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# INVITATION TO QUOTE

## INTERIM CURRICULUM LEAD

### (Post-16 High Needs - Supported Employment)

#### Quote Deadline: 11th April 2021 by Midnight

*Do you want your SEND education track record and leadership skills to strengthen a team determined to improve, adapt and innovate after Covid-19, and leave a lasting legacy with colleagues and with young people?*

*Do you believe young people with learning disabilities and/or autism can achieve their work aspirations despite the pandemic's devastating impact on the jobs market?*

*We are seeking an experienced, energetic self-employed education leader to work at the heart of our team for 8 months to deliver quality improvement and a post-Covid adapted work-based curriculum in readiness for the next academic year.*

- Supported Employment programme, including Functional Skills, supporting 52 young people (age 16-24) with SEND.
- Specialist Post-16 provider and social enterprise with a passion for



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## co-production and inclusion.

- Ideally located in Kent but can be delivered remotely using videoconferencing, with regular visits in person subject to Covid-19 restrictions. Provision based in Medway, Swale and Gravesham in Kent
- 8 month contract with scope to extend. Full-time availability is best, but we welcome quotes for part-time availability if you believe you are a great match for what we need. We are also open to proposals to deliver the work by two or more people.
- Immediate start.

## Background to this contract

The bemix Supported Employment project has been going through a steady and exciting period of growth and development over the past few years. We are presently supporting 52 young people, aged 16 to 24 years, with SEND.

The Covid-19 pandemic has made the jobs market even more challenging for young people with learning difficulties and/or autism. Our team has adapted under sustained pressure to the pressures of the pandemic, and is redesigning provision to respond to a post-Covid future in workplaces, society and in the economy.

We plan to deliver a brand new Preparation for Employment programme from September 2021, as a lead-in to our well-established one year Supported Internship programme. Our ultimate goal is to inspire, enable and support more young people with learning difficulties and/or autism to achieve sustained, local, paid work.

***“I loved working with bemix. They supported me in the way I needed and were always there for me and encouraging me to achieve my aspirations. They helped me get my dream job”.*** Oscar, a young person who was on the bemix Supported Employment programme in 2018/19



A Supported Internship is a powerful model of an education and employment programme that is proven to be effective at overcoming the many barriers young people with learning disabilities and/or autism face with employment. You can watch a short film about the bemix Supported Employment programme here: [bemix Supported Employment film](#).

Further background reading:

[Supported Internships](#)

Although a Supported Internship is a learning programme funded by the Education and Skills Funding Agency, it should not be seen as a College course in the traditional sense. Students need to experience the difference. This plays out in features like students applying for time off, with different leave entitlement to school holidays. It will also mean on-the-job learning takes place alongside functional skills within a classroom setting. We have found many disadvantaged young people are alienated from school and college, and need a workplace in which to thrive.

All young people in our Preparation for Employment or Supported Internship programmes have an Education, Health and Care Plan (EHCP). Part of this role will be ensuring that young people's Special Educational Needs are effectively supported across the curriculum. We all work together to ensure a supportive learning environment for our young people with small class sizes and with TA support to provide individualised learning.

You will join a team that is focused, hard working and mutually supportive, where your skills, experience and contributions will be valued and help shape the future and quality of the programme.

Someone who is resourceful and engaging with a good sense of humour, dedication, flexibility and resilience, will thrive in this role.

***‘I joined bemix two years ago as a NQT. They are a wonderful organisation to work for with a positive attitude and sound ethos towards the people they work alongside. All colleagues have been very supportive and nurturing towards me in my new role and have helped me to continue to develop in my professional skills. I feel a valued team member and have a great work life balance. I am truly***



***thankful for the opportunity to be able to be a part of a young person's journey through their supported internment placement alongside being able to perform a job I love"*** Emma, Functional Skills Teacher with bemix:

## **About bemix**

We are people with and without learning difficulties and/or autism, working and learning together. Whether it's to be seen working, be heard campaigning or belong to a friendly group of people, people achieve their goals with bemix.

