



**THE**  
**KEYSTONE**  
ACADEMY

part of the



YOUTH  
ENGAGEMENT  
SCHOOLS  
**TRUST**

A specialist school for young people with Social, Emotional and  
Mental Health needs, with a specific focus on neurodivergent  
learners  
Aged 4-16

**Outdoor Instructor - Learning Mentor**

Pay Scale: £18,681-£20,757

Full Year Contract

37 hours per week

**\*\*Salary Review Pending\*\***

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For further information or to request a meeting or telephone call with the Headteacher email – [admin@thekeystoneacademy.org](mailto:admin@thekeystoneacademy.org) / Tel: 01743 599011

Dear Applicant

Thank you for your interest in becoming part of our brand-new team at The Keystone Academy, Shrewsbury.

We are seeking an inspirational Outdoor Instructor who can deliver outstanding outdoor education to children and young people with a variety of learning needs, stretching them to achieve their very best possible outcomes. The staff at Keystone Academy will understand and know how to adapt their curriculum for learners with neurodivergent needs, including but not limited to, Autism, ADHD and speech, language and communication difficulties. They will understand the importance of nurture and trauma-informed approaches to support the development of social, emotional and mental health (SEMH) needs and how to incorporate this into daily school life.

We are looking for an outstanding practitioner who can bring creative and innovative ways of working with young people and who are excellent team players. We are building a team that combines the expertise of both mainstream and specialist staff and so encourage applications from all fields.

The role of Outdoor Instructor is a truly unique opportunity to play an integral part in shaping the learning throughout the school, with creativity and ambition.

Yours sincerely

Mrs Ali Bellaby  
Headteacher

## **The Keystone Academy Recruitment and Selection Process**

You are asked to complete the Youth Engagement Schools Trust application form (available on the School and Trust websites)

<https://thekeystoneacademy.org/vacancies/>

<http://theyestrust.org/vacancies/>

You are asked to include as part of, or separate from the application form, a letter of application that addresses the items listed on the attached Person Specification & Assessment Criteria. Please keep this letter brief and to the point (maximum 2 pages). **CVs will not be accepted, so please do not send in, or refer to one.**

You are asked to return your application form & letter of application by email to:

[admin@thekeystoneacademy.org](mailto:admin@thekeystoneacademy.org)

The deadline for applications is:

Time Line for Assessment and Selection Process	
Advertising window	From 9 <sup>th</sup> September 2022
Closing date for applications	5pm on 26 <sup>th</sup> September 2022
Opportunity for informal discussions with Headteacher	By appointment
Interviews	3 <sup>rd</sup> and 4 <sup>th</sup> October 2022
Start Date	7 <sup>th</sup> November 2022

## The Keystone Academy Educational Vision

The Keystone Academy brings together the vision of the YES Trust with that of Shropshire Local Authority, aiming to provide an excellent specialist school for students with SEMH, including those with neurodivergent needs. We are developing a truly passionate team that will gain a strong local understanding around working processes and support networks based in Shropshire and will strive to work very closely with the Local Authority.

### Moral purpose

The Keystone Academy and the wider Trust, strive for equity - providing exactly what each learner needs, maximising their potential and fostering an unwaveringly positive outlook that is healthy and vibrant for all.

### Vision

To support all vulnerable learners, raising their aspirations through high quality engaging education which empowers and liberates their futures.

At The Keystone Academy, we believe that:

- Learning should be exciting and purposeful
- Every student should have the opportunity to reach their full potential, whatever that may be, regardless of their abilities, needs, disposition or background
- Neurodivergence should be celebrated and seen as a strength
- Nurturing the whole child prepares them for success and happiness in school and life
- Creating a safe and respectful environment enables students to learn best
- Working in collaboration, with students, families, staff, agencies, and the local community, we can overcome challenges and achieve great things

This vision will enable us to ensure that all students will leave The Keystone Academy happy, well-balanced, life-long learners who are well prepared for their future beyond school. The bespoke curriculum for academic, vocational as well as social and emotional learning, will allow and encourage all students to progress towards high quality destinations. We will nurture our learners to acquire a repertoire of skills and knowledge anchored around their personal pathways. Students will be supported to achieve their highest possible outcomes, enabling them to realise their hopes and dreams.

**'Keystone'** represents far more than just a name for a school. It neatly summarises our vision for the Academy, and expresses the ethos for the education we strive to provide; an ethos focused on positive achievement and success at every stage. A keystone in a literal sense is the main stone that holds complex structures together and we see our role with this school as a figurative keystone for children, families, support services and wider life ambitions. By adopting this keystone approach, we will ensure the core focus is child centred, with full support, providing real life opportunities.

