

Exceptional Ideas Ltd



Lead Teacher

Recruitment pack: April 2024

About the role

We are looking for a motivated Lead Teacher to join our team of highly skilled staff. The role is placed within the Senior Leadership Team, full time and will be reviewed after a probationary period of 12 months.

About you

We are looking for a team player who can quickly learn and master our approaches and processes so that they can lead in providing therapeutic education to our students.

We strive for accuracy and attention to detail through continuous improvement and steady progress towards objectives. You will have skills and experience in building positive relationships with people. You are diligent, with attention to detail, highly motivated, professional, and calm under pressure.

You are a team player, confident to lead by example in a hands-on manner, and willing to learn and adapt practice reflecting the needs of the student.

Our schools offer a 38-week per year curriculum, following the Essex County Council school calendar.



About us.

Exceptional Ideas Ltd opened as an independent school in 2009 with the mission to provide a supportive, inclusive environment for students with special educational needs who may struggle in a mainstream setting. By 2014 we had rapidly expanded into three schools across the Essex area, with up to 29 students on roll across the organisation. In 2016 we opened our outreach provision, providing students with a stepping stone into our schools. Working with students from secondary school age, we provide an alternative to traditional provision in mainstream, special and residential settings. Our one-to-one delivery of the national curriculum guides students through an aspirational range of qualifications, including GCSEs, ASDAN, Lexia and Mathletics, in an environment which is underpinned by an ethos and culture that champions informality, care and understanding. We are now looking to recruit a lead teacher to help guide Exceptional Ideas Ltd into the next exciting phase of its development.

Our staff come from a wide range of backgrounds, bringing a range of skills to the team and all receive a high level of internal training that equips them to understand our ethos with clarity.



Conditions and how to apply.

Contract	Permanent
Salary	£42,000 upwards
Hours of work	Full time: 40 hours, 5 days per week, 8.30am-4.30am Term time only
Pension	Royal London <ul style="list-style-type: none">• Minimum employee 4% salary exchange, employer 4%

How to apply

To apply for this position, please complete the application form at the end of this document, and return to admin@exceptional-ideas.co.uk

Within your application form, please include a clear outline of why you feel you would be a suitable applicant for the position, including examples of your skills and experience, referring to the job description and person specification as appropriate.

We are unable to accept CVs, however, you are welcome to submit a CV alongside your completed application form. **Only applications made using the application form and supported by evidence of qualifications will be considered.**

To ensure the safety, welfare, and safeguarding of all students and in line with safer recruitment, selection and appointment, Exceptional Ideas Ltd implements a range of vetting checks, including a Police/Enhanced DBS check, possible online status searches for shortlisted candidates, and a criminal records disclosure to ensure that only those that are suitable to work with children are recruited to work with us. For further information, please refer to the Safeguarding Policy via the Policies page on the website.

Please note this post is exempt from the Rehabilitation of Offenders Act 1974 and full disclosure must be given.

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children. All information gathered as part of the recruitment process will be securely stored in line with guidance from the Data Protection Act 2018-GDPR.

Please download, complete, and return the Privacy Notice for Prospective Employees with your application form accessible from the Policies page on the website.

Interviews will be held at the office at Brook View School, Braintree Road, Wethersfield, CM7 4BU upon receipt of references. **No interview will take place without previous receipt of references and evidence of educational/professional qualifications. This is in line with safer recruitment in education and the responsibility for ensuring these references are received in time for interview lies with the applicant.**

For an informal conversation about this opportunity, please contact admin@exceptional-ideas.co.uk to arrange.

Role description

Title	Lead Teacher
Accountable to	Directors

Our background

Exceptional Ideas Ltd opened as an independent school in 2009 with the mission to provide a supportive, inclusive environment for students with special educational needs who may struggle in a mainstream setting. By 2014 we had expanded into three schools across the Essex area with up to 29 students on roll, and in 2016 we opened our outreach provision, providing students with a steppingstone into our schools.

Our students

We work with students at secondary school age and guide them through an aspirational range of qualifications, including GCSEs, ASDAN, Lexia and Athletics.

All of the students we teach are referred to us through their local authority and have an educational health care plan for a variety of complex needs, including attention deficit hyperactivity disorder, attention deficit disorder, autism spectrum disorder. Our students may also have a number of other needs which mean that other education provisions are not suitable.

Our schools

We provide an alternative to traditional mainstream, special and residential provision. Our teaching is delivered in a one-to-one setting, taking an approach that considers a student's therapeutic needs alongside their educational development. This delivery is underpinned by an ethos and culture in all three schools which champions informality, care and understanding.

Role overview

Our new lead teacher will be someone who strives to create an environment in which both children and staff can succeed.

This will be achieved by providing professional leadership for teaching teams across all three schools, therefore ensuring that students are receiving high-quality, therapeutic education which inspires and motivates them. They will also develop and maintain a culture of cross-organisational working, including facilitating staff access to support networks and working alongside other senior staff in the company.

The lead teacher will also work alongside relevant stakeholders and the wider school community to create a safe and caring environment for all students and staff which promotes and safeguards their welfare.

Pay range: starting at £42,000, dependent on experience and qualifications.