We support people with learning difficulties and/or autism to speak up, make choices and become powerful and influential. We support them to gain opportunities and become more independent in learning, housing, work, health, money, travel, leisure and relationships.

We support people to hear, respect and empower people with learning difficulties and/or autism. We promote positive action to challenge negative attitudes about disability.

bemix has an exciting range of projects, which all offer the opportunity for new skills to be learnt and qualifications to be gained, including: Supported Employment, group based Music and Media and Performing Arts, Life Choices (individual holistic, progressive support), Eco Shed (woodwork) and Discovery Catering. We also have a vibrant and strong self-advocacy team, and have been actively involved in Transforming Care since 2014 when we began doing Care and Treatment Reviews for the NHS (National Health Service).

Watch our short film to find out more about the things we are involved with: [We are bemix](#)

Co-production is a core value and method for bemix. This means people working equally together to make the most of their respective experience and skills. A typical bemix project will be led by two people – one with and one without a learning difficulty. This values equally expertise gained from an individual, personal perspective and professional work experience and training. The approach taken to valuing and supporting young people with learning difficulties or autism in this



project will be shaped by the leadership given by our Jobs Champion, which is a paid role for a colleague with a learning difficulty.

## Specification

We are seeking an experienced education leader to work intensively for eight months at the heart of our leadership team, with the flexibility to extend by mutual agreement according to need.

You will take on leadership for education in a team that combines teaching staff with supported employment specialists. You will pick up and develop the legacy of work from the team's previous Curriculum Lead, who had to step down recently for personal reasons. You will play a key strategic role raising the quality of education and adapting our provision for a post-Covid future as we plan for the next academic year, helping recruit and handing over to a permanent Curriculum Lead expected to start in September.

You will understand post-16 specialist provision, with expert knowledge of Special Educational Needs and Educational Health and Care Plans. You will be experienced in working to Ofsted requirements, while able to learn quickly about Supported Employment and how it is integrated into a Study Programme. We have made tremendous progress since setting up in 2017, and aspire to have full, effective systems in place to ensure a Good / Outstanding rating in future Ofsted inspections. You will have significant experience in education, ideally in a leadership role to help develop an already improving programme to reach its full potential.

You will need to have a proven track record in quality assurance and developing quality monitoring systems. You will develop and review the Curriculum as identified in the role description, to help further the delivery of successful outcomes for the young people. Using a new, bespoke IQA Framework, you will establish a robust IQA system across the curriculum to enable the Senior Leadership Team to effectively track, monitor and evaluate the progression of young people.



You will work with a diverse team and have a good sense of humour, with excellent communication and relationship building skills. You must be able to recognise the experience and strengths already existing in the team, and be able to clearly communicate your recommendations to the Senior Leadership Team (SLT). You will be joining a friendly and supportive team who are passionate about achieving the best outcomes for the young people.

This role is for you if you are looking for a challenge, to make a big difference to the lives and learning of young people with autism and/or learning difficulties who want to work. You must be able to complete the work in the specification and keep the Head of Supported Employment updated with your progress regularly. You must be able to effectively plan the project and identify timelines for the completion, to stay on target with the outcomes, as agreed with the Head of Supported Employment.

You will need to have a flexible approach to how we will work, using either Zoom to have online meetings, or face to face meetings subject to Covid-19 restrictions. You will need to be available between Monday and Friday, 9am-5pm, but we invite quotes for part-time availability if you believe you are a great match for our needs.

## **Timebound deliverables**

### **Completion in one to four months**

You will:

- Create and implement a Job Club and Social Enterprise Curriculum for the new Preparation for Employment programme, in co-production with young people, teachers, SLT colleagues and the Head of Supported Employment.
- Review the curriculum offer as a whole across the Supported Internships and Preparation for Employment programmes. You will create a 'Curriculum Statement of Intent' that outlines the aims and principles of the programme.



