



Inclusion Teacher at Bishop Luffa School





Thank you for your interest in the post of Inclusion Teacher at Bishop Luffa School.

We are seeking to appoint an experienced member of staff with a passion for inclusion. We see this role as crucial if we are to live out our vision and values:

- Our vision is that every child experiences 'Life in all its fullness'
- Our values are expressed in our school motto: 'always our best because everyone matters'.

If you are reading this, I'm sure that you have already worked with students who struggle to make the most of what school has to offer. This role will be frustrating, challenging and sometimes impossible; it will also be life-changing for you and the students you support. It is going to need a special person.

We love our school and hope you will, too. Our students see it as more than just a place to study. They take part in an incredible number of extra-curricular activities, such as House Drama, the Sixth Form Fashion Show and Charity Week. We would like to hear from people who believe that learning extends beyond the classroom.

Bishop Luffa School is a fully comprehensive 11-18 academy. We do not select students based on academic ability, but we do give priority to children whose families go to church. I hope that the school demonstrates the Christian values of love and respect, which all of our staff and students support, regardless of their beliefs.

Best wishes,

Mr Austen Hindman
Head Teacher



Our Vision

Our aim is to show every child what 'life in all its fullness' means.

We are a school of hope, where students are invited to explore their God-given potential.

Staff at Bishop Luffa commit to:

- ◇ Inspire all students to be ambitious about their futures
- ◇ Encourage and develop leadership amongst students and staff
- ◇ Develop Partnerships within, and beyond, the school
- ◇ Foster engagement in personal and spiritual development
- ◇ Nurture a sense of belonging to a safe school and the wider world



About Us

Bishop Luffa School is a busy and thriving mixed comprehensive, with 1519 pupils including 298 Sixth Form students, serving a wide area around Chichester. The school was founded in 1963 to give Christian families a place where their children could be given a high quality education based on Christian values. In 2013 the school became an Academy.



Our school proudly encourages students to explore a wide range of subjects and extra-curricular activities. At the last count, there were 49 clubs running regularly. We celebrate learning outside of the classroom in a number of annual events, such as 'Fruition' which showcases the Arts and Technology and our fiercely contested House competitions in Sports, Dance and Drama. We award a House Cup every year for the House that gains the most House Points.



We want three things from our students: that they join-in, that they contribute to the school community and that they take their turn as leaders. Each House has a council led by its House Captains, and this feeds into our School Council, which is chaired by our School Captains. The School Captains regularly attend meetings with the school leadership team.

Each year group is served by a member of our clergy team, who are drawn from churches in our catchment area and reflect the diversity of the Christian faith. We also have a Worship Team of staff and students, who write and deliver the 'Connect' programme, which helps students to learn about their spiritual life.

Our ethos, and the tremendous support that we get from parents and carers, leads to our students achieving excellent results and following exciting careers. We are proud of our school and look forward to welcoming a new Inclusion Teacher into the team.



Always our best because everyone matters

Bishop Luffa School has an alternative provision called Launchpad. During their time at school, some of our students are faced with challenges: bereavement, trauma, struggles with their mental health, gaps in their education or lack of support and nurture. This can lead to disengagement from learning. These students can be unable to see a clear path through their situation and struggle with the environment in our main school building.

Our school motto 'Always our best because everyone matters' is focused on giving everyone an equal chance to succeed. Bishop Luffa Launchpad strives to offer exactly that. We are a Christian, faith-based facility with the sole purpose of supporting students who may struggle to achieve qualifications without intervention.

Our core aim is to provide support to students early on in their school career, to give them the best chance of succeeding. We always aim to work with a student and then reintegrate them back onto the main site. This will be a key part of the Inclusion Teacher role. Some students, especially if they are referred to us later, end up at Launchpad full-time. For those students our priority is making sure that they have proper careers support and a clear plan for their future.



Bishop Luffa Launchpad

The team at Bishop Luffa Launchpad deliver lessons in Maths, English Literature, English Language, Biology, History, BTEC Sport, PSHE, and ASDAN qualifications including Hospitality, Gardening and Construction.

We support students who are still following subjects taught at main school, for example Media and Business Studies. We also support students in work experience and accessing college vocational skills days.



