



# SGS CREATE

Create your own future



# ABOUT SGS CREATE



Are you ready to embark on a journey with a transformative educational institution in the heart of the South West?

SGS Create, our innovative provision, opened its doors in September 2023, welcoming 80 enthusiastic Year 10 learners. As we continue to expand, we are seeking passionate and experienced educators to deliver a first class, broad and balanced curriculum to our current Year 10 cohort and the incoming students set to join us in September 2024.

We are in search of an outstanding staff to join our team in September 2024. For our teaching roles candidates should demonstrate a good understanding of SEMH and SEND learners, coupled with an empathetic teaching approach. At SGS Create, we prioritise fostering strong connections with both students and parents, making our learning environment and school ethos truly exceptional.

**We engage** with 14-16 learners who are particularly interested in the creative industries and would benefit from more vocational education as opposed to the standard KS4 curriculum experienced in schools. These learners may currently have become dis-engaged or suffer with anxiety which has led to long-term non-attendance, have mental health concerns, be neuro-diverse or are simply looking for an alternative offer to school.

***Our vision*** is to create an education environment that inspires you to be your best. With an aspirational, supportive and flexible curriculum, for 14-16-year-old learners' needs at its heart, enabling young people to learn skills, gain qualifications, improve confidence, be creative and respectful of their society and the environment to enable progression to the next step in their education.

SGS Create has been described as 'transformative' for its young learners, also 'SGS Create has been courageous for introducing a provision that provides a very good education for some of the most vulnerable learners.'

*"I really dread to think what situation we would all be in without the team at SGS Create - the support and acceptance of your amazing team has allowed our daughter to return to education and explore her identity. She has benefited so much and we are so incredibly grateful to you all."*

**A parent of a current Year 10 student**

*"Our daughter hadn't attended school for over a year and was suffering from autistic burnout. The friendly and nurturing environment at SGS Create has made all the difference, as now she is happy to go into school every day, which is an amazing achievement."*

**A parent of a current Year 10 student**

## Job Description

<b>Job Title</b>	SGS Create Teacher (Maths/PE/Other)
<b>Department</b>	SGS Create – 14-16 provision
<b>Reporting to:</b>	Headteacher
<b>Main Purpose of the role</b>	
<p>SGS Create is a brand-new educational setting for 14-16-year-old students located within SGS College's Stroud Campus, that offers a core academic curriculum along with a vocational option. Learners will be taught four GCSEs: English, Maths, Double Science along with a vocational qualification.</p> <p>As a qualified and experienced teacher, along with experience of SEMH, you will be encouraged to develop the PE/Activities curriculum along with the Headteacher and Deputy Headteacher. You will be responsible for continuing to develop the curriculum, ensuring outstanding quality of teaching, learning and learners' achievements and monitor progress towards achieving SGS Creates aims and objectives. Liaising with the Headteacher, identifying solutions for any potential barriers to the centre's effectiveness, and developing strategies for improvement that are realistic, timely and suited to the centre's context, making sure these improvement strategies are effectively implemented.</p>	
<b>Key Tasks / responsibilities:</b>	
<ul style="list-style-type: none"> <li>• Deliver a broad range of curriculum to SGS Create learners which includes Maths/PE/IT, activities lessons and short term cover for colleagues.</li> <li>• Help to develop and innovate our activities curriculum and contribute to our PSHE and Careers Programme.</li> <li>• Contributing to the educational vision, direction and ethos that secures effective teaching and successful learning and achievement by learners, preparing them for the opportunities, responsibilities and experiences of adult life.</li> <li>• To undertake all forms of pedagogic work which may include classroom and online teaching, tutorial work and associated outreach duties and work experience placements.</li> <li>• To undertake an annual teaching workload of contact hours for category 'A' duties that equates to no more than 25 hours per week during the school term times over 39 weeks per year.</li> <li>• To conduct curriculum development work including identification of consumer requirements, planning, development and evaluation of courses and course materials.</li> <li>• To ensure the associated organisational and administrative work, preparation and marking is undertaken.</li> <li>• To maintain accurate records of learner progress, tracking and achievement.</li> <li>• To support learners needs and liaise with appropriate staff to ensure strategies are in place to support the learners progress.</li> <li>• Ensure parents and learners are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the SGS Creates targets for improvement</li> <li>• To upload progress to Google Tracker every term, hold twice yearly parent information sessions and produce annual progress reports.</li> <li>• Create a culture where learners experience a positive and enriching college life and integrate them with the wider college community</li> <li>• Uphold educational standards in order to prepare learners from all backgrounds for their next phase of education and life</li> </ul>	

