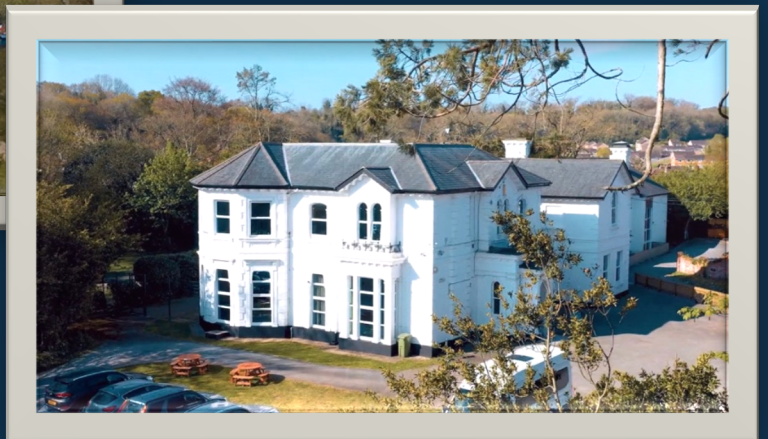
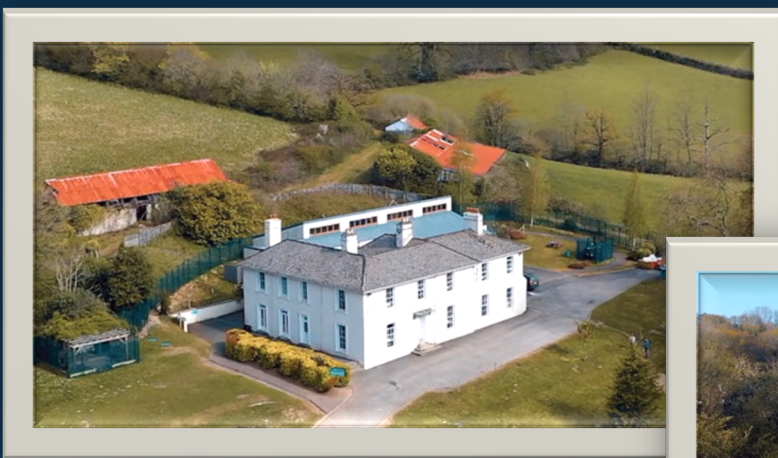




# Life Chance.

Care • Nurture • Inspire

## Candidate Pack



[www.sfit.org.uk](http://www.sfit.org.uk)  
[www.lifechance.org.uk](http://www.lifechance.org.uk)

# Welcome to the Life Chance Group

## Mark Escott: Co-founder & Chairman



Mark is the Co-Founder of Life Chance Group, specialising in working with young people and families who have experienced trauma. His life story and philosophy informed his recent best-selling book - *'One More Life Chance'*.

Despite a troubled childhood he carved out an impressive career as a child and adolescent behaviour specialist, working therapeutically with young people and families within the Health and Education sectors.

In 2011 he set up Life Chance and School for Inspiring Talents, an innovative independent therapeutic school based in Devon. Hugely successful, it was the first school in the UK to be awarded the Trauma and Mental Health Informed Schools Award.

Today, Life Chance continues to expand its education, training, and outreach services to transform the life chances of children and young people in our communities.

## Hannah Moon: Chief Executive

When you join the Life Chance Group, you'll become part of an award-winning organisation that brings together professional staff, therapeutic disciplines, and a forward-thinking approach to offer a range of services that provide holistic support for young people, families and our wider community.

**Life Chance Education (School for Inspiring Talents)** has two sites in South Devon, hosting a team of amazing teachers, learning support assistants and multi-disciplinary practitioners who support our young people who have experienced Adverse Childhood Experiences, within this therapeutic setting.

**Life Chance Care** is an assessment service for families and schools, providing a service for children struggling with their social, emotional and mental health needs. Our vision for supporting wider communities is to provide outreach help to schools and other agencies across the South West.

**Life Chance Training** shares the best practice and hands-on knowledge that our team of experienced staff have gained from supporting children. We've provided our training service to over 60 schools and universities.