- Ensure the curriculum is thoroughly embedded in both programmes. This includes a review of the 'My Goals' and EHCP monitoring systems, ensuring the curriculum delivery meets the young person's needs in its entirety.
- Review and implement a system to track the attainment and progression of young people across the entire curriculum, including in the workplace, with emphasis on ensuring differentiated learning is effective with good outcomes. You will create a Curriculum Tracking tool to support the effective tracking and monitoring of young people's learning.

## **Completion in three to six months**

You will:

- Review and improve our current soft outcomes tool 'My Journey' and implement any new changes. This includes training to the team and updating the procedure. You will embed this tool into the curriculum to demonstrate the young person's holistic development. This tool will provide an effective progression tracking system and needs to be accessible 'easy read' for many young people.
- Work with the Head of Supported Employment to produce a data analysis policy and procedure so that the Senior Leadership Team can extract data to support programme delivery and improvement. This information will support strategic and operational delivery, be shared with the Management Committee and can be used in Ofsted Inspections.
- Develop a benchmarking performance monitoring framework against other similar providers, to see how we perform and what areas we need to look at improving in.
- Make recommendations for programme improvement, across the whole curriculum for both Supported Internships and Preparation for Employment.
- Develop and implement an 'All About Me' system, to merge existing information held about a young person into a centralised space, for effective monitoring, tracking and evaluation.
- Develop an exam framework, identifying training needs and delivering training (bemix is an approved NCFE resource centre).



## Responsibilities throughout the duration of the contract

You will:

- Help recruit and complete effective handover to the permanent Curriculum Lead to start in September 2021.
- Monitor the quality of delivery of the Supported Internship and Preparation for Employment Curriculums, including Workplace learning, Functional Skills, Job Club, Vocational Qualifications and Social Enterprise.
- Work closely with the SEND Lead to monitor the impact of the curriculum on the attainment and progression of young people. You will ensure the Curriculum is effectively aligned with all young people's EHCPs and is delivering positive outcomes.
- Produce reports for the Senior Leadership Team and Management committee when required.
- Ensure that staff delivering the Curriculum create an ethos in which young people feel safe, learn effectively and are supported to set high expectations for themselves and achieve these.
- Monitor the attainment and progression of young people across the curriculum. You will lead on interventions with members of the leadership team, monitoring underachievement, poor behaviour and attendance where this affects learning. You will work alongside teachers and the SEND Lead, providing advice and guidance and direct support when needed with contact with parents/carers, young people and external agencies when appropriate.
- Train colleagues as part of their CPD to further develop their skills and knowledge to improve on their support to young people and meeting a wide range of needs. You will update the Head of Supported Employment and the Workforce Development Lead on any training needs in the team.
- Co-deliver IQA functions across curriculum alongside the existing IQA, assessing training needs and the development of colleagues and monitoring effectiveness of programme delivery.
- Monitor standardisation across both programmes, and train colleagues as identified. This includes amongst others: Functional skills tracking across the



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curriculum, assessment of learning across the curriculum, marking and grading work, and that effective differentiation of work is effectively in place.

- Oversee the organisation of suitable lesson groupings in accordance with their learning levels (at enrolment stage) and support teachers in how to manage a varied range of learning levels in groups.
- Support the Exam Officer, Teachers and Teachers' Assistants to ensure all aspects of internal and external exams are managed effectively. As part of your work in developing the Exam Framework, you are also responsible to upskill and train the Exam Officer to ensure they are operating effectively in their role, eventually with minimal input from yourself.
- Produce suitable schemes of work and Curriculum Delivery documents. You will train teachers in the effective use of these.
- Lead on Monthly Curriculum Development meetings with teachers and support staff to ensure that all the needs of the young people are met across the curriculum and to disseminate any relevant information.
- Line-manage and provide support to teachers, including supporting them in their continued professional development.
- Attend weekly meetings as a member of the Senior Leadership Team (SLT) to discuss attendance, Interventions and provide an overview of curriculum needs and development to the rest of the SLT.
- Attend monthly Quality Monitoring Team meetings with the SLT and report on your areas in relation to the Curriculum Development and the Quality Improvement Plan.
- Work with our existing Quality Improvement Plan, identifying new improvement measures and working to existing measures. You will ensure that you work to SMART timelines for actions to achieve a positive impact on the programme and good outcomes for the young people.
- Work closely with the Head of Supported Employment on all strategic development and reporting including Self Assessment reports, ILR and be available to participate in Ofsted inspections.
- Attend meetings with external stakeholders to present the programme and the Curriculum.
- Benchmark and performance monitor against other providers, reporting on this to the SLT and Management Committee.



