



Insignis
Academy Trust

CANDIDATE PACK

WELCOME FROM THE CEO

Dear Colleague

Thank you for your interest in a role for the Insignis Academy Trust. Our Trust currently consists of six schools in Buckinghamshire. They are Ashmead Combined School, Princes Risborough School, Sir Henry Floyd Grammar School, Sir William Ramsay School, The Kingsbrook School and The Mandeville School. Further schools are in the pipeline and our medium-term ambition is to be a trust of at least 10 schools.

As an academy sponsor, Insignis Academy Trust is focused on the quality of the educational experience it provides for its students. By joining a growing group of schools, you will have the opportunity to have an impact on how the wider network develops and to collaborate with our team to influence Insignis Academy Trust's ethos and processes.

Insignis is a Buckinghamshire Trust and we are committed to supporting the development of educational opportunities for children in the county. We support the community use of our schools and work in conjunction with Active in the Community, the Youth Sports Trust and Sports England on ensuring grassroots clubs have access to our facilities. We also are committed to the Opening School Facilities programme at all our schools.

We are focused on delivering educational improvement and our schools, including providing the appropriate technology for staff and students to learn.

We are also committed to providing students with a rich programme of co-curricular activities. We currently have two specialist provisions at our schools, an Autism Spectrum Provision at Princes Risborough School and a Social and Emotional Mental Health provision at The Kingsbrook School. We are committed to supporting students with SEND across our Trust.

I look forward to receiving your application.

Yours Sincerely,

Garret Fay
Chief Executive Officer



ABOUT IAT

Insignis - "remarkable" in Latin

Established in 2016, Insignis Academy Trust (IAT) has the primary objective of improving education.

IAT believes that all children should receive a fulfilling, aspirational and successful educational experience. As a Multi Academy Trust and an education charity IAT works locally with schools in Buckinghamshire and currently consists of six schools, Ashmead Combined School (ACS), Princes Risborough School (PRS), Sir Henry Floyd Grammar School (SHFGS), Sir William Ramsay School (SWRS), The Kingsbrook School (TKS) and The Mandeville School (TMS). The intention of IAT is to grow and collaborate with other schools and trusts to create a significant enhancement to the education of students locally.

The IAT motto is: Collaborate to Succeed

Our collective goal is for all IAT schools to be 'Remarkable' in their own right and support all our students to make the most of themselves and be well prepared, academically and personally, for their next steps in adult life, whichever path they choose.

The Trust is managed by a Board of Trustees who are responsible for strategic direction as outlined in the Strategic Plan and have financial accountability for the use of public funds within our educational remit. A Finance & Audit Committee operates across the Trust and reports directly to the Board.

Each school within the Trust has a Local Governing Body (LGB), which meets twice a term. The LGBs are accountable for the delivery of the annual School Development Plan and critically review the work of the school, ensuring it is providing high-quality education to students and ensuring that policies and guidelines set clear working parameters including for the safeguarding of students and staff effective recruitment and retention of staff and having consideration for the school's budget.

The LGBs are informed and assisted by key members of each school's Senior Leadership Team, whilst also reserving the right to call on all members of staff to assist them in delivering the school's objectives.

OUR FAMILY OF SCHOOLS



'Support of my colleagues all across the school.'

IAT Vision

- To provide an exceptional educational experience for young people locally

IAT Values

- A collective responsibility for the education of all students within the Trust
- A fully inclusive approach, maximising the attainment and achievement of every student in a nurturing and challenging educational environment
- An ethos of life-long learning and personal development enabling students to gain life skills and a positive approach to well-being alongside academic qualifications

IAT Aims

- To improve the quality of educational experience across all schools within the Trust
- To create governance and shared leadership that is committed to developing young people and strives for outstanding educational progress for all students
- To train, recruit and invest in continuing professional development of quality staff across the Trust
- To utilise best practice across the Trust to drive school improvement
- To grow the number of schools in the Trust sustainably over time
- To maintain a strong commercial skill base at board level and knowledgeable, experienced governors on school local governing bodies

FUTURE GROWTH

Insignis Academy Trust aims to grow as a MAT, however, we are committed to growing in Buckinghamshire. Trustees have approved a Trust Growth Plan that would see us grow to 10 schools. We are committed to growing a Trust of both Primary and Secondary schools across the county.