Aims

Our vision is to create a sense of hope for that child, making them feel valued, giving them a sense of self-worth, so that they engage, become inquisitive and have a desire to learn. We will do this by creating a meaningful tailored ambitious curriculum, with opportunities to learn and achieve qualifications in a variety of vocational courses built on a core of Maths, English and IT qualifications. Students will experience Science interwoven into a range of subjects. Depending on ability and the needs of the student we will offer additional qualifications to add challenge and aid further pathways post 16. Where possible we will always look to reintegrate students back into mainstream Education, giving them the tools and support to be successful.

Objectives

Our students will:

- Develop confidence to engage in education
- Develop social skills to enable them to interact with others and society.
- Explore pathways and experiences to help them develop a meaningful plan for post 16 education.
- Develop self confidence
- Gain qualifications that enable them to access a meaningful post 16 education.
- Where possible reintegrate into main school.
- Develop trust in adults.

Resources

The Faculty uses a variety of teaching methods, and techniques to engage students, ranging from taught lessons to Forest School. The Faculty has access to a gym, hard play area, a Forest School area and is shortly going to move into purpose built accommodation. We are sited on the expansive grounds of Lavant House, providing a calm and peaceful setting in which students can reengage with education.

Job Description

Inclusion Teacher

Following the School motto, 'Always our best because everyone matters', we all work together to provide the highest quality education for all our students.

Role

The successful candidate will work with the Head of Alternative Education to develop and deliver a vision for developing the alternative education curriculum for KS3 & KS4. They will coordinate with the pastoral and SEND teams in the main school to identify students who would benefit most from an Alternative Programme. These programmes might be full or part time programmes that look to develop their confidence and engagement in education as well as their self-esteem.

Alongside delivering programmes at Launchpad this exciting role will involve outreach to main school, supporting students who are transitioning between the two centres, and also where required working with partner schools to support students who are accessing Launchpad.

We are looking for a dynamic colleague who can engage and motivate students who may have previously disengaged from education and who can plan and deliver programmes to meet their needs. This may require some educational elements to be delivered at KS2 level while the student infills gaps in their knowledge and skills. The role is whole school focussed working with both KS3 and KS4.

Responsible to: Head of Alternative Provision

Subjects:

Ability to deliver a flexible curriculum for KS3 and KS4 potentially including:

- Maths
- English
- Science
- PSHE
- Technology including cooking and product design
- Be prepared to facilitate History, Geography and outdoor education.

Strategic

Teach students by planning your teaching to achieve progression of learning through:

- understanding and applying effective classroom management
- understanding and applying a range of effective teaching strategies
- positively targeting and supporting individual learning needs
- maintaining high levels of behaviour and discipline
- effectively using homework and other extra curricular learning opportunities
- demonstrating appropriate consistent progress:
 - o for all students
 - o across all teaching areas
 - o across all spectrums of background, ability and behaviour
 - o that compares favourably with students in similar settings
 - o effectively, managing other adults in the classroom

Operational

Monitoring, Assessment, Recording, Reporting

- use performance data to evaluate students' progress and set appropriate targets for improvement
- use assessment to inform planning and teaching
- report on progress to all stakeholders at the appropriate times

Pastoral Duties

Each member of the teaching staff is also a form tutor. You will be the tutor at Launchpad and will:

- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- liaise with the Head of Alternative Provision to ensure the implementation of the school's pastoral system
- register students, accompany them in assemblies and Clergy visits, encourage their full attendance at all lessons and their participation in other aspects of school life
- contribute to the preparation of Action Plans and progress files and other reports
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- communicate, as appropriate, with parents and carers of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- contribute to PSHE, citizenship and enterprise according to school policy

Other Professional Requirements:

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- know subject(s) or specialism(s) to enable effective teaching
- take account of wider curriculum developments
- incorporate national strategies in all teaching
- communicate learning objectives
- undertake professional development to enhance teaching and students' learning, and
 - o apply outcomes and identify impact
 - o share outcomes with colleagues
 - o take responsibility for professional learning (for example, using the "Transforming Learning" tool)

How will the role develop?

Bishop Luffa Launchpad is still in the early stages of maturity. We are looking for ideas and creativity that help to make our provision an example of excellence. We recognise that a significant element of this role will be working with main school teams to make the interface between the centres as effective as possible so that students have the maximum chance to succeed on whatever programme has been put in place for them. This may involve developing spaces on the main school site.

Our long-term strategy is to work more closely with partner schools so that Launchpad can impact the lives of vulnerable students beyond Bishop Luffa. Further still, we wish to work more closely with our primary feeders supporting the needs of students before they reach secondary school.

