



## A message from our proprietor, Jason Steele

As its proprietor and principal, as well as one of the original founders, on behalf of our governing body and our whole school team I extend a heartfelt thank you for taking an interest in our school and our unique approach to nurturing the youth and investing in the future.

If you are considering joining our vibrant school community - be it as a student, parent/carer, employee or commissioner - the core message I wish to impart is this: **Raise cares deeply about children, young people, families and communities, and will do all that is possible to promote their safety, health, happiness and overall wellbeing.**

We have unified a community of passionate, caring, highly skilled and experienced professionals dedicated to doing our very best for our students. Our commitment is to be a school that not only promotes the **wellbeing of all its stakeholders** but also ensures that children and young people remain at the centre of everything we do.

At the heart of our mission lies a steadfast commitment **to bringing people, communities, partnerships and industry together to raise the youth and invest in the future.** Our school community and collaborative partnerships offer and provide our students with a holistic programme of learning, personal development and therapeutic activities. This comprehensive approach is designed to empower our students at every level to:

- **Be Safe & Feel Safe:** Ensuring a secure environment that nurtures the sense of safety among all students. Where safety is paramount and allows our students to thrive without concerns about their well-being.
- **Promote Their Health & Wellbeing:** Implementing practices that support physical, mental and emotional health. Our programmes are infused with initiatives that promote health and wellbeing. From physical activities to mindfulness sessions, every aspect is designed to forge strong bodies and resilient minds because we recognize that a healthy student is a flourishing one.
- **Have Fun & Experience Happiness:** We believe that learning should be enjoyable. Our curriculum includes fun activities that contribute to a happy school and creating opportunities for joy and positive experiences within the school community. We strive to infuse fun and happiness into the educational journey, crafting moments of laughter and awe that ignite passion and foster lifelong memories.
- **Learn & Develop Essential Knowledge, Skills, and Attitudes:** Our tailor-made curriculum equips students with the critical tools needed to succeed in all facets of life. Providing educational experiences that foster growth, resilience and a readiness for future challenges and opportunities.

Our objective is to equip students to be safe, healthy and well-balanced human beings who flourish in all aspects of their lives.

Together, let's raise aspirations, raise standards, and raise futures.

Warm regards,  
Jason Steele



## What We Do

We are a compassionate person centred, family and community-based school. We wish to teach and guide pupils towards attitudes of kindness, compassion and respect for themselves and others. We wish to support and enable pupils' self-confidence to know they can achieve, be healthy, well and participate, and make a positive contribution to society. We believe young people are our future and we wish to invest in their future by offering a high-quality co-designed & individualised curriculum that provides them with the skills, knowledge, values and experiences to succeed and thrive in all aspects of learning, personal development and life.

We will provide nurturing relationships built upon developed mutual respect, high expectations and trust in us as emotionally available adults to support their learning, personal development and wellbeing. We foster attitudes of compassion, skilful means of discipline and support, and have high regard for pupils' learning experiences and achievements. We wish to work collaboratively with pupils and parents/carers to promote and enable pupils' positive attitude in their effort to learn and develop knowledge, skills and values to be able to make positive behaviour choices so they can succeed in school and in their futures.

Children and young people experience a broad range curriculum that includes psychosocial education, social emotional literacy and health & well-being support to promote their welfare and enable them to acquire the skills to be safe, promoting and enhance their personal, social, physical, emotional development, and support and enhance well-being. Our Curriculum and personal development support prepare young people for adult life, with particular regards to developing their knowledge and skills for independent living, citizenship, personal and professional relationships, and family life. Our teaching, care, and support promote young people's well-being and enable them to participate and contribute as British citizens to the wider aspects of keeping people and communities' safe and contributing to a healthy, cohesive, and prosperous society.



In many cases, young people join Raise and need considerable amounts of support, encouragement and catch up and recover time to be able to return to the learning environment with confidence and reintegrate themselves into academic life.

## How We Work

### Varied and proven approaches:

Maslow

Trauma and mental health informed UK

The Thrive Approach

PACE: Playfulness, acceptance, curiosity and empathy.

The National Autistic Society's SPELL Framework

Positive Behaviour Support (PBS) – The Association for Psychological Therapies

Team-Teach – De-escalation and positive handling support

Mindfulness-Based Approaches for Health and Wellbeing including mindfulness in schools project programmes

Compassion focused interventions

Emotional coaching

### Our multidisciplinary team and collaborative delivery partners:

At Raise we take pride in our multidisciplinary team's professional expertise, which encompasses a broad spectrum of knowledge, skills and experience. Our community of professionals is not only robust but also supported by contracts and service level agreements with highly skilled and qualified external delivery partners. These arrangements ensure that our students receive the necessary support to feel safe, protected, cared for and educated, as well as providing them with an assessed comprehensive package of education and wellbeing support.

Our founding directors bring a wealth of experience from various fields including Education, Psychology & Mindfulness-Based Approaches, Social Work & Youth Justice, Accountancy, Business and Social Enterprise. We boast a cadre of experienced school leaders and managers who are experts in education, training, social care and psychological and therapeutic services.

### Our specialised departments and professionals include:

- SEND Department: Staffed with highly experienced and qualified SENCOs, deputy SENCOs and SEND administration management,
- Teaching Department: lead teachers, senior teachers and broad range of subject teachers.
- Vocational Skills Tutors: Offering expertise in various trades and professions.
- Sports & Fitness Coaches: Fostering physical education and well-being.
- School Social Worker: leading and supporting student voice, safeguarding, early help, and providing student welfare and social support within the educational environment.
- Trauma and Mental Health Informed Practitioners: Providing psychological and social support for our students with complex psychological needs related to adverse child experiences and ongoing emotional and psychological difficulties.
- Thrive Practitioners: Promoting emotional and social development to promote learning.
- Pastoral Professionals including our youth champions (pastoral practitioners): Ensuring the welfare and personal development of our students.
- HLTAs, TAs, and Intervention and Learning Support Workers: Assisting in educational delivery and student support.

### **Collaborations and contracted services:**

Beyond our internal team, we have established collaborations and contracted services with leading entities in education, health and therapeutic psychology to deliver:

- Clinical Assessment & Intervention
- Plans, Reports & Review
- Professional Consultations
- Solution Circles
- CPD for Our Whole School Team

### **Our psychology assessment & diagnostic services & intervention providers:**

- Horizon Psychology: HCPC-registered practitioner psychologists offering clinical supervision, health and therapeutic planning, compassion-focused therapies, training, assessing and monitoring progress.
- Re-Connect Now: Specialists in psychological therapies such as Cognitive Behavioural Therapy, Person-Centred Therapy, Integrative Psychotherapy, Play and Art Therapies.
- Foxfield Riding Centre & Eqwise Riding School: Providing therapeutic horse riding, equine therapy and animal care.
- Ladywood Outreach Services: Delivering CELF sessions, ADHD and BSCIP observations and write-ups, SPLD assessments and access arrangements.
- Bolton MBC Education Psychology Services: Expertise in assessment and plans, consultation and training and support.

Together we offer wrap-around care, education and support to our students, their parents and carers. This comprehensive holistic package aims to meet their diverse needs and promote overall health, education, personal development and wellbeing.



## Our Holistic Curriculum

- Circle Time (extended daily form time – settling the amygdala/ready to learn/gaining support), Nurture, Mindfulness, Zones of regulation and Votes for schools
- Assembly, SMSC/SEAL themes, and votes for schools
  
- Maths
- English
- ICT
- Science
- PSHE
- Global Understanding
- Arts Award
  
- Outdoor Education
- Health & Fitness including:
  - Gym – cardio, circuits and resistance training
  - Athletics
  - Bat and Ball Games including football, Rugby, Basketball, Cricket & Rounders
  - Boxing
  - Biking and BMXing
  - Climbing wall
  
- Personal Development & Independent living
  
- Mindfulness-based programmes (Mindfulness in Schools Project curriculums)
- Therapeutic Art and Music
- Therapeutic Dance
- Wilderness Therapy
- Equine Therapy
  