The Kingsbrook School

Are you ambitious, forward thinking, resilient and driven by a desire to enable all children to succeed? If you are then our ARC Intervention Lead position may be exactly what you are looking for!

At Insignis Academy Trust we are recruiting for an ARC Interventions for The Kingsbrook School. The post is based at the Inclusion Unit (The ARC) at the school, which is a specialist Inclusion Unit catering for young people with Education Health Care Plans and who have SEMH as their primary need. There are 25 students currently placed in The ARC, with between 4-6 placed each academic year until the provision reaches its maximum capacity of 32.

We are specifically seeking a practitioner with a specialist focus on Positive Behaviour Support (PBS). In this role, you will do more than manage behaviour; you will champion a culture of least restrictive practice and trauma-informed care. You will conduct Functional Behaviour Analysis and design bespoke, evidence-based plans that prioritise students' sense of belonging. Working strictly to Restraint Reduction Network expectations, you will model strategies in the classroom alongside colleagues and lead on data-driven reviews to ensure every intervention aligns with our students' EHCP outcomes.

The ARC Intervention Lead have to teach Project based learning and highly skilled classroom ARC Intervention Leads play an important role in developing the skills of our pupils they will need to achieve and flourish in life.

Opened in September 2022 to 180 year 7 students, the school will grow by each year of entry until full in 2027-28. Located at the heart of the Kingsbrook Estate in Aylesbury, the school boasts state of the art facilities across the mainstream school and a purpose-built Inclusion Unit for children with additional Social, Emotional and Mental Health (SEMH) needs.

This is a crucial appointment for the school. The right candidate must also have a strong presence as well as excellent behaviour management. You will be able to build and maintain strong relationships with your students, which will lead to an improvement in behaviour and attainment. You must be committed to student progress and be able to inspire those individuals.

For any enquiries relating to the position please contact the Trust's Human Resources Team, either by email recruitment@insignis.org.uk or by telephone 01296 744351, who will be happy to help.

We encourage and value candidates who have varied lived experiences and inclusive mindsets, either due to their engagements in the world or due to their protected characteristics (as set out in the Equalities Act 2010). We are committed to continued development of a community that is representative of the environment in which we work and in nurturing an equitable society.

Insignis Academy Trust operates rigorous 'safer recruitment' practices and the successful candidates will be required to undertake the completion of satisfactory checks including an enhanced DBS check, satisfactory references, medical report, confirmation of qualifications and documentation to prove Right to Work in the UK.

The Insignis Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please note we reserve the right to close this vacancy earlier than the specified deadline if a suitable candidate is found.

JOB DESCRIPTION

Intervention Lead (ARC)

Designation of Post within School Structure

Headteacher

Deputy Headteacher

Assistant Headteacher (SENCO)

Interventions Lead

This job description identifies the responsibilities attached to this post. This job description is subject to amendment from time to time with in the terms of the conditions of employment, as the needs of the school may require, but only to an extent consistent with those conditions of employment and after consultation with the post holder.

Main Duties and Responsibilities

The Kingsbrook School requires the interventions lead to be able to deliver personalised interventions to support the SEMH needs of each student e.g., sensory circuits – Lego therapy, to students placed at the school's specialist Inclusion Unit (The ARC). This setting provides for young people with Education Health Care Plans (EHCPs) with SEMH as a primary need. Candidates need to be well-qualified, experienced, committed to inclusive practice and passionate about meeting the needs of young people who struggle in mainstream settings.

Post Purpose

- To be the secure person for a designated group of students/form group by supervising and providing particular support, ensuring their safety and access to learning activities.
- Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies.
- Assist with the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for a designated group/form.
- Establish therapeutic relationships with students and interact with them according to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by teachers.
- Set challenging and demanding expectations and promote self-esteem and independence.
- To help students develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff.
- Provide feedback to students in relation to progress and achievement under the guidance of teachers.
- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
- To provide support in the delivery of specialist interventions, taking a lead where appropriate.
- To sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child's learning

and development. This may involve home visits.

- To track the progress of students with Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the SENCo and other relevant professionals.