**Life Chance Trust** is our new charitable venture, helping 16-25 year-olds reintegrate into the community and be the best they can be for the future, by providing funding, mentoring, training or vocational support.



## Pete Jenkins: Principal

At School for Inspiring Talents, we believe in supporting each and every student to achieve their fullest potential.

Our specialist educational staff, Multi-Disciplinary Team and business support colleagues work together to create a nurturing environment for our students who all have difficult or complex life stories and have experienced trauma.

Our core values are to ‘**care, nurture and inspire**’ and these values underpin our award-winning therapeutic approach to education, enabling children to overcome many of their barriers to learning.

As a school we aspire to be outstanding, leading the way for our students to develop a bright future. This is exemplified in our school motto ‘**be the best we can be**’, encouraging our whole school community to excel.



## Working for Life Chance & School for Inspiring Talents

Our staff are very special – dedicated, passionate and always willing to go above and beyond to ensure that the young people we support receive the best possible care.

The challenges and adverse childhood experiences faced by many of our young learners mean we approach education in a more adaptive way than mainstream primary / secondary schools. Our class sizes are small, with learning spaces that offer plenty of break-out spaces, safe calming sensory spaces and beautiful open-air areas to facilitate the regulatory benefits of being outdoors! Our curriculum and timetables are designed around each individual child, to meet their personal, emotional and wellbeing needs as well as their educational ambitions.

We know that working with our young people can be challenging as well as hugely rewarding – so staff wellbeing is a central part of our ethos. We want to acknowledge how important staff are, which is why we developed an Employee Wellbeing & Benefits programme tailored to helping people personally, professionally and financially. We also have initiatives such as ‘finish early Fridays’ and ‘Wellbeing Wednesdays’ to help staff maintain their resilience and de-stress!

Your opportunities for personal growth, training and professional development are encouraged via our CPD programme, but also by the holistic way we work, with our multi-disciplinary team such as therapists and mental health practitioners embedded within the school. Staff come from a range of backgrounds and disciplines, but all share a genuine desire to create a positive, supportive atmosphere, and to encourage improvement and growth in a professional, measurable way.



### Class Teacher

**Job Title:** Class Teacher

Permanent, full time term time

**Salary:** *MPS/UPS + SEMH discretionary payment (Depending on experience)*

**Duration:** Permanent

**Responsible to:** Principal & Deputy Principals

#### Key Role Purpose:

- Carry out the duties of this post in line with the school policies
- All teachers are required to carry out the duties of a class teacher as set out in the current Teacher Standards. Teachers' performance will be assessed against the Standards as part of the appraisal process as relevant to their role in the school
- Be responsible for the learning and attainment and progress of all students in the class/es ensuring equality of opportunity and equity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with students, parents/carers, other staff and external agencies in the best interests of students
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

#### Leadership & Management

- Deploy learning support staff effectively as appropriate
- Communicate effectively with parents/carers regarding pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school
- Lead on a subject area or phase across the school
- Register the attendance of and supervise students, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks required
- Have professional regard for the ethos, policies and practices of our school maintaining high standards in your own attendance and punctuality

#### Teaching, Learning & Outcomes

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and Multi-Disciplinary Team arrangements as appropriate
- Be accountable for the attainment, progress, and outcomes of the students that you teach
- Be aware of students' capabilities and prior knowledge; planning teaching, differentiating appropriately to build on this, demonstrating understanding of how students learn
- Have a clear understanding of the needs of all students and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning intentions for students of all backgrounds, abilities, and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure students' progress
- Give students regular feedback, both orally and through accurate marking, and encourage them to respond to the feedback, reflect on progress, their emerging needs taking a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set suggested home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

### **Behaviour & Safety**

- Establish a safe, purposeful, and stimulating environment for students, using a relational and trauma informed approach rooted in mutual respect
- Manage classes effectively, using approaches which are appropriate to students' needs to inspire, motivate, and challenge pupils
- Maintain good relationships with students, acting decisively when necessary
- Be a positive role model and demonstrate consistently the attitudes, values, and behaviour, which are expected of students
- Have high expectations, promoting independence of all students
- Carry out break and lunch time cover and other duties as directed by the Principal & Head of School
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### **Professional Partnerships & Strengthening Community**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the students, curriculum or organisation of the school including Multi-Disciplinary Team arrangements
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them