## Learning Mentor – Outdoor Instructor, Job Description

### *Key Priorities;*

- Support the vision and direction of the Academy
- Provide an engaging specialist curriculum within the Academy
- Deliver and maintain effective learning and teaching throughout school
- Deploy resources efficiently and effectively to meet specific objectives in line with your specialist area strategic plans.
- Ensure effective pastoral care and behaviour support throughout the school

### *Teaching and Learning;*

As a specialist Learning Mentor of The Academy you will help secure and sustain effective teaching and learning throughout the Academy, monitor and evaluate the progress made in your specialist area and present students' achievement, effectively using benchmarks to track set targets for improvements. You will:

- Deliver high quality teaching of your specialist area within the school and other subjects (including Health & Fitness) throughout the school as and when required
- Deliver a Forest Schools programme and Duke of Edinburgh Award working across all Key Stages.
- Support and maintain an environment and a code of behaviour and discipline which promotes and secures good teaching, effective learning and high standards of achievement
- Help organise the curriculum and its assessment; work with the SLT to monitor and evaluate it in order to identify areas for improvement
- Ensure that the curriculum and assessments meet National Curriculum requirements
- Ensure that improvements in literacy, numeracy are priority targets for all students across school.
- Conduct outreach support for students unable to attend school due to their complex needs, including mental health needs. This will require supporting students at home or at a local venue.
- Deliver and support the PSHRE programmes across the school
- Work alongside staff members to plan and deliver enrichment and reward activities

### *Partnership Working;*

- Seek opportunities to invite parents and carers, into The Academy to enrich student experience and to promote The Academy's value to the wider community
- Collaborate with staff, to actively promote the British values, academic, spiritual, moral, social, emotional and cultural well-being of students and their families

### *Health and Safety / Child Protection;*

- To help ensure that health and safety standards meet statutory requirements, monitoring health and safety matters within the school, particularly ensuring that all members of the staff take reasonable care for the health and safety of themselves and others
- Ensure suitable risk assessments are in place and regularly reviewed, for all activities relating to outdoor activities and off-site learning
- To help ensure that Child Protection and Safeguarding procedures and Department of Health assessments of Children in Need are rigorously complied with, and that the welfare and health and safety of students are of prime consideration
- To promote the safety and well-being of students and staff
- To ensure good order and discipline of students and staff

### *Extra CPD Opportunities*

- Engage with CPD opportunities in order to effectively fulfil your role and achieve the best possible outcomes for our students.

**Accountable to: School Senior Leadership Team**

PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
<b>Qualifications/ Education</b>	<ul style="list-style-type: none"> <li>• A-Level or equivalent</li> <li>• Evidence of further professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Graduate Status</li> <li>• Recognised behaviour / curriculum / SEMH qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Application/Interview/ Certificate</li> </ul>
<b>Educating Experience</b>	<p>Proven ability to :</p> <ul style="list-style-type: none"> <li>• Experience delivering outdoor activities or training</li> <li>• A passion for delivering outdoor adventure and education</li> <li>• Set high expectations which inspire, motivate and challenge</li> <li>• Promote good progress and outcomes</li> <li>• Demonstrate subject and curriculum knowledge</li> <li>• Plan and teach well-structured lessons</li> <li>• Make accurate and productive use of assessment</li> <li>• Manage behaviour effectively to ensure a good and safe learning environment</li> <li>• Communicate and work effectively</li> <li>• Ability to motivate and inspire</li> </ul>	<ul style="list-style-type: none"> <li>• Work with disconnected students</li> <li>• Work with neurodivergent learners</li> <li>• Able to adapt teaching to respond to the strengths and needs of all students</li> <li>• Understanding the commitment to the school's wider focus on student attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Application/ Interview/ References</li> </ul>
<b>Professional /Personal Skills</b>	<p>Proven ability to:</p> <ul style="list-style-type: none"> <li>• Generate enthusiasm for new ideas</li> <li>• Inspire others with confidence</li> <li>• Communicate effectively to groups and individuals, orally and in writing</li> <li>• Resolve conflict through active listening and negotiation</li> <li>• Demonstrate a flexible approach and a willingness to listen to others</li> <li>• Good organisational skills</li> <li>• Provide advice and guidance to parents and carers in a positive and clear manner</li> <li>• Remain calm when working under pressure.</li> <li>• Ability to show patience and empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of coaching and/or mentoring</li> <li>• Able to effectively resolve personnel issues</li> <li>• Training and understanding of child protection</li> <li>• Training and experience of working with students with a variety of mental health needs</li> <li>• Training and experience of working with students with a variety of special educational needs, including autism, speech, language and communication needs, ADHD</li> </ul>	<ul style="list-style-type: none"> <li>• Application/ Interview/ References</li> </ul>