- Work to enact our Safeguarding policies and procedures, working closely with the Designated Safeguarding Leads and the wider team. You will have a strong understanding of keeping young people safe in education and of working with vulnerable young people.
- Monitor changing legislation and regulation in relation to your role and the provision of a quality Curriculum for the Supported Internships and Preparation for Employment programme
- Continually monitor the 'All about me' database and report on its effectiveness.
- Undertake all essential training that bemix offers to the workforce as well as any specifically relevant to your work.
- Maintain collaborative working practices already in place with other providers, as well as identifying any new opportunities. This supports standardisation, sharing best practice and fostering strong working relationships with other providers.
- Undertake other tasks as reasonably required to work alongside colleagues to ensure that the young person's needs are met on the programme and the best possible support is given to support them to achieve.



## Essential experience and skills

Qualified Teacher Status (QTS or QTLS) and experience teaching young adults, 16 years + with SEND, including young people with learning difficulties and/or autism.

Strong, proven experience of leadership in SEND education, including substantial experience working under the SEND reforms of 2014.

Effective, proven line management experience. Able to lead and manage people to work effectively, both individually and in teams.

Strong knowledge of quality monitoring and performance management.

Evidence of a good record of raising achievement and improving exam results.

Evidence of relevant professional development.

Ability to plan, manage and focus meetings.

A strong understanding of what constitutes outstanding learning and teaching and the ability to embed this in organisational culture and practice.

Knowledge and understanding of current educational issues.

Knowledge and understanding of the use and development of ICT to enhance learning Ability to use data and information to support self evaluation and review and set targets to raise standards.

Good organisational and administrative ability.

The ability to plan and implement policies.

A commitment to equal opportunities.

Excellent written and verbal communication skills.



## Off-payroll working rules (IR35) for this contract

Off-payroll working rules changes are effective from 6 April 2021.

See

<https://www.gov.uk/guidance/april-2020-changes-to-off-payroll-working-for-clients> for full details.

bemix is classed as a small third sector organisation by HMRC. If you work through an intermediary such as a limited company, determining your employment status under this contract will be your responsibility. Please take this into account when preparing your quote and confirm you understand this responsibility when completing the quotation using our webform.

## Invitation to quote

If you believe that your experience and vision matches what we need, then you are [invited to quote, here.](#)

Closing date: Please ensure you send your application/quote to us by Midnight on Sunday 11th April 2021.

It is our intention to give you feedback about your application/ quote by the end of the working day on Thursday 15th April 2021.

For any enquiries: Please email [recruitment@bemix.org](mailto:recruitment@bemix.org)

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## Information about bemix Safer Recruitment procedures

Every organisation that works alongside and supports children, young people and vulnerable adults is required to have policies and procedures to make sure those children and vulnerable adults are safe. bemix has robust recruitment and selection procedures in place to identify and deter people who might abuse others or are otherwise unsuitable for employment.

Please take the time to read our safeguarding statement which follows:



“bemix is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. We strive to ensure that consistent effective safeguarding procedures are in place to support families, children and staff in our projects and in work placements.

The Designated Safeguarding Leads (DSLs) are Helena Jennings – for young people and Steve Perry for Adults, who can be contacted directly or use the dedicated email: [safeguarding@bemix.org](mailto:safeguarding@bemix.org)

bemix has policies and procedures in place which all colleagues are expected to work alongside, to deal effectively with child protection, protection of vulnerable adults and safeguarding concerns. To support the training of colleagues, bemix offers a thorough induction into our policies and procedures and mandatory Safeguarding and Prevent training for all colleagues. Training opportunities are identified to ensure that colleagues are able to meet the needs of young people and adults, this includes Safer recruitment and Child Sexual Exploitation training.