Salary sacrifice pension scheme.

Term time only (Essex term dates).

Main tasks

1. School Culture

- Establish and sustain the organisation's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where students experience a positive and enriching school life.
- Uphold our ambitious educational standards which prepare students from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships and a safe, orderly and inclusive environment across the school community.
- Ensure a culture of high staff professionalism.

2. Teaching

- Establish and sustain high-quality, expert teaching support across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students and staff learn.
- Ensure that teaching is underpinned by high levels of subject expertise, and delivered through approaches which respect the distinct nature of subject disciplines or specialist domains.

3. Curriculum and assessment

- Work closely with the senior student mentor for curriculum to ensure a broad, structured and coherent curriculum which sets out the knowledge, skills and values that will be taught.
- Develop effective curriculum leadership by developing student mentors with high levels of relevant expertise and access to professional networks and communities.
- Ability to creatively adapt curriculum delivery to develop students' literacy skills.
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum, and that effective use is made of assessments.
- Utilise research and best practice to adapt approaches to teaching and the curriculum across the organisation.

4. Behaviour

- Establish and sustain high expectations of behaviour for all students, built on professional relationships and mutual respect, and develop routines which are understood clearly by all staff and students.
- Ensure high standards of student behaviour and courteous conduct in accordance with the organisation's behaviour policy.
- Working with the senior student mentor for therapeutic working, implement consistent, fair and respectful approaches to managing behaviour in line with students' therapeutic plan.

- Ensure that adults across the organisation model and teach the behaviour of a good citizen.

5. Additional and special educational needs and disabilities

- Maintain the organisation's ambitious expectations for all students in line with their needs as stated on their education health care plan.
- Maintain the organisation's culture and practices which enable students to access the curriculum and learn effectively.
- Ensure the organisation works in partnership with parents, carers and professionals to identify and address the special educational needs and disabilities, and other additional needs, of students, and implement plans which support and bring about change.
- Ensure the organisation fulfils its statutory duties with regard to the special educational needs and disabilities code of practice.

6. Professional development

- Ensure staff have access to high-quality, sustained professional development opportunities, which balance the priorities of the organisation, whole-school improvement, team and individual needs.
- Prioritise the professional development of staff by ensuring effective planning, delivery and evaluation is consistent with individual development plans.
- Ensure that professional development is strategically implemented to support the sustainability of the organisation and draws from expertise within individual schools, as well as the wider organisation, and nationally recognised career and professional frameworks and programmes.
- Develop staff in a way which is sustainable to the organisation.

7. Organisational management

- Working alongside both the senior student mentor for safeguarding and the directors, ensure the protection and safety of students and staff through effective approaches to safeguarding as part of the duty of care.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Work alongside the senior leadership team and the senior administrator, to oversee and evaluate current systems, processes and policies which enable the organisation to operate effectively and efficiently, developing new systems, processes and policies as needed.
- Ensure rigorous approaches to identifying, managing and mitigating risk with the directors and the senior mentor for therapeutic work.

8. Continuous school improvement

- Work alongside the directors and senior leadership team to make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- Develop appropriate, evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely, appropriately sequenced and suited to the organisation's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

9. Working in partnership

- Forge constructive relationships by working in partnership with parents, carers, members of the multidisciplinary team and the local community.
- Establish and maintain working relationships with fellow professionals and colleagues across a range of relevant public services to improve educational outcomes for all students.

10. Governance and accountability

- Understand and welcome the role of effective governance, upholding the obligation to give accurate accounts and accept responsibility.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the organisation effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Person specification: Lead Teacher

The following outlines the key skills and experience required for this position. The selection panel will assess each candidate against these criteria. Candidates are expected to demonstrate experience/knowledge/understanding in each area and how that is applied in a school context.

	Where this will be evidenced: A = Application I = Interview	Essential	Desirable
Qualified teacher status, general teaching council registered.	A	X	
Able to provide evidence of continual professional development.	A, I	X	
Leadership experience.	A, I		X
Able to provide evidence of the ability to successfully acquire and apply new skills and knowledge in a professional context.	I	X	
Experience of working within SEND in a secondary school environment.	A, I	X	
Experience of adapting the curriculum to address therapeutic needs which are outlined in an education health care plan.			

Safeguarding

In addition to the candidates' ability to perform the duties of the post, the recruitment process will also explore appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	A, I	X	
Able to demonstrate commitment to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	I		X

Shaping the future and managing change

Proven ability to understand and discuss national trends in teaching and learning in relation to SEND, and experience adapting the curriculum to address therapeutic needs.	I	X	
Able to communicate and model vision and values both within and beyond the school.	A, I	X	
Experience of successfully initiating, implementing and evaluating change and development.	I		X
Understand and practice inclusion that all have the opportunity to be the best they can be.	I	X	
Ability to lead change, creativity and innovation so that others can carry the vision forward.	I		X
Experience of setting and achieving ambitious and challenging goals and targets.	A, I		X