Professional Learning and Development

- To be a reflective practitioner, evaluating and improving own practice in order to take teaching and learning forward.
- To contribute to both school's developments by sharing professional learning, expertise and skills with others, and participating in collaborative learning opportunities.
- To take full advantage of any relevant training and development available and undertake any necessary professional development as identified in the School Development Plan and the performance management process.

Support for the School

- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime when required.
- Accompany teaching staff and students on visits, trips and out of school activities as required.
- To lead project-based learning.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Leadership

- Establish good relationships and encourage good working practices
- Support, motivate and direct support staff in lessons.
- Lead by example at all times, acting as a role model for the character virtues we expect to see in our students.
- Liaise with support staff, outside agencies and parent/carers.
- Contribute to the induction, supervision and support of staff during their induction periods.

Standards and Quality Assurance

- Support the aims and ethos of the school.
- Uphold the schools code of conduct, uniform regulations and dress code.
- Attend team and staff meetings.

Other Duties and Responsibilities

- Provide guidance to pupils on educational and social matters and to monitor and modify behaviours in accordance with the school practices.
- Take case management responsibility for designated pupils, including the maintenance of pupil records
- Develop, implement and review pupils' individual plans as necessary.
- Participate in inductions for new pupils and their parent/carers, and maintain regular communication with those pupils' families.
- Support, where appropriate, the statutory assessment process for pupils and participate in pupils' Annual Reviews.
- Review, monitor and evaluate current practice and provide feedback to the Senior

Leadership Team.

- Work in partnership with schools, parents and other agencies regarding individual cases and strategic issues.
- To work as a team member in developing the range of intervention strategies available throughout the school
- To perform any duties which may reasonably be assigned to you by the SLT and headteacher
- To carry out any duties laid down from time to time in the Conditions of Service both locally and nationally agreed or in the various Education Acts which the Governors deem appropriate.

Roles and Responsibilities

- To provide assistance to the teacher within the school.
 - By working with pupils on an individual or group basis.
 - By assisting in the preparation of specific areas of the curriculum.
 - By assisting in the efficient preparation of classroom materials, resources and equipment.
 - By devising activities within the framework of the overall planning set by the teacher.
 - To utilise and engage in the use of ICT in helping deliver the curriculum to groups and individuals.
 - To provide co-regulation to pupils at all times to support the development of their self-regulation.
- To be responsible for the safety of children by exercising adequate support and supervision.
- To establish with the staff team appropriately high levels of expectation by setting down clear guidance for pupils for establishing high standards of behaviour and achievement within school.
- Attending meetings as required to discuss children on an individual basis and contribute towards establishing a unified and consistent approach throughout the school. This may include attending staff meetings on occasions and may also include contributing to a pupil's Annual Review in either written or verbal form.
- Participate fully in the daily observation and recording of pupils' behaviour and progress in the appropriate manner and to give feedback to teachers and other staff teams where appropriate.
- To assist in the professional development of colleagues and self by involvement in relevant aspects of the school's Staff Support and Development Programme.
- To take part in the initial and advanced Norfolk Steps training and to ensure that this is updated on an annual basis as directed by the Head teacher.
- To ensure that the advanced skills in behaviour management are constantly revisited so that staff are able to work individually with pupils who exhibit high levels of disturbance.
- To coordinate with teachers display work for classrooms and corridors once completed by pupils.
- Where directed to ensure that pupils' access to learning outside of the classroom is supported.
- To work with outreach pupils in or from partner schools in line with behaviour status.

Notes

The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions for employment.

This job description is not a comprehensive definition of the post. This job description should be reviewed each year as part of the appraisal process.

PERSON SPECIFICATION

All of the competencies outlined below will be evidenced in the application, during the interview and via references.