- If appropriate, contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Support the development of collaborative approaches to learning within the school and beyond
- Work collaboratively with others to develop effective professional relationships

## **Personal & Professional Development**

Actively engage with a full range of CPD opportunities, particularly:

- Engaging in ongoing relevant professional self-development through regular coaching/supervision sessions
- Keeping abreast of local and national initiatives, guidance and legislation that relates to your subject specialism, SEND and education with a view to implementing and developing as necessary
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Support the induction of staff new to the school and those being trained within the school as appropriate
- Fulfil wider professional responsibilities
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal

## **Other Professional Duties**

- Undertake any other duties as may be required from time to time as directed by the Principal or Deputy Principals
- Represent the company positively at any local/regional or national events
- Work to secure all the job requirements are met whilst maintaining appropriate work life balance

Characteristic	Competencies	Essential/Desirable	How identified
<b>Knowledge &amp; Qualifications</b>	QTS	E	Application Form  Selection Process - Interview  References
	DBS	E	
	Middle leadership qualification	D	
	Understanding of child protection	E	
	Successful experience of teaching the age range and need served by the school	E	
	Knowledge of the statutory assessments required at primary level or at secondary level, Functional skills and/or GCSE	E	
	Knowledge of national initiatives across the range of subject areas being taught	E	
	Understanding and evidence of effective T&L of strategies for meeting the needs of students with SEND	D	
	Understanding and evidence of relational, trauma informed practice	D	
	Evidence of CPD relevant to the post	D	
<b>Experience</b>	Working with children and young people who are vulnerable or with specific SEMH needs	E	Application Form  Selection Process - Interview  References
	Successful experience of leading a subject area, developing, evaluating, and reviewing T&L	D	
	Evidence of implementation of strategies to overcome barriers to learning	E	
	Promoting the SMSC development of students and FBV within planning	E	
	Ability to promote a culture of independence, learning and engagement	E	
	Working with parents/carers and families	E	
<b>Attitudes &amp; Behaviours</b>	To be professional and a role model to staff and students	E	Application Form  Selection Process – Interview, Teaching & Learning Task & Pupil Panel
	To have a patient and resilient attitude	E	
	To be able to remain calm and offer co-regulation	E	
	To be personable and approachable	E	
	To be curious and seek to understand	E	

	A passion for social and emotional well-being and in transforming the life chances of children and young people	E	References
	To have high expectations of all students, challenging them with a high interest/low threat approach	E	
	Work in ways that promote equality of opportunity, participation, and diversity	E	
	Energy, enthusiasm, and a sense of humour	E	
	High level of initiative and drive	E	
	Positive outlook and generosity of spirit, showing empathy	E	
Skills	Excellent active listening, communication, and interpersonal skills	E	Application Form  Selection Process – Interview & Teaching & Learning task  References
	Excellent organisational and time management skills	E	
	Ability to collaborate and inspire	E	
	Ability to work both independently and as a team	E	
	Ability to lead a subject area or team	D	
	IT Literacy (including use of Teams, online learning platforms etc)	E	
	Ability to create and maintain a classroom environment which promotes engagement, inspires, and celebrates success	E	
	Ability to keep accurate records, with strong written communication and problem-solving skills	E	
	Possession of skills and interests outside of your area of specialism and willingness to be flexible	D	
	Willingness to attend training, undertake research and engage with professional development	E	



# What do people say about us?

“I feel well supported  
by my colleagues and  
managers!”

*Teaching Employee*

“Thank you... I go to a lot of courses,  
but I am leaving feeling really  
refreshed and excited.”

*Attendee on LifeChance training*

“The School for Inspiring Talents is led  
with a strong moral purpose. Leaders  
and staff share a deep commitment to  
caring for pupils who have faced  
significant challenges in their lives.”

*Ofsted 2021*

“School for Inspiring Talents appealed  
to me because they have a good  
understanding of the impact of trauma  
on a child’s development, which is  
exactly the struggle my daughter has.”

*Parent*