All colleagues working alongside bemix use a secure platform (Podio) to record safeguarding concerns, with the DSLs ensuring relevant colleagues only have access to the entry in line with GDPR and our Safeguarding procedures.

The Designated Safeguarding Leads oversee all active cases until closed. All bemix colleagues are responsible for and take an active role in Safeguarding, and where identified work with young people / adults, families and external agencies until a Safeguarding concern is closed. bemix will refer all safeguarding concerns to the relevant local authorities safeguarding team and work with young people, adults and families to understand the actions taken, and to maintain a supportive working relationship.

To promote a safe environment for young people and adults at bemix, our selection and recruitment policy includes all statutory checks on staff and regular volunteers including Enhanced DBS (disclosure and barring service) checks as well as seeking references from previous employers.

Attendance is monitored closely and concerns are shared as appropriate with everyone involved, from young people, adults and parents/carers, Social Care and the school Safeguarding Team.



If you have any serious concerns about someone that attends any bemix projects please do not hesitate to contact a member of the Safeguarding Team who will be able to provide you with the best advice and help using the appropriate degree of confidentiality”

## **Criminal Record Self Disclosure**

As part of our Safer Recruitment procedure and to comply with Keeping Children Safe in Education, it is the policy of bemix that all job applicants, contractors and volunteers will be required to complete a Criminal Record self-disclosure form as part of the application process. This is a declaration that states that there is no reason why someone applying for a role with bemix should be considered unsuitable to work with children or vulnerable adults. The self-disclosure form invites job applicants, contractors and volunteers to provide details of all unspent convictions, spent convictions and cautions that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) by SI 2013 1198. Job applicants, contractors and volunteers are not required to disclose anything that would currently be filtered from the Police National Computer by the Disclosure and Barring Service. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website.

The Criminal Record Self-Disclosure form is confidential and will not be seen by recruiting managers unless the applicant has been successfully short-listed for the vacant post.

Failure to declare relevant information may disqualify the person from the appointment and, if appointed, may render the individual liable to immediate dismissal without notice. All job applicants, contractors and volunteers are required to sign and date the declaration.

Completed self-disclosure forms are returned electronically and stored securely, in a confidential on-line workspace. All information provided will be treated as confidential and managed in line with relevant information/data protection legislation.



See appendix 1 for an example of the self-disclosure form.

## **DBS**

### **An enhanced DBS will be applied for in the following situations:**

- Whenever a new person joins the workforce (including if they have an in-date certificate from another organisation, exceptions may be made in some circumstances if that person is registered with the update service).
- Whenever a new person joins bemix as a volunteer.
- Whenever someone joins bemix in a freelancer or self employed capacity.
- When a workforce member or volunteer's most recent certificate is 3 years old.

## **Overseas good conduct check**

We are committed to carrying out a 'Good Conduct' overseas check for anyone who has worked or lived overseas for 3+ months. This is a Department of Education requirement, and is part of the 'Single Central Record' pre-employment checks that we (bemix) have to carry out prior to someone working with bemix.

At the invitation to quote application stage, we will ask you to declare whether you have or haven't worked or lived overseas for 3+ months.

More information can be found here:

[www.gov.uk/.../criminal-records-checks-for-overseas-applicants](http://www.gov.uk/.../criminal-records-checks-for-overseas-applicants).

The 'Good Conduct Overseas Check' applications must be made and paid for (some Countries do not charge a fee but others do) by the individual themselves (bemix are not authorised to apply for them on someone's behalf). bemix will consider reimbursing 50% of the cost of the overseas check. Some Countries allow



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the checks to be applied for on-line and others require the person to make an appointment with the Embassy or High Commission Office, for an in-person application.

