

## VACANCY

# SEMH Teacher and Targeted Intervention Lead

Are you ready to make a real difference in the lives of young people who need it most?

Are you ready for the next challenge?

We are seeking an exceptional, compassionate, and resilient SEMH Teacher and Targeted Intervention Lead to join our dedicated team at Kickstart Academy, a dynamic and nurturing Pupil Referral Unit supporting students who have experienced barriers to learning in mainstream education.

### Why Join Us?

- **Impact lives daily:** we help students re-engage with learning, rebuild confidence, and develop essential life skills.
- **Be part of a passionate team:** work alongside skilled professionals committed to restorative approaches, trauma-informed practice, and inclusive education.
- **Every day is different:** support students with complex needs in a setting that values creativity, flexibility, and humour.
- **Ongoing development:** access high-quality training in behaviour support, SEMH, SEND, and de-escalation techniques.



### We are looking for someone who:

- Builds strong, trusting relationships with young people.
- Has experience supporting students with social, emotional, and mental health needs (SEMH) or those at risk of exclusion.
- Is calm, patient, and consistent – even in the face of challenge.
- Works collaboratively and supports the vision and values of our PRU.
- Is committed to helping all students access education and achieve their potential.

### In return, we offer:



- A supportive and forward-thinking leadership team.
- A culture of care, respect, and ambition.
- Opportunities to contribute to whole-school development.

## Why Join Us?

At our school, staff wellbeing isn't an afterthought – it's at the heart of how we work. Here's what you can look forward to:

- A culture of warmth and growth – work-life balance isn't just a slogan; it's how we practice every day.
- Free breakfast & hot drinks every morning – no rushing, just time to enjoy a calm start together as a team.
- Early Friday finish – giving you time for family, school pick-ups, Friday prayers, or simply to start your weekend early.
- Supportive daily routine – a morning briefing to set the day up for success, and time at the end of each day to reflect, share, and leave work challenges behind.
- Personal & practical touches – staff lockers for your belongings and reserved parking bays so your mornings are stress-free.
- Compressed hours & term-time-only contracts – meaning more annual leave than the statutory minimum to spend with family or on hobbies that matter to you.
- Flexible and compassionate approach to absence – because we know family comes first.
- Commitment to your growth – funded CPD and guaranteed professional development days to help you flourish in your career.
- Complimentary Staff Wellbeing Advisory Service (SAS) – offering confidential support via the app or telephone/email for physiotherapy, counselling, nurse support, and other wellbeing services.

## Who are we:

Kickstart Academy is a key stage 4 (years 10 and 11) alternative provision based in Telford and became part of the Learning Community Trust in September 2023.

We provide learning programmes for 60 students who are referred from within the Telford and Wrekin area. This referral takes place through the well-established Fair Access Process (FAP), due to behaviour concerns, being at risk of permanent exclusion, or those that are permanently excluded from school.



We pride ourselves in supporting students with a wide range of special educational needs, including SEMH difficulties, language and learning needs and neurodevelopmental conditions, such as ASC and ADHD. The support students receive from the academy is intended to support our students to return to mainstream education. Where this is not viable, students remain with us, and we look to achieve the best possible outcomes for them.

Our ethos at Kickstart is for students to learn and develop as a young person in the most positive way possible, we pride ourselves on giving students the opportunity to better themselves.

The structure places our students at the heart of every decision and it is this principle that allows us to fulfil the vision for Kickstart. Our students have a lived experience where they are supported beyond the norms, where therapeutic care and support holds equal priority to that of the academic curriculum. We want our students to 'buy back in' to their education, see its value and strive to meet their potential.

To support the delivery of such an ambitious curriculum and therapeutic approaches, the academy has developed a strong staffing body that care deeply for each and every student. The academy is developing its staffing in line with the new demands of the curriculum, and this is an exciting time to join the



provision as we shape roles and responsibilities. We have an established delivery team of teachers who are complimented by strong, dedicated support staff who always place the needs of the student first. Our wider staffing body of behaviour, pastoral and therapeutic staff combine to provide a team around the student.

### **Purpose of the role:**

The SEMH Teacher and Targeted Intervention Lead provides intensive support to pupils with complex social, emotional, and behavioural needs. The post holder will lead the operational delivery of whole-school intervention and assessment systems across literacy, phonics, mathematics, and SEMH provision.

The postholder will ensure:

- Robust transition assessment for all new pupils
- Effective intervention pathways
- Consistent implementation across staff
- Measurable impact on pupil progress

### **Skills required:**

- Ability to build good relationships with young people, support staff, teachers and parents.
- Ability to implement a range of intervention programmes.
- Ability to measure impact of interventions on pupil progress.
- Ability to support engagement and inclusion.
- Ability to think in a solution focused way.
- Strive for quality of best practice within our school values of students first.

You should be an enthusiastic and committed professional who is flexible and reliable and able to work on your own initiative, with the ability to establish effective working relationships at all levels, particularly as a member of a team. You should have the relevant skills and personal qualities such as being dynamic and proactive to undertake the range of duties and the ability to work accurately and consistently.



### **What's included:**

- Permanent contract.
- Full time Monday to Friday
- Main Pay Scale 1-6
- Continuing Professional Development
- Local Authority Pension Scheme

This is more than a job – it's a calling. If you're an outstanding practitioner ready to inspire, support, and champion young people who need a second chance, we'd love to hear from you.

