



Art Teacher - Inclusion School

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| Job title: [OBJ] | Art Teacher |
| Department: [OBJ] | Inclusion School, Inclusion Education |
| Salary Range: [OBJ] | £18,000 - £20,000 (dependant on experience) |
| Contract: [OBJ] | Permanent Part Time, Term Time Only (+ 1 GCSE Results Day) |
| Working Hours: [OBJ] | Monday – Friday, 12:30 – 16:30 (20 hours per week) |
| Work Location: [OBJ] | Jays Close, Viabes Business Park, Basingstoke, RG22 4BS. |
| Start: [OBJ] | September 2024 |

About Inclusion School

Inclusion School is an Ofsted ‘Good’ independent non-maintained special school, with places funded by Local Authorities, established to support young people with chronic and severe mental health difficulties, such as self-harm, suicide ideation and emotionally based school avoidance, alongside other SEN (Special Educational Needs) needs, such as autism (ASC), access a broad, balanced, and engaging curriculum through a nurturing, safe and inclusive environment.

Working as Inclusion School’s therapeutic art teacher you will be part of a supportive and welcoming team with a focus on delivering an art curriculum that enables therapeutic exploration, creativity and expression whilst developing skills and knowledge of art through an adaptable curriculum and accreditation programme.

This will be a unique and exciting opportunity to work as part of the Wellbeing curriculum team (alongside Food Technology) to enable learners who have historically struggled to access education and make progress due to their mental health, anxieties, and difficulties to attend school and take their first steps to re-engage with learning through art to develop their cultural capital.

At Inclusion School we are passionate about our staff’s mental health and wellbeing as we are about our learners’ which is why we are a Leeds Beckett University Carnegie Gold Medal winner and a mental health champion with our Employee Assistance Programme.

Key Responsibilities

- Keep up to date with current pedagogy and National Curriculum Aims for KS2- KS4.
- Preparing, planning, and assessing small groups of learners at KS3 and KS4
- Lead on the development of schemes of work and long-term planning to meet our ambitious and sequential curriculum expectations.
- **To support whole school priorities, including its reading and cultural capital programmes**
- Develop positive and nurturing relationships with learners inside and outside of the classroom order to support their social, emotional, and learning needs through the 'Inclusion Way' and a PACE approach.
- Embed and **document** cultural capital opportunities across the school and a range of curriculums.
- Deliver high quality lessons that embed Inclusion's own pedagogy '*The Inclusion Way*' alongside adaptive teaching and scaffolding strategies.
- Support learners to progress towards personal and academic goals and targets, whilst referring to EHCP (Education, Health, and Care Plan) Targets, Boxall Targets and Academic Targets
- To promote independence of learners through carefully planned lessons and high expectations throughout delivery.
- To ensure that all lessons are delivered in line with the departmental schemes of work, school policies and '*The Inclusion Way*.'
- Work as part of a team to incorporate agreed strategies in supporting mental health and SEND (Special Educational Needs and Disabilities) and meeting the individual needs of learners through a whole school approach.
- Maintain registers, evaluations, academic and SEMH progress monitoring (and other records as necessary)
- Encourage all learners to be actively engaged in their own learning and in reviewing their progress against targets.
- To carry out any additional roles deemed appropriate by the Headteacher.

Person specification

| Skills, Experience & Qualification Requirements |
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| Hold QTS (Qualified Teacher Status) or QTLS or being working towards a Qualified Teacher Accreditation (ideally) |
| Have a successful teaching background in primary or secondary level |
| Be experienced in or have an interest working within an SEN setting, supporting children and young people with mental health needs and SEN (e.g. self-harm, suicide ideation, autism) |
| Knowledge of research in education, mental health, and young people |
| Knowledge of current education issues in relation to terms of practise, process, and curriculum |
| Experience of learning strategies and behaviour management and experience in planning and implementing |

What makes Inclusion School unique for a member of staff?

- Education Support's Employee Assistance Programme
- To be part of an organisation awarded Leeds Beckett University's Carnegie Gold Award for our commitment to mental health and wellbeing for our staff and learners.
- An approachable leadership team that prioritises staff wellbeing by providing 1-1 supervision and support for all staff
- Additional PPA allowance for teaching
- Specialist and close working with external specialists, e.g. speech and language therapist, education psychologist
- Excellent support and extensive opportunities for professional development
- A strong focus on a positive team ethos where everyone is made to feel valued and supported.

- A commitment to a healthy work/life balance as part of our Mental Health Strategy and ensuring work does not need to be completed at home or on weekends.
- Enabling teachers and tutors to focus on teaching and planning.
- Opportunities to build personalised relationships with learners to enable them to progress academically, emotionally, and socially.

This job description is subject to change as the demands of the organisation and the role develops. The role requires flexibility and adaptability, and employees of Inclusion Education may be asked to perform tasks and be given responsibilities not detailed on a job description.

Diversity Statement

Inclusion Education recognises and values the enriching contribution which people from a range of backgrounds and experiences can bring to the life and development of the Organisation. We therefore aim to provide a service which, in its teaching, administration and support services, actively promotes equality of opportunity and freedom from discrimination on grounds of age, cultural background, disability, ethnicity, gender, religion or sexual orientation.

Health & Safety Statement

All employees have a responsibility to promote and maintain a safe and healthy working environment, by taking reasonable care of their own health and safety at work and the well-being of colleagues and students. Line managers have specific responsibility for the health and safety of the team for which they have general management responsibility.

Safeguarding Statement & Responsibilities

Inclusion Education is committed to the safeguarding and welfare of young people and expects all employees, volunteers and third parties to share this commitment.

- The successful applicant is responsible for ensuring that all Inclusion Education's child protection and safeguarding policies are adhered to, and concerns are raised in accordance with these policies.
- This post is subject to an Enhanced DBS check, and safer recruitment pre-employment background checks (including overseas checks if applicable) prior to confirmation of appointment.

To apply:

If you have any questions about the role or Inclusion School before you apply, please call the school reception on 01256 437177 or email HR at hr@inclusioneducation.org.uk

Or

Please complete and submit the **attached application form** and send directly to hr@inclusioneducation.org.uk

Closing date for applications is Monday 15 April 2024.

First stage interviews will take place w/c 22 April 2024 and final interviews will take place the w/c 29 April 2024. All interviews will take place at 11.30am.