Leading, teaching and learning

Able to demonstrate the ability to implement strategies aimed at raising achievement and attaining excellence for students, staff and self.	I	X	
Experience of using research informed, effective models and principles of learning and assessment for learning.	A, I	X	
Able to demonstrate an understanding of the management of behaviour and attendance.	I	X	
Proven ability to lead a secondary and/or SEND curriculum design and management.	A, I		X
Able to implement strategies for developing effective teachers to ensure that students receive effective teaching and learning.	I		X
Demonstrate an ability to use data (in a variety of forms), benchmarks and feedback to monitor progress in students' learning and development to inform personalisation and identify key objectives for the organisation.	I	X	

Developing self and working with others

Able to develop interpersonal relationships, adult learning and models of continuing professional development.	I	X	
Promotion of whole life learning, individual and team development and sustaining a learning community that impacts on organisational improvement.	I	X	
Experience of managing and leading change, managing conflict and empowering all stakeholders in the school.	I		X
Able to demonstrate the ability to collaborate and network with others within and beyond the school.	I		X
Experience of giving and receiving effective feedback, and acting to improve personal performance.	I		X

Managing the organisation

Ability to demonstrate working knowledge of the principles and strategies of school improvement, and the principles and practice of dispersed leadership and accountability.	I	X	
Experience of planning and managing projects for implementing change.	I		X
Ability to create policies through informed decision making, consultation and informed judgement.	I	X	
Understanding of legal issues relating to managing a school, including child protection, equal rights and discrimination law, human rights law and employment legislation.	A, I		X
Ability to manage a team on a day to day basis, including delegation, management of tasks and monitoring of implementation.	I		X

Securing accountability

Committed to abiding by education frameworks (including governance), public services policy and accountability frameworks, with particular attention to self-evaluation and multi-agency working.	I		X
Experience of working with a range of evidence, including performance data and external evaluations, to improve aspects of school life, such as challenging poor student performance.	I		X
Ability to lead a team in progressing the academic, spiritual, moral, social, emotional and cultural development of all students, and hold all relevant staff members accountable for student learning.	A, I	X	

Strengthening community



Able to demonstrate insight into political and cultural changes and trends on both a local and national level, and anticipate how these may impact the organisation and its community.	A, I	X	
Experience of identifying, engaging with and utilising diverse community resources.	A, I		X
Knowledge of the wider community beyond the organisation, and awareness of the opportunity this provides for students and the wider organisational community.	I		X

Before submitting your application, please ensure you have completed the following:

1. Application form, providing details of 2 referees with contact details.
2. Read the safeguarding policy.
3. Completed and signed Privacy Statement.

Exceptional Ideas Ltd
Teaseldown School @ The Sugar Loaves
175 Swan Street
Sible Hedingham
Halstead
CO9 3PX

admin@exceptional-ideas.co.uk

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Overcoming barriers – achieving success

Application Form

All applicants will be vetted via a list 99 check prior to interview. The successful applicant(s) will then complete an Enhanced DBS check. All areas of this application form must be completed in full. Your application will not be accepted if any areas are missing information.

Exceptional Ideas Ltd is committed to safeguarding as an organisation.

Personal details

Position applied for:

Title:

Full name:

Previous name:

Date of birth:

National Insurance number:

Are you qualified to work in the UK:

Contact details

Home address:

Home telephone:

Mobile Telephone number:

Email:

Current employment

From: _____ To: _____

Name of Employer (company name):

Job Title:

Contract (full-time/part-time):

Notice period required:

Reason for leaving:

Salary:

Additional allowances:

Previous employment

From: _____ To: _____

Name of Employer (company name):

Job Title:

Contract (full-time/part-time):

Notice required:

Reason for leaving:

Salary:

Additional allowances:

Please add all further employment history below (same format as above)

Gaps in employment history: (Please give reason(s) for any gaps in employment history, including dates to - from)

Education

Please note that no interview will be given without proof of qualifications.

Higher education

From:

To:

Degree/course	University	Qualification	Years Attended

A-levels or equivalent

College attended:

From:

To:

Subject	Awarding Body	Grade

GCSE's or equivalent

School attended:

From:

To:

Subject	Awarding Body	Grade

Professional qualifications

Additional skills

Personal interests

Supporting statement

Referees

Please provide details of two referees, one of which must be your current employer. Please ensure that the references provided are from a senior person within the school/organisation, as friends and family references cannot be accepted.

If you are not currently employed, please provide details of your most recent employer.

Current or most recent employer

Title:

Name:

Position held:

Organisation:

Capacity:

Address:

Email address:

Telephone:

Second referee

Title:

Name:

Position held:

Organisation:

Capacity:

Address:

Email address:

Telephone:

In line with Exceptional Ideas Ltd Safer Recruitment policy, employers are contacted prior to the interview. If you would prefer that we do not contact your current employer at this time, please tick:

I understand that my current employer reference will be requested post-interview, employment cannot commence until received.

All job offers made are subject to receipt of satisfactory references and vetting checks.

Driving Licence (please note that your driving licence will be checked)

All applicants must hold a full driving licence and have, or be willing to have, business insurance cover on their own vehicle.

Full licence?

Yes/No

Any driving convictions (this includes penalty points or ban in the last five years).

Applicant Signature:

Print name:

Date: