



Consilium  
Evolve

# BUILD YOUR DREAM CAREER

Join our Team!



## RECRUITMENT PACK

**Cross Curricular Teacher**

Consilium Evolve, Sunderland

EXCELLENCE AND EQUITY WITH INTEGRITY

# WELCOME FROM THE CEO

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Dear Candidate,

Thank you for your interest in the position of Cross Curricular Teacher at Consilium Academies.

At Consilium, we are on a mission to being an excellent trust with excellent schools – we would love you to join us in that mission.

We are a values driven trust and bring this to life every day though our commitment to excellence, equity and integrity.

We recognise the unique value of everyone, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential. To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

We have a commitment to ensure each and every staff member is supported to achieve their goals within their career and have the skills and development to flourish. This commitment is reflected in our Centre for Professional Learning, where colleagues have access to tailored training opportunities and resources to meet their specific needs.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our academies align with collective aims, including prioritising holistic development of students academically, socially and emotionally. We aim to instil a passion for lifelong learning and continual improvement among our academies, staff and students, empowering them to pursue their aspirations and ambitions. Our goal is to create a family of academies that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed.

We look forward to your application, thank you for your interest in joining the Consilium family.

Mr Michael McCarthy  
Chief Executive Officer of Consilium Academies.

# ABOUT THE SCHOOL



Consilium Evolve is an Alternative Provision Academy which caters for primary and secondary age students who experience emotionally based school avoidance. As such, we focus on the wellbeing of our students which then allows them to achieve.

## A Culture of Excellence.

Our school builds a cultures of respect, responsibility, courage, and kindness, where students and adults are committed to the quality of their craft and are brave in new challenges.

All members of our community ensure that each student is *known* and *cared* for, student leadership is nurtured, and contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.

## Classroom Lens

Our classrooms are alive with *discovery, inquiry, critical thinking, problem solving, and collaboration*. Teachers talk less. Students talk (and think) more. Lessons have an explicit purpose, guided by learning targets for which students take ownership and responsibility, to bring out the best in them.

Our approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous, project-based learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals, contributing high-quality work to authentic audiences beyond the classroom.

## Show up and Be Seen,

At a very basic level we are built for love and belonging, human connection and learning. It is our job as practitioners to ensure our 'Lens' is truly focused on how our practices meet the needs our community. By bringing our best self (showing up), as practitioners, we will work rigorously to understand the mechanisms necessary to allow our students to thrive. Our students will learn to 'Be Seen', developing personal confidence, and the ability to take autonomy over their future steps.

## Our Leadership

Leadership in our school goes beyond a single person or team; it's a role and expectation for all.

Leaders build a cohesive school vision focused on student achievement and continuous improvement. They align all school activities with that vision. Leaders use data wisely, boldly shaping school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration.

At Consilium Evolve we are ambitious for all our students and staff, and we look forward to welcoming you to our school.

# ABOUT THE TRUST



Consilium Academies is a Multi-Academy Trust dedicated to Excellence and Equity with Integrity. Consisting of eight schools across three hubs in Salford, South Yorkshire, and the North East of England, our culture is built on support, guidance, capacity building, and fostering a collaborative approach to school improvement.

Our Trust is committed to the highest standards of curriculum, teaching, and learning, leading to excellent outcomes for our students. This commitment extends to our staff, with a focus on high-quality learning, professional development, and an uncompromising approach to support and growth.

Schools within the Trust are encouraged to engage in rigorous self-evaluation and take swift action to address any areas of underperformance, guided by our School Improvement Framework.

Our Key Areas of Focus:

- **Expert Knowledge:** We prioritise school-to-school support, fostering expert knowledge, and providing effective assistance to our schools.
- **Ambitious Curriculum:** Our schools share a common language for curriculum development, with a focus on Enriching Lives, Inspiring Ambitions, and embedding Equity, Diversity, and Inclusion throughout.
- **Effective Pedagogy:** Our research-focused approach seeks impactful teaching methods, a shared language for pedagogy, and developing partnerships with external experts.
- **Purposeful Practice:** We respect each school's identity while promoting a shared understanding of high-quality practice and staff development.
- **Rigorous Assessment & Intervention:** We implement evidence-based benchmarking and targeted support through Rapid Action Plans, maintaining a relentless focus on achieving strong outcomes for all students.
- **Rich Culture:** Guided by Excellence, Equity, and Integrity, we aim to identify, attract, develop, and retain expertise at all levels, ensuring our schools contribute to the Trust's success over time.