What career opportunities are there for the post-holder?

The successful candidate will be supported to gain training in the recognised Therapeutic Approach promoted by WSCC. We would also want to post holder to undertake training in supporting students who have experienced trauma. The post holder will be asked to undertake DSL training and be part of the safeguarding team for Launchpad.

The school has the vision to open a number of alternative provision centres locally. To this end the post holder would be encouraged to undertake NPQML training. This alongside the role above would be good experience for a colleague looking to lead one of these centres in the future.

For teachers on the Upper Pay Spine

Senior Teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make significant contribution to the ethos and success of the workplace. Teachers on the Upper Pay Spine are expected to contribute more fully to the development of our priorities than those on the Main Scale.

They should:

- demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with all the learners they teach.

- actively contribute to the development of the policies and practices of their workplace and share in the collective responsibility for their implementation.
 - draw actively on their own professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about strategies designed to raise the level of learners' attainment and secure their well-being
 - communicate effectively with all children, young people, parents and carers.
- have an accurate understanding of their strengths and areas for professional development, both within the teaching of their own subjects/subject areas and in the wider school context and take effective actions to improve their performance through CPD.
- take the initiative in identifying and using opportunities to work with and manage colleagues in order to share and implement effective practice in the classroom, and in the wider school context.
- improve their practice through a discriminating approach to innovation, identifying those practices most likely to raise the level of learners' attainment both within their own subjects/subject areas and in the wider school context.



How to fulfil the role

In order to fulfil this role effectively, the teacher will want to develop the following qualities and characteristics, and a CPD programme is an important element of performance management.

Professionalism

- *Challenge & support: a commitment to do everything possible for each student and enable all students to be successful*
- *Confidence: the belief in one's own ability to be effective and to take on challenges*
- *Creating trust: being consistent and fair; keeping one's word*
- *Respect for others: the underlying belief that individuals matter and deserve respect*

Thinking

- *Analytical thinking: the ability to think logically, break down problems, recognising cause & effect*
- *Conceptual thinking: the ability to see patterns and links even when there is a lot of detail*

Leading

- *Flexibility: the ability and willingness to adapt to the needs of a situation and change tactics*
- *Managing students: the drive and the ability to provide clear direction to students, and to enthuse and motivate them*
- *Passion for learning: the drive and ability to support students in their learning, and to help them become confident and independent learners*

Planning and setting expectations

- *Drive for improvement: relentless energy for meeting challenging targets, for students and the subject*
- *Information seeking: a drive to find out more and get to the heart of things*
- *Initiative: the drive to act now to anticipate and pre-empt events, thinking and acting ahead*

Relating to others

- *Impact and influence: the ability to produce positive outcomes by influencing others*
- *Team working: the ability to work with others to achieve shared goals, sharing and gathering information*
- *Understanding others: the drive and ability to understand others, and why they behave as they do*

From Hay McBer – professional characteristics of effective teachers

Developing people

- *Act as role model to demonstrate leadership in line with the school's Christian ethos and values*
- *Encourage staff to work together and share expertise within the team*
- *Offer information, advice and guidance to help staff plan their professional development*
- *Use coaching skills to help staff achieve their potential*

Reflecting

- *Reflect on personal and professional development*
- *Use feedback from all levels of the school to help improve the way you lead, manage and develop staff*
- *Be aware of your own skills of self-management as regards time, prioritising workload and achieving a work/life balance*

Inspiring

- *Be able to inspire staff and students with the highest standards and expectations*
- *Be able to take the initiative and lead from the front*
- *Support and endorse the school's Christian ethos*

From Indicator 5 of the Investors in People Standard

Context:

Bishop Luffa Launchpad is a faculty of Bishop Luffa Church of England School. Bishop Luffa school is part of the Academy: Bishop Luffa Learning Partnership.

Partners:

Bishop Luffa Launchpad is supported by:
Launchpad Charitable Trust
The John Pritchard Trust

Contract details:

The post is sponsored by The John Pritchard Trust who have a proven track record of supporting mental health charities in the local area over a period of time. The post will initially run for one year with a view to running for further years if the role proves successful.

The successful candidate will be employed by Bishop Luffa School with the associated full terms and conditions.

Location:

Bishop Luffa Launchpad

Lavant House , West Lavant, Chichester, West Sussex, PO18 9AB

Bishop Luffa School

Westgate, Chichester, PO19 3HP

If you would like to discuss the post in more detail please contact:

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