- Skills for Employment
- Vocational Skills including:
  - Functional skills (Literacy, Numeracy, ICT),
  - Health & Safety,
  - Construction & Environment,
  - Health & Social care,
  - Hair & Beauty, and
  - Catering & Food Safety





## Benefits of Working with Raise

### Time to teach

- Small class sizes & time for intensive support
- Full TA support
- Generous PPA time
- Support of our multi-disciplinary team
- Modern assessment and learning platforms



### Opportunities

- Work with supportive colleagues across curriculum areas
- Develop new skills and competencies
- Access training and professional development
- Be part of our 'grow our own' talent pool



### Wellbeing

- Excellent work life balance
- Early finish on Fridays
- Paid Wellbeing days
- Mindfulness-based courses
- Employment Assistance Programme (including Counselling and legal and financial advice)



### Values

- Student, family, and community focus
- Strength based approaches
- Trauma and Mental Health Informed approaches
- ACE's & Attachment Aware
- Compassionate and supportive
- Restorative



### Rewarding

- Making a real difference to pupils' lives
- Autonomy within your role
- Freedom to be innovative within your subject and beyond
- Supportive SLT, proprietor & governors
- Team ethos
- Competitive salary

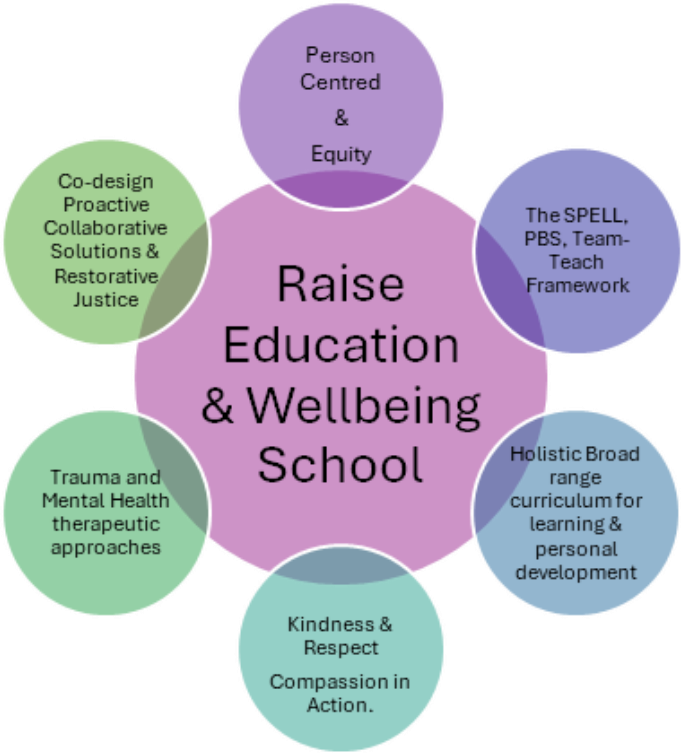


### CPD

- Supervision and appraisal (every half term)
- Consultation, support and training from health, education, and trauma psychologists and other clinical practitioners.
- Professional accredited training courses
- Unique in house training and coaching from highly experienced industry professionals and leaders







## The Position:

Job Title:	SEND Teacher (subject specialism Science)
Salary:	£30,600 to £40,226 (DOE)
Work Pattern:	42 Weeks, 35 Hours/Week (Term Time plus 4 Weeks)
Contract Type:	Permanent
Location:	Raise Education & Wellbeing
Closing Date:	21st August 2024

### Our School:

Raise Education and Wellbeing school is a trauma informed independent SEMH special school that caters for 11 to 19 year olds (up to 25 if their needs require) with education and healthcare plans in addition we provide a Day 6 service to councils for children that have been permanently excluded, providing them with specialist assessment in order to determine their overall needs. We are a new school, having registered in 2016 and received an Ofsted judgement of Good with Outstanding features, in 2017 & 2022.