Led by our Chief Executive Officer, Michael McCarthy, our Central Team provides direct services, accountability, leadership, and management to our schools. We operate a strong partnership model, where our partner schools play a crucial role in the Trust's continual growth and development.

Our collaborative approach respects each school's individual identity, empowering them to focus on student achievement and success while being part of a supportive network committed to excellence.

# BENEFITS



As a Trust, we want our staff to feel supported and valued. Whether you are a teacher or member of the support team, we want your work to have a positive impact on your health and wellbeing.



A CONTRIBUTORY PENSION SCHEME, MEANING WE'LL SAVE TOGETHER

34 DAYS ANNUAL LEAVE + BANK HOLIDAYS FOR SUPPORT STAFF (PRO-RATED FOR PART-TIME) & 36 HOUR WORKING WEEK FOR FULL-TIME SUPPORT STAFF



EMPLOYEE ASSISTANCE PROGRAM WITH ACCESS TO COUNSELLING AND CBT 24 HOURS A DAY, 7 DAYS A WEEK

-A CPD OFFER FOR EVERY MEMBER OF STAFF; TO HELP YOU PERFORM AS WELL AS YOU CAN IN YOUR ROLE, TO HELP YOU REACH YOUR CAREER ASPIRATION



FREE MEMBERSHIP TO VIVUP. WITH HUNDREDS OF EXCLUSIVE OFFERS AND DISCOUNTS AVAILABLE ONLINE AND IN STORE.

ACCESS TO THE LEADING HOME ELECTRONICS LEASE SCHEME, EXCLUSIVE TO PUBLIC SECTOR EMPLOYEES



ENHANCED CONTRACTUAL SICK PAY IN LINE WITH THE BURGUNDY BOOK AND GREEN BOOK, PROTECTING YOU AND YOUR FAMILY

AUTOMATIC PAY PROGRESSION FOR ALL STAFF IN LINE WITH THEIR CURRENT GRADING STRUCTURE



# JOB DESCRIPTION



<b>JOB TITLE:</b>	Cross Curricular Teacher
<b>REPORTS TO:</b>	Head of School
<b>CONTRACT:</b>	Fixed Term Contract till 31/08/27
<b>WORKING PATTERN:</b>	Full Time
<b>GRADE:</b>	MPS/UPS
<b>MAIN PURPOSE OF THE ROLE</b>	
<p>To fulfil the duties and responsibilities outlined in the Teachers' Pay and Conditions Document and the Teachers' Professional Standards, under the direction of the Head of School.</p> <p>The Cross-curricular Teacher will play a key role within the team, delivering high-quality teaching across a range of subjects, with a particular strength in the core curriculum. The role requires a dynamic and adaptable practitioner who can create engaging, meaningful learning experiences, drawing on a range of approaches, including expeditionary learning, to enhance student engagement and progress.</p> <p>The successful candidate will demonstrate strong subject knowledge, a flexible and creative approach to curriculum delivery, and a commitment to maximising learning opportunities for all students.</p>	
<b>CORE RESPONSIBILITIES &amp; TASKS</b>	
<p>The Cross-curricular teacher will:</p> <ul style="list-style-type: none"><li>• Plan and deliver engaging, high-quality, and appropriately differentiated lessons, using assessment effectively to monitor progress and inform teaching</li><li>• Create a structured, supportive, and nurturing learning environment that meets the needs of students with SEMH and trauma-related difficulties</li><li>• Contribute to the design and delivery of a bespoke, cross-curricular curriculum, incorporating elements of expeditionary learning, that supports students' academic, personal, and social development</li><li>• Maintain up-to-date knowledge of the National Curriculum and collaborate with colleagues to shape and continuously improve the school's curriculum offer</li><li>• Uphold a strong culture of safeguarding, ensuring that the welfare of students is always prioritised</li><li>• Contribute actively to the wider development of the school, including whole-school improvement priorities and initiatives</li><li>• Engage fully with performance management, supervision, and professional review processes</li><li>• Take responsibility for ongoing professional development, remaining reflective and committed to improving practice</li><li>• Implement and model a consistent, trauma-informed approach to behaviour, recognising behaviour as communication and following school policies on teaching, learning, and assessment</li><li>• Effectively deploy and work in partnership with support staff to maximise pupil engagement, progress, and independence</li></ul> <p><b>Supporting Students and Families</b></p> <ul style="list-style-type: none"><li>• Build and maintain positive, trusting relationships with parents and carers, communicating regularly about students' progress, behaviour, attendance, and emotional wellbeing</li><li>• Work in partnership with students and their families to support engagement and ensure they can access and make the most of educational and wider opportunities</li><li>• Liaise effectively with the SENDCo and collaborate with external agencies, making appropriate referrals and signposting where needed (e.g. social care, Educational Psychologists, Youth Offending Teams, CAMHS)</li><li>• Contribute to a multi-agency approach to support, sharing relevant information professionally to promote the best outcomes for students</li></ul>	

