



Post Title	Lead Teacher for the Specialist Resource Provision (SRP)
School / Organisation	Avanti Brook Primary School
Location	Bishop's Stortford
Grade	UPS 1-3 with potential SEN allowance of £2,539
Hours	Full-time
Contract Type	Permanent
Reports to	Inclusion Hub Lead
Preferred Start Date	January 2025

MAIN PURPOSES OF THE JOB

To provide leadership and day-to-day management of staff within the Specialist Resource Provision and to share the leadership of this provision within the school with the Hub Inclusion Lead.

The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.

All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils. The Lead Teacher will have lead responsibility for teaching and learning within the SRP and will be supported in that role by their line manager, the Hub Inclusion Lead.

RESPONSIBILITIES OF THE JOB

All teachers work within the statutory conditions of employment set out in the current School Teachers' Pay and Conditions Document. The duties listed below are not, therefore, an exhaustive list of what is required. They are the additional duties of a teacher in receipt of a teaching and learning responsibility payment

- Take overall responsibility for the quality and standards and coordination of teaching, planning, and learning across the Specialist Resource Provision. This includes evaluating achievement, attainment and pupil progress data and providing reports to the senior management team, governors, or the Local Authority as required.
- Provide management across the Specialist Resource Provision in ensuring that all teaching is delivered to a high standard.
- Ensure the effective transition and progress of pupils from the Specialist Resource Provision to the mainstream school
- Managing and facilitating the induction process of new members of staff within the Specialist Resource Provision and contributing to the recruitment, selection, appointment and Continuing Professional Development of staff in the Specialist Resource Provision in collaboration with external partnership agencies.
- Communicating effectively with pupils, parents/carers, colleagues, wider school community and governors.

Teaching

- Be responsible for the quality of the teaching and learning of all pupils who are assigned to the post holder taking into account specialist literacy teaching skills for groups of children within the SRP and the impact of their difficulties in accessing the curriculum.
- Plan and teach well-structured differentiated lessons to assigned groups of children within the SRP, following the school's plans and curriculum.
- Assess, monitor, record and report on the learning needs, progress, and achievements of assigned pupils
- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach



- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds and abilities, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework, in line with school policy, and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers about pupils' achievements and wellbeing using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies, including the Avanti Schools Trust
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional development



- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment, and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your Performance Management
- Proactively participate with arrangements made in accordance with the Performance Management Regulations.

Other

- To have professional regard for the ethos, policies and practices of the School and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Principal

PERSON SPECIFICATION			
Criteria		Requirement	
		<i>Essential</i>	<i>Desirable</i>
1.	Qualified Teacher Status	X	
2.	Experience of teaching children with speech, language, literacy, and social communication difficulties and autism	X	
3.	Evidence of continuing professional development and interest in speech, language, and communication difficulties	X	
4.	Additional training in Speech, Language and Communication or other specific training for supporting children with Language disorders and/or Social Communication difficulties including Autism e.g., post graduate qualification		X
5.	Demonstration of awareness of Language Disorder & social communication difficulties and how these impact on daily living, learning, & relationships & emotional well-being and knowledge of where to find out more, knowledge of public awareness campaigns and key organisations	X	
6.	Demonstration of interest in understanding more about speech sound disorders and their potential impact on Children and young people (CYP).	X	
7.	Specialist literacy teaching skills and awareness of / concern for impact of speech and language difficulties and social communication difficulties on literacy and learning	X	
8.	Experience of collaborative working with a range of external agencies e.g., advisory services, and therapies	X	
9.	Experience of teaching and differentiating teaching and learning for CYP with speech, language and literacy difficulties and social communication difficulties and training/supporting mainstream staff in this	X	
10.	Experience of influencing whole school policies to support CYP with speech and language disorders and Social communication difficulties in the wider setting	X	
11.	Experience or skills in engaging with parents around communication difficulties and their impact	X	
12.	Evidence of additional training /CPD in speech, language and communication difficulties and autism and how to support and skill up staff.	X	
13.	Commitment to the safeguarding and welfare of all students	X	



FURTHER INFORMATION

Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

For further information - <https://avanti.org.uk/wp-content/uploads/2023/08/Child-Protection-and-Safeguarding-Policy.Summer-23.pdf>