It's in our name to Raise the Youth, and we place child's welfare and wellbeing paramount, treating all our students with a person-centred approach, with dignity, compassion and respect. We are a compassionate learning and developmental organisation with a strong team who support one another, and a school which has outstanding features and fully committed towards being outstanding in all areas. We provide a quality education with the freedom to teach, whilst meeting needs and supporting aspirations to encourage learning for life.

### The Role:

To develop the education provision, and our delivery of trauma and mental health informed approaches to learning and personal development. To lead, manage and develop the science and design technology curriculum area. Embedding high expectations and demonstrating progress in learning, behaviour and social development of our young people. To skilfully manage resources, including human resources, fulfilling line management and staff development responsibilities.

### How to Apply:

To apply for this position please read the attached job description and ensure you meet the criteria of the person specification, complete the application form and submit to [recruitment@raisetheyouth.co.uk](mailto:recruitment@raisetheyouth.co.uk)  
Please note: We do not accept CVs. Interviews will be held week commencing 26th August 2024.

Raise the Youth Foundation CIC is an Equal Opportunity Employer and welcomes applications regardless of race, nationality, ethnic origin, sex, marital status, disability, or age. All applicants are considered based on their merits and abilities for the job. All posts are subject to enhanced DBS checks. We operate a strict safeguarding policy which is consistently and rigorously applied.

## Job Description

### Primary purpose of the role:

To play an active role in the strategic and operational development of the education provision. Specifically taking the lead in developing an inspiring and broad range scientific and/or design technology curriculum offer. To support the organisation's aims of creating an innovative and positive learning and wellbeing environment for children and young people with SEMH and other complex needs. Ensure that children and young people make progress and develop the knowledge, skills and experience that support their education, training and employment aspirations, outcomes and positive destinations.



## Main Duties

1.	Responsible for leading and teaching young people in scientific exploration and design technology. This role encompasses the delivery of a comprehensive curriculum across Key Stages 3, 4, and 5, integrating both rigorous academic components and dynamic cross-curricular plans that serve a clear educational purpose for all young people with SEND needs and ensures that young people experience and inspiring scientific exploration and make good progress.
2.	Develop programs that stimulate young peoples' interest in science and technology encouraging inquiry and critical thinking and championing innovation, inclusion, differentiation and scaffolding, robust assessment, and monitoring of progress in every session.
3.	Work with other leads and department heads to develop interdisciplinary projects and promote the application of scientific principles in real-world contexts.
4.	Develop liaison with parent schools, local authorities, parents and carers (as appropriate), including sharing information on students' learning and progress.
5.	Co-ordinate the updating of assessment data in Evidence for Learning so that progress and achievement for each C&YP is tracked, evidenced and explicit.
6.	Teach across curricular areas with a focus on improving functional skills as well as developing prosocial attitudes, using a variety of teaching resources and approaches that are appropriate for the individual learners across provisions championing innovation, inclusion, differentiation, robust assessment, and monitoring of progress in every session
7.	Involve parents and the community in the educational process and build partnerships with local businesses and organisations to enhance learning opportunities.
8.	Role model to the wider team to encourage learning and to value students' work, giving positive and developmental feedback. Actively contribute to learning and development plans.
9.	Contribute to the development of Teaching & Learning across the School and provide training for teachers to stay current with both teaching and scientific and technological advancements. Create a culture of continuous improvement and collaborative learning.
10.	Develop and Monitor Work Scrutiny Programs.
11.	Support the leadership team to know the quality of teaching and learning in our school. Be a key contributor to observing teaching, learning and assessment.
12.	Contribute to the Quality Assurance and Development of Marking, Feedback & Assessment. Support the internal verification strategy and ensure standardisation meetings are scheduled and take place for each subject board.
13.	Ensure the team consistently Co-ordinates the updating of assessment data in Evidence for Learning so that progress and achievement for each C&YP is tracked, evidenced and explicit.
14.	Support the Senior Leadership Team to coach and develop ECTs and mentor teaching and support staff, including TAs to enable them to maintain a good quality of education and deal with the demands of educating young people with SEMH needs.
15.	Support the Senior Leadership Team in articulating and delivering the provision's trauma and mental health informed ethos and values, to support young people with SEMH to access learning and social development.
16.	Undertake regular CPD and attend regular supervision with your line manager, on an agreed basis.
17.	Be a compassionate professional who always operates within agreed legal, ethical, and professional boundaries when working with young people and ensure that this is embedded within the education and wellbeing provision. This includes maintaining care, confidentiality and respect and following all policies and procedures.
18.	Work as part of a team carrying out a full range of duties to oversee the smooth and safe running of the provision as planned, agreed, and directed by the Senior Leadership Team.