Personal Qualities	Essential	Desirable
Enthusiastic and approachable	✓	
Commitment to extra-curricular activities	✓	
Good interpersonal skills	✓	
Sense of humour	✓	
Clear educational philosophy	✓	
Commitment to Professional Development	✓	
Willingness to share expertise	✓	
High expectations of students and their behaviour	✓	
Hardworking and conscientious	✓	
Willingness to organise school visits	✓	
Good communication skills	✓	
Ability to prioritise own workload	✓	
Relevant Skills and Aptitudes		
GCSE grade C or Level 2 equivalent functional skills in English and Maths	✓	
A' Levels or Level 3 equivalent qualification		✓
Foundation degree or Level 5 relevant qualification		✓
Experience of working with young people with Social, Emotional and Mental Health difficulties and/or challenging behaviour	✓	
Experience of working with students with a range of Special Educational Needs such as ADHD and ASD.	✓	
Understanding of alternative and therapeutic interventions for student progression.		✓
Excellent classroom and behaviour management skills.	✓	
An ability to understand the principles of learning processes and in particular barriers to learning.	✓	
The ability to work effectively as part of a team, but also to use initiative within the guidelines set by teaching staff with tact and diplomacy		✓
The ability to recognise and be sensitive to the individual needs of students	✓	
Evidence of proficient Information Technology skills and the confidence and willingness to use and develop them.		✓
Effective and professional communication skills with the ability to engage young people.	✓	
A willingness to increase own knowledge and understanding of teaching and learning.		✓
Highly adaptable and flexible.	✓	
Ability to work in a way that promotes the safety and wellbeing of students.	✓	
Current driving licence and own transport.		✓
Team teach trained		✓
First Aid		✓

CPD in IAT Schools

Each school within the IAT publishes a whole school CPD calendar. This will reflect IAT and school priorities.

Subject-specific CPD and CPD for pastoral teams will be embedded into meeting schedules, reflecting outcomes of self-evaluation and the needs of each team.

Applications to attend external CPD courses should be made at a school level, following the school's CPD application process. Priority will be given to external CPD that supports Trust, school and departmental priorities and performance management targets. The cost of the CPD course, the cover costs and cover implications will all be taken into account when applications for courses are considered.

Completing National Professional Qualifications (NPQs)

National Professional Qualifications (NPQs) are the most widely recognised qualifications in the education sector for current and aspiring leaders. Accredited by the DfE, NPQs provide training and support for teachers and leaders at all levels. NPQs are informed by the best available research and evidence endorsed by the Education Endowment Foundation.

There are a range of NPQ qualifications available, including:

- **Leading teacher development** – become a teacher educator and support teachers in your school to expand their skills.
- **Leading teaching** – lead the teaching and learning of a subject, year group or phase.
- **Leading behaviour and culture** – create a culture of good behaviour and high expectations where staff and pupils can succeed.

- **Leading literacy** – teach and promote literacy across a whole school, year group, key stage or phase
- **Leading primary mathematics** – help your school use mastery approaches and teach maths effectively.
- **Senior leadership** – develop leadership expertise to improve outcomes for teachers and pupils.
- **Headship** – learn how to become an expert school leader and outstanding headteacher.
- **Executive leadership** – develop the expertise to run a multi-school organisation and effectively lead change and improvement.
- **Early years leadership** – manage your staff and organisation to provide high-quality early years education and care.

IAT schools will support teachers and leaders to complete NPQ qualifications, in line with Trust and School priorities, individual goals and upon recommendation by line managers. If any member of staff is interested in completing an NPQ, they should discuss it with their line manager. All applications for NPQs will need to be discussed by SLT and agreed by the Head of School or Headteacher and CEO of IAT.

Astra Teaching School Hub delivers a range of NPQ qualifications. Face-to-face sessions are delivered locally and provide opportunities for networking and collaboration with teachers and leaders from across Buckinghamshire schools and beyond. NPQ courses are delivered by a range of providers. Before registering for an NPQ, teachers and leaders should discuss the choice of provider with their line manager.

Wellbeing

At Insignis Academy Trust, we prioritize the well-being of our staff and students. We believe that a healthy and happy school environment is essential for fostering a positive learning experience. Our dedicated team works tirelessly to ensure that everyone feels supported and valued, creating a sense of community and belonging.

We understand the importance of mental health and well-being in the workplace. We provide various resources and support systems to help our staff maintain a healthy work-life balance.

By prioritizing well-being across the trust, we aim to create a positive and productive environment where everyone can thrive and reach their full potential.

For more information visit: <https://www.insignis.org.uk/Well-Being/>

Benefits of working with IAT



Teachers' Pension

We formally register all teaching staff to the Teachers' Pension Service. It is your choice whether you choose to opt out of the scheme. At IAT we strongly suggest you get independent advice before making this decision.