- Encourage high standards of behaviour from learners, built on rules and routines that are understood by staff and learners and clearly demonstrated by all adults in the centre
- Use consistent and fair approaches to managing behaviour, in line with the college and SGS Create's behaviour policy
- Have ambitious expectations for all learners with SEN and disabilities and those who have had a poor experience of education to date.
- Make sure SGS Create works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate to secure the outcomes of Every Child Matters
- Promote a culture and practices that ensures all learners receive a high-quality education in a happy, stimulating, safe and healthy environment
- Ensure staff and learners' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Monitoring and managing the progress of individual learners so as to meet the targets agreed in the Department Quality Improvement Plan.
- To communicate progress and provide feedback to the Headteacher, and Deputy Headteacher This will involve regular and open discussion, advising on learner progress, any issues relating to the provision.
- To participate in appropriate team and committee meetings.
- To ensure unit/subject/module administration and group tutorial duties, including interviewing, induction and assessment (including satisfactory retention rates, exam results), monitoring student progress, placement and destination, monitoring, review and evaluation is achieved.
- To participate in internal verification and moderation procedures.
- To support the College quality assurance and control procedures.
- To participate in the College staff development review and appraisal process.
- To support and participate in in-service training and staff development programmes based on assessment of individual and College needs.
- To participate in College staff development initiatives relating to equal opportunities and disability issues in line with College policies.
- To undertake individual or collaborative research and consultancy work agreed by College management to be part of the lecturer's duties.
- To ensure subject updating activities including curriculum and professional are undertaken and agreed with the line manager.
- To observe and have responsibility for the College Health and Safety policies. This includes the duty to take reasonable care to avoid injury to themselves or others by their work activities or omissions, and to co-operate with their Employer in the discharge of its statutory duties
- Lecturers will be required to carry out any other duties commensurate with the grade of post and conditions of service which may be required from time-to-time.

#### **Role Dimensions**

- Managed by SGS Create Headteacher
- Working with up to 200 learners
- Teaching GCSE subjects to groups of up to 20 learners
- KS4 learners aged 14-16

#### **Key Interfaces**

- SGS Create Headteacher & Deputy Headteacher
- SGS Create teaching and support staff
- SGS College staff
- Learners / Parents / Carers
- Local Educational Authority
- External partners
- Employers

Supporting College Goals and Values – all roles					
<p>In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values.</p> <p>This means:</p> <ul style="list-style-type: none"> <li>• Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.</li> <li>• Promoting the image of the College as one that is committed to the highest standards of delivery and service.</li> <li>• Sharing the College's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.</li> <li>• Sharing and prioritising the effective implementation of the College's Equality and Diversity Policy.</li> <li>• Promoting and implementing best practice in Health and Safety,</li> </ul>					
Measurable Performance Standards for this role					
<ul style="list-style-type: none"> <li>• Excellent attendance above 90%</li> <li>• Excellent progress data that clearly shows 100% of learners are progressing in learning outside of Progress 8</li> <li>• At least 75% progress from Year 11 into SGS College</li> <li>• Safeguarding dealt with efficiently and effectively</li> </ul>					
Level of Disclosure and Barring (DBS) disclosure required					
Enhanced with barred list checks					
Author and Date					
Tom Beer 26 February 2024					
Job Evaluation (for HR Completion)					
Score		Profile		Level	

As the needs of the College/Centre change, the above job profile, duties and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

## Person Specification

### SGS Teacher

Criteria	Essential	Desirable	Assessed by
<b>Qualifications and attainments</b>			
Qualified Teacher Status	✓		Application form
Degree	✓		Application form
<b>Experience and knowledge</b>			
Experience of teaching relevant age group in a range of settings	✓		Application form/interview
Substantial relevant subject experience. SEMH/SEND specifically	✓		Application form/interview
Involvement in school self-evaluation and development planning		✓	Application form/interview
Full working knowledge of relevant safeguarding, child protection, equality and health and safety policies, codes of practice and legislation.	✓		Application form/interview
Knowledge of strategies to achieve effective learning, teaching, assessment and engagement of 14-16 year olds	✓		Application form/interview
Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve	✓		Application form/interview
Data analysis skills, and the ability to use data to set targets and identify areas for development		✓	Application form/interview
Knowledge of child development, attachment difficulties, trauma, ASD, ADHD, ODD.		✓	Application form/interview
<b>Skills and abilities</b>			
Ability to develop and implement effective plans that improve the outcomes for young people	✓		Application form/ test at interview

Criteria	Essential	Desirable	Assessed by
Ability to use data effectively to monitor, evaluate and review decisions.	✓		Application form/ test at interview
Ability to develop an innovative curriculum and to maximise the contribution of staff to improve the quality of education.	✓		Application form/ test at interview
Ability to work collaboratively with the team and partners to ensure a broad approach to planning and improving service delivery.	✓		Application form/ test at interview
Ability to deal with sensitive issues in a supportive and effective manner.	✓		Application form/ test at interview
Effective communication skills, both verbal and written, in order to maintain accurate records and documentation and provide written reports as requested.	✓		Application form/ test at interview
<b>Essential College attributes</b>			
<b>Initiative:</b> Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/ interview
<b>Influencing skills:</b> The ability to persuade others.	✓		Application form/ interview
<b>Interpersonal Skills:</b> The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/ interview
<b>Teamwork:</b> The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/ interview
<b>Circumstances of role (if applicable)</b>			