19.	Support the safe and positive running of school centers and facilities including ensuring safety and wellbeing for young people and staff during educational visits and events and sessions beyond the school community.
20.	Work with colleagues, including the finance, facilities, and wellbeing teams, allocate and deploy resources, including human resources, in a way that ensures that value for money is achieved.
21.	Contribute to the development of associated policies and practices and promote monitor and evaluate provision within the school including benchmarking and to maintain a thorough knowledge of all the school's policies and procedures.
22.	To provide relevant reports/data or input to the Senior Management Team (SMT) meetings and discussions.
23.	To participate fully in the agreed Performance Management procedures.
24.	Maintain personal conduct, inside and outside of the school that does not conflict with the professional expectations of the organisation.
25.	To work across several sites including sites run by partner organisations.
26.	To carry out any other duties as are reasonably within the scope and purpose of the post as directed by the Senior Leadership Team.



## Person Specification

	Requirements	Desirable/ essential	A=Application I = Interview C= Certificates
1.	Effective communication skills – both written and verbal.	Essential	A & I
2.	Ability to build excellent relationships with colleagues, young people, parents, carers and other professionals.	Essential	I
3.	Ability to supervise a team and work effectively within a team environment.	Essential	A & I
4.	Ability to promote the work of the school and build effective working relationship with all pupils and colleagues.	Essential	A & I
5.	Knowledge and proven skills in managing challenging behaviour across the appropriate age range.	Essential	A & I
6.	Demonstrate a compassionate caring personality along with high levels of emotional resilience.	Essential	A & I
7.	Ability to develop a range of approaches to assist young people to engage with learning process.	Essential	A & I
8.	Ability to adapt own approach in accordance with the needs of the children and young people.	Essential	A & I
9.	Ability to promote a positive ethos and role model positive attributes.	Essential	A & I
10.	Planning skills to manage time and diverse tasks whilst maintaining the flexibility to deal with priority unplanned issues.	Essential	I
11.	High levels of positivity, personal resilience and the ability to form constructive relationships with disaffected pupils and their parents/carers including in conflict and challenging situations.	Essential	I
12.	Adaptable and comfortable operating in a dynamic environment where change occurs frequently and rapidly.	Essential	I
13.	A team player who values both the giving and receiving of support from colleagues and other professionals.	Essential	I



	Knowledge/Experience/Qualifications/Training	Desirable/ Essential	A=Application  I = Interview  C= Certificates
1.	Degree and or qualifications in related subject area	Desirable	A
2.	Qualified Teacher Status	Essential	A & C
3.	Experience of working in KS3/KS4/KS5	Essential	A & I
4.	English and mathematics GCSE A – C or equivalent.	Essential	A & C
5.	Experience of teaching children/young people with SEMH/SEBD	Essential	A
6.	A thorough understanding of inclusion issues relevant to children and young people with SEN	Essential	A
7.	Thorough knowledge of teaching strategies that meet the individual needs of learners with a range of SEN and SEMH needs	Essential	A
8.	Subject expertise in at least one curriculum area that includes science and or design technology and willingness to teach other areas.	Essential	A & I
9.	A full driving license and vehicle available for business use.	Essential	A



Raise Education & Wellbeing School

54-56 Holmeswood Road, Great Lever, Bolton, BL3 3HS

t: 01204 431946

e: [recruitment@raisetheyouth.co.uk](mailto:recruitment@raisetheyouth.co.uk)

[www.raisetheyouth.co.uk](http://www.raisetheyouth.co.uk)

AQA Education Centre No. 32162

NOCN Education Centre No. 60967

Company No. 7539861



Freedom to teach



Learning for life