Visit: www.teacherspensions.co.uk



LGPS - Support Staff Pension

We formally register all non-teaching staff to the Local Government Pension Service. It is your choice whether you choose to opt out of the scheme. At IAT we strongly suggest you get independent advice before making this decision.

Visit: www.lgpsmember.org



Cycle Scheme

We are a part of the Cycle Scheme, IAT staff are able to use salary sacrifice to purchase a bike or electric bike and accessories up to the value of £3500.00

Visit: www.cyclescheme.co.uk



Tech Scheme

We are a part of TechScheme, in association with Currys. IAT staff are able to use salary sacrifice to purchase items from Currys for their home. Please note that there is a pension impact on this scheme.

Visit: www.techscheme.co.uk



Extras Discount Scheme

We are part of the Extras Discount Scheme which offers IAT staff the opportunity to avail of discounts at a range of high street stores, online retailers and supermarkets.

Visit: <https://www.bhnextrashomeandtech.co.uk/extras>



Education Support

Our Employee Assistance Programme at IAT is provided by Education Support. This provides support for you and your family members covering a range of issues. This includes supporting staff and family members with wellbeing, health queries, bereavement and family issues including separation and divorce.

Visit: <https://www.educationsupport.org.uk/>



Byond

We are a part of Byond, a prepaid debit card that comes packed with built-in discounts at high street stores, online retailers and supermarkets.

Visit: <https://byond.helpscoutdocs.com/article/375-article-title>



Free Tea and Coffee

In conjunction with our catering provider we provide free tea and coffee for staff at our schools.



Tusker

As a Trust we offer staff the opportunity to lease a new electric vehicle from Tuskers. This scheme has an impact on pension.

Visit: <https://tuskercars.com/>



Anytime Fitness

Anytime Fitness will offer a 10% discount for all Insignis staff.

You will need to show your ID Badge in order to obtain your discount. (If you refer a friend then you will get a free month.)

Please call Anytime Fitness in Aylesbury to discuss the benefit before arriving.

Visit: www.anytimefitness.co.uk/gyms/uk-0023/aylesbury-south-east-hp20-1ur/



Nuffield Health

Nuffield Health will offer up to 30% off their memberships, both for monthly rolling contracts and annual contracts. This offer is open to any school employee. You will need to show your ID Badge in order to obtain your discount. Please call Nuffield Health in Aylesbury to discuss the benefit before arriving.

Visit: www.nuffieldhealth.com/gyms/aylesbury



Blue Light Card

Blue Light Card provides those in Education with discounts online and in-store. They offer a range of official discounts from large national retailers to local businesses in a wide range of categories including holidays, cars, days out, fashion, gifts, insurance, phones and much more.

Visit: <https://www.bluelightcard.co.uk/index.php>



Wycombe Lido

Fusion Lifestyle will offer Insignis Staff 10% off their top membership option. You will need to show your ID Badge in order to obtain your discount.

Please call Wycombe Lido in Aylesbury to discuss the benefit before arriving.

Visit: www.fusion-lifestyle.com/centres/wycombe-rye-lido/



Eye Care

All IAT staff can benefit from a reimbursement of their eye tests for up to the value of £25. Simply save your receipt and claim it through expenses, with the finance department.

Specialist Glasses



If you need specialist glasses to carry out your specialist role in school, we may be able to help with the cost of specialist glasses. This may include glasses to support colour blindness, or prescriptive protective glasses. Please contact HR for more information as this is assessed on staff's individual needs.



Well Schools

The Well Schools Community has a vast collection of wellbeing tools and resources that are already being used in Well Schools across England.

Visit: www.well-school.org



HOW TO APPLY

Making your application

Please click on the link below for further details on how to apply:

<https://www.insignis.org.uk/Vacancies/>

Contact

If you are interested in discussing the role or would like more information about the role please contact the IAT Recruitment team at:

recruitment@insignis.org.uk or

Telephone 01296 744351.

Visit www.insignis.org.uk for more information about IAT, our Governance and Job Vacancies.

FOR MORE INFORMATION

For more information about IAT please visit our website. If you are interested in other roles at the Central Team or at one of our schools, please contact our HR Team via email at: HR@insignis.org.uk



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