<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Demonstrate a good level and understanding of ICT</li> <li>• Knowledge of how to deal with safeguarding issues in school.</li> <li>• Behaviour management techniques for groups and individuals.</li> <li>• Know how to develop effective rapport with students, this being based on high expectations and establish a purposeful learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and experience of current good practice and development in special education provision.</li> <li>• Knowledge of successful practice in teaching hard to reach students.</li> <li>• Knowledge of how to promote independence for young people with complex needs.</li> <li>• Behaviour Management training</li> </ul>	<ul style="list-style-type: none"> <li>• Application/ Interview/ References</li> </ul>
<b>Shaping the Future /Philosophy</b>	<ul style="list-style-type: none"> <li>• Expectation of high achievement of all students</li> <li>• Evidence, understanding and commitment to equality of opportunity</li> <li>• Respect for students' individual difference</li> <li>• Commitment to parental partnership in education and developing links between school, home and the community.</li> </ul>		<ul style="list-style-type: none"> <li>• Application / Interview</li> </ul>
<b>Developing Self and Working with Others</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal skills</li> <li>• Commitment to one's own continuing professional development</li> <li>• Ability to work as part of a team</li> <li>• Ability to make and take decisions and set priorities</li> <li>• Able to gain and maintain the confidence and respect of colleagues, students, parents and multi professionals.</li> <li>• Commitment</li> <li>• Have energy and perseverance.</li> <li>• Be confident and enthusiastic.</li> <li>• Be reliable and have integrity.</li> </ul>		<ul style="list-style-type: none"> <li>• Application / Interview/ References</li> </ul>
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• Positive recommendation from present employer</li> <li>• Satisfactory attendance record</li> <li>• Satisfactory DBS and Barred list check (arranged on appointment)</li> </ul>		<ul style="list-style-type: none"> <li>• Letter</li> <li>• Reference</li> </ul>

The successful candidate would be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and hence enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application.



At the Yes Trust, we believe our aims and vision for our students and their carers are best achieved through supported and valued team members. We offer the following benefits to all Trust employees from their first day with us:

- Access and support with training and CPD
- Specialist training where required
- Free lunch at school
- Free parking
- Nursery benefits
- Car purchase salary sacrifice scheme
- Education Mutual – access to free face to face counselling, physiotherapy, nurse help-line, prescription service whenever you need it
- Perkbox
  - A huge range of discounts, free gifts, perks including shopping, eating out, holidays
  - The wellness Hub – access to a variety of practical and useful resources
  - Medical – on-line GP appointments, prescriptions and advice at a time convenient to you



## **The Youth Engagement Schools Trust (YES TRUST) Safer Recruitment Policy Statement**

The safe recruitment of staff in The YES Trust is the first step in the effective safeguarding and promotion of welfare for our children. The YES Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in The YES Trust to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This YES Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from diverse backgrounds, with different skills and abilities. The YES Trust is committed to ensuring that the recruitment and selection of all who work within The YES Trust is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The YES Trust will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion, or creed.

The YES Trust will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The YES Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The YES Trust will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to The YES Trust.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references as well as verification of the candidate's identity and a satisfactory Enhanced DBS check
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempt)
- the production of evidence of the right to work in the UK
- for teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

NB It is illegal for anyone who is barred from working with children to apply for, or work in our YES Trust in any voluntary or paid capacity.

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should

set out your reasons with your application form. The YES Trust will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

The YES Trust maintains a single central record of recruitment and vetting checks, in line with the statutory requirements.

The YES Trust requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within the YES Trust are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure & Barring Service Certificate.

The YES Trust is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The YES Trust's Recruitment (pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The DBS has published a Code of Practice and accompanying explanatory guide. The YES Trust is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling and security of Disclosure information.

A copy of the YES Trust's draft Safer Recruitment Policy & Procedures is available on request.

### **Note re: School holidays**

Before applying, please be aware that The Keystone Academy adopts a slightly different holiday calendar to other schools. Each half term is approximately six weeks in duration with two week breaks in between. This will mean that summer break will be approximately 4 weeks in duration. For further clarification please contact the Headteacher.