## General Responsibilities

- Demonstrate consistently high-quality practice in teaching, learning, nurture, and assessment
- Maintain accurate, up-to-date records, including those relating to attendance, behaviour, progress, and learning
- Apply a strong and up-to-date understanding of SEND strategies, approaches, and developments, reflecting this in daily practice
- Work collaboratively with school leaders to ensure compliance with health and safety requirements, adopting safe working practices at all times
- Carry out all duties in accordance with Trust policies, procedures, and relevant legislation
- Promote and uphold a strong culture of safeguarding, remaining vigilant and taking appropriate action to protect students from harm, neglect, or abuse
- Take reasonable care for the health and safety of yourself, others, and school resources

## Pastoral Care: Crew and Personal Development

- Plan and deliver CREW sessions, under the guidance of the Head of School, with a focus on wellbeing, relationships, health, and a strong sense of community
- Contribute to and, where appropriate, lead aspects of the PSHE curriculum, ensuring it is relevant, engaging, and responsive to students' needs
- Develop a culture of belonging, inclusion, and active participation, where all students feel valued and able to contribute
- Support students' personal development, including confidence, resilience, emotional regulation, and independence
- Prepare students for their next steps by supporting aspirations, careers awareness, and readiness for transition in line with key stage expectations
- Build strong, consistent relationships with students, providing guidance and acting as a trusted adult
- Monitor and respond to students' wellbeing and personal development needs, working collaboratively with staff and external agencies where appropriate

## CORPORATE RESPONSIBILITIES

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

## ADDITIONAL NOTES

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

# PERSON SPECIFICATION



Qualifications and CPD	Essential	Desirable
First degree or equivalent.	X	
DfE recognised qualified teacher status/Qualified Teacher Learning and Skills.	X	
Evidence of participation in recent relevant Continuing Professional Development relevant to a middle leadership post.		X
Experience, Knowledge and Skills	Essential	Desirable
A track record of being a good and outstanding classroom practitioner with the ability to model teaching and learning across the Academy.	X	
Successful and proven track record of leading a teaching and learning initiative with a demonstrable impact on school improvement	X	
Experience of analysing and interpreting assessment data to ensure effective student progress, raise standards and achieve outstanding pupil outcomes.	X	
Experience of supporting all aspects of inclusion to successfully meet the needs of students with complex special educational, social and emotional needs.	X	
Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice.	X	
Knowledge, skills and understanding of the impact of SEMH and trauma on students' learning and behaviour, and successful strategies to overcome learning barriers	X	
Knowledge and high-quality detailed practice of one or more subjects to GCSE level in the secondary curriculum	X	
Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups	X	
An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD.	X	
Up-to-date knowledge of specialised curriculum for young people with SEMH.		X
An understanding of expeditionary learning or project-based learning.		X
Evidence of recent and up to date research		X
Ability to accurately self-evaluate and reflect on practice		X
Personal Attributes	Essential	Desirable
Personal and professional resilience in the face of challenging situations.	X	
Self-motivated, productive, diligent and thorough.	X	
Commitment to an open, collaborative style of management.	X	
Commitment to own personal and professional development and that of all staff.	X	
Commitment to best practice in the safeguarding of vulnerable young people.	X	
A professional commitment to promoting inclusion, diversity and access for all students	X	
Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues, external agencies and the wider school community.	X	
A commitment to the vision, values, aims and objectives of Consilium Trust	X	
English Fluency	Essential	Desirable
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	

Passing an English spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.		X
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