## **Right to Work**

In order to comply with the Asylum and Immigration Act 1996 – Prevention of Illegal Working, everyone planning to work with bemix will be asked to share documentation which shows their eligibility to work in the UK. No offer of contract can be made unless one of the original documents listed on the Home Office Right to Work Checklist is produced. The original document/s will be verified and a signed and dated copy electronically retained in line with bemix's recruitment and retention policy and GDPR policy. The Home Office Right to Work Checklist shows the acceptable identity documentation as currently defined by the Home Office and further information on establishing an individual's right to work can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/774286/Right to Work Checklist.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/774286/Right_to_Work_Checklist.pdf)

## **Referencing**

It is our (bemix) policy to request professional references, prior to someone starting work with us. A conditional offer of contract may be made, and this will be on condition of satisfactory references and Enhanced DBS being applied for and received by bemix.

See appendix 2 for example of the reference request template.







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**Appendix 1. Example of Self-disclosure form for posts involving contact with children and vulnerable adults.**

**All fields to be completed in full and set as required when using in type form format.**

**Part one**

**SELF-DISCLOSURE FORM FOR APPLICANTS FOR POSTS INVOLVING CONTACT WITH CHILDREN AND VULNERABLE ADULTS**

bemix is committed to safeguarding children and vulnerable young people and adults from physical, sexual and emotional harm.

As part of our Child and Adult Safeguarding Protection Policy, we require applicants for posts involving contact with children and vulnerable young people and adults to complete this self-disclosure form. This is a declaration that all candidates sign, stating that there is no reason why they should be considered unsuitable to work with children or vulnerable adults. All information will be stored securely and confidentially and will only be read if you are shortlisted for an interview.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.

**WHAT IS YOUR FULL NAME?**

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**Part two**

**Have you ever been convicted of any criminal offences?**

Yes

No

If Yes, please supply details below of any criminal convictions, including dates:

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Note: You are advised under the provisions of Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended by the Rehabilitation of Offenders Act 1974



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(Exceptions) (Amendment) Order 1986 you should declare all convictions including 'spent' convictions, warnings and reprimands.

**Part three**

**Are you a person known to any Children and Families Social Care Department as being an actual or potential risk to children or vulnerable young people or adults?**

Yes  
No

If Yes, please supply further details below:

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**Part four**

**Have you ever had any disciplinary sanction relating to child or adult abuse?**

Yes  
No

If Yes, please supply further details below:

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**Note: Please check that if you have answered Yes to any of the questions above, that you have also given sufficient details relating to your answer.**

**Declaration**

I declare that to the best of my knowledge the information given above is correct and understand that any misleading statements or deliberate omission may be sufficient grounds for cancelling my appointment. I understand that I will be asked to apply for a Disclosure Barring Service (DBS) check and consent to do so.

I understand that the information contained in this form and in the Disclosure may be disclosed, where strictly necessary, to regulatory bodies and/or third parties who have an interest in child protection issues.

**Signature**

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**Date**

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## Appendix 2. Reference Request template

### example

**Date**

Dear (XXX insert referee name)

**Re:** (XXX insert candidates name)

**Post applied for:** (XXX insert the bemix Job role)

The above named person has provided your name as a referee.

**We believe that everyone, regardless of having a learning difficulty and/or autism should 'be seen, be heard and belong'.**

**We support people to gain work and training opportunities and become more independent in learning, housing, work, health, money, travel, leisure and relationships.**

We would be very grateful if you could provide us with as much information as possible to support this person's application.

If you could comment on the following points, it would be very helpful:

- The period of time they were employed – start and end date (if applicable).
- The job role that they held/ hold.
- Reliability.
- Suitability to work with people (including children and young people) with learning difficulties and / or autism in a supportive and equal way.
- To the best of your knowledge, has the applicant had any substantiated safeguarding allegations made against them?
- Suitability to work on their own initiative and as part of a team.
- Has the applicant been the subject of a disciplinary action in respect of which penalties or sanctions remain in force?
- To your knowledge, does the named person have any unspent criminal convictions?
- Any other thoughts or information you'd like to share with us.

Thank you for your assistance in responding to these points and we look forward to hearing from you by (XXX insert date). It would be helpful if you could draft the reference on headed paper and attach as a file when emailing to us.

Yours sincerely,

bemix



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