporting pupils to return to learning as quickly as possible
- Keeping accurate records of intervention on pupil intervention logs
- Keeping Pupil Profiles, Pupil Support Plans and Risk Assessments up to date
- Keeping accurate records of any Restrictive Positive Intervention logs and ensuring appropriate follow up has taken place, including parent/carer contact and restorative practice
- Contributing to pupils Learning Journals to evidence the progress that pupils are making
- Supporting identified pupils in attending offsite visits
- Delivering extra-curricular activities/leading clubs in school during structure activity time (break and lunchtimes)
- Supporting the Care Team Leader with the delivery of staff training
- Attending daily briefings, staff meetings, CPD sessions and Key Stage meetings
- Demonstrating 'Unconditional Positive Regard', every single day
- Preparing and supporting pupils with next steps e.g. moving on to a new school

### Person Specification

Attributes	Essential	Desirable	Evidence
<b>Education and Training Attainments</b>	<ul style="list-style-type: none"> <li>• Experience working with children and young people</li> <li>• GCSE or equivalent in maths and English</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• NVQ 3 or equivalent level 3 qualification</li> <li>• 2 years relevant experience</li> <li>• Team Teach certified</li> </ul>	Interview  Application
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• The ability to communicate effectively with children and adults</li> <li>• Be able to empathise with children and work as part of a team</li> <li>• Be able to demonstrate 'unconditional positive regard'</li> <li>• Good oral and written communication skills</li> <li>• Ability to work effectively as a team member</li> <li>• Versatility, Creativity &amp; Resilience</li> <li>• Be able to plan and deliver intervention 1:1 or to small groups</li> <li>• Interpersonal skills which facilitate positive professional relationships with young people and multi-disciplinary teams</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of legislation as it applies to pupils with SEN/SEMH</li> </ul>	Interview  Application

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<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>	Application Certificates
<b>Additional Factors</b>	<ul style="list-style-type: none"> <li>• Always prepared to put the child first and do what it takes to support their learning</li> <li>• Always thinking of others</li> <li>• Prepared to invest in one's own development</li> </ul>		Interview Application

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