If you have been interested in this advert but are not sure if your skills meet the requirements, please get in touch. Transferrable skills are highly valuable, particularly if you have lived experience of working in high pressured environments where you have worked collaboratively to reach a positive outcome for young people.

Visits are warmly welcomed. To arrange a visit or request more information, please contact Dawn Rogers on 01952 951413 or email [dawn.rogers@lct.education](mailto:dawn.rogers@lct.education).

## GENERAL DUTIES AND RESPONSIBILITIES



# SEMH Teacher and Targeted Intervention Lead

## Core Leadership Responsibilities

### A. Transition & Baseline Assessment (Whole-School Lead)

- Design and oversee the transition assessment framework.
- Ensure all new pupils receive baseline assessment and screening during their first week.
- Quality assure reading age, phonics, maths and SEMH profiling.
- Recommend intervention placement pathways.

### B. Literacy, Phonics & Maths Intervention Strategy (Operational Lead)

- Oversee implementation of structured phonics provision.
- Oversee reading fluency and comprehension interventions.
- Lead numeracy catch-up and fluency programmes.
- Ensure intervention groupings are responsive and data-informed.
- Monitor consistency of delivery across staff.

### C. SEMH Intervention Framework

- Lead structured SEMH group interventions (emotion coaching, regulation, Thrive).
- Ensure relational practice is embedded within intervention.
- Monitor reintegration readiness indicators where appropriate.

### D. Data, Monitoring & Impact

- Maintain whole-school intervention register.
- Analyse reading age movement, maths progress and SEMH target progress.

### E. Staff Development

- Lead and organise CPD on:
  - Phonics and early reading
  - Reading fluency strategies
  - Maths fluency and vocabulary
  - SEMH regulation approaches
- Support subject teachers in embedding literacy and numeracy.

## Core Teaching Responsibilities

- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Safeguard our pupils.



- Work with parents, carers and families.
- Fulfil wider professional responsibilities.
- Support students in developing self-regulation, resilience, and positive coping strategies.
- Work collaboratively with teaching staff to implement personalised support plans.
- Liaise with families, carers, and external professionals to ensure a holistic approach to student support.
- Monitor and record student progress, behaviour, and engagement.
- Promote a safe, inclusive, and nurturing environment.
- Maintain accurate and up-to-date records, and prepare written evaluations and reports.
- To have a child-centred approach.
- To ensure that child protection concerns are passed on the Headteacher.
- To attend and participate in training as required to meet the needs of students.
- To attend team and staff meetings as required.
- To invigilate exams.
- To engage in an appraisal programme to promote professional development.
- To supervise students during lunch times.
- To supervise students during break times.
- To supervise students coming into and leaving the building.
- To administer first aid and medication as required.
- To undertake any reasonable tasks commensurate with the title and grade of the post.

## Professional conduct

- Teachers are to follow the expected Teacher Standards.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to teachers in professional position.
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in way which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The above job description does not define in detail all 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 Headteacher.

## PERSON SPECIFICATION

### SEMH Teacher and Targeted Intervention

### Lead



	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Evidence of recent and relevant professional development related to leadership, SEMH, behaviour, or safeguarding.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring or youth work qualifications.</li> <li>• Higher Education qualifications in relevant field e.g. psychology, SEND, inclusion.</li> <li>• First Aid qualifications.</li> <li>• CPI safety intervention/ Team Teach/ Positive Handling.</li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with children and young people with SEMH needs.</li> <li>• Proven ability to plan and deliver high-quality learning for pupils with additional needs.</li> <li>• Strong literacy skills and ability to model high standards.</li> <li>• Ability to assess and monitor student progress and adapt provision accordingly.</li> <li>• Experience of: supporting pupils with SEN; supporting challenging behaviour; running intervention programmes.</li> <li>• Good understanding of curriculum planning, assessment, and differentiation for SEMH.</li> <li>• Experience in educational or youth settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience leading small teams or overseeing support staff.</li> <li>• Experience coordinating or line-managing targeted interventions.</li> <li>• Experience delivering whole-school behaviour or therapeutic programmes.</li> <li>• Understanding of multi-agency working e.g. CAMHS, Social Care.</li> <li>• Experience teaching across KS stages including KS4.</li> <li>• Experience contributing to EHCP processes.</li> <li>• Knowledge of restorative practice.</li> </ul>
<b>Personal</b>	<ul style="list-style-type: none"> <li>• Strong interpersonal and communication skills with pupils, staff, families, and agencies.</li> <li>• Ability to build trust and strong relationships with challenging pupils.</li> <li>• Skilled in de-escalation, behaviour management, and trauma-informed practice.</li> <li>• Empathetic, patient, resilient, and adaptable.</li> <li>• Enthusiastic, approachable, and able to motivate others.</li> <li>• Hard-working, flexible, and self-motivated.</li> <li>• Strong organisational and time-management skills.</li> <li>• Ability to work independently and as part of a team.</li> <li>• Ability to take initiative and show creativity in problem-solving.</li> <li>• Commitment to safeguarding and promoting welfare.</li> <li>• Confidentiality and professional integrity.</li> <li>• Good IT skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead training or workshops.</li> <li>• Experience engaging hard-to-reach families.</li> <li>• Experience supporting EAL learners or very able pupils.</li> <li>• Coaching or mentoring experience with colleagues.</li> <li>• Experience in community outreach or alternative provision.</li> </ul>



# KICKSTART ACADEMY

Ready, Respectful, Safe

