

Chaddesley Corbett Endowed Primary School Autism Resource Centre.

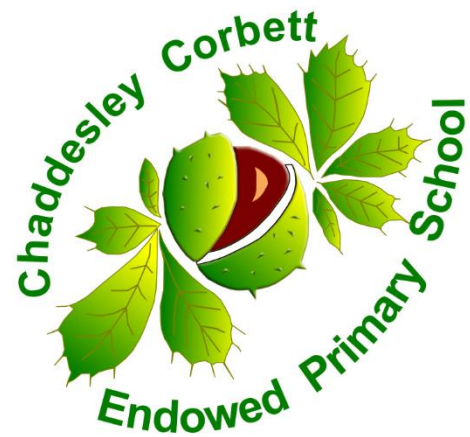
Nethercroft Meadow

Lower Chaddesley

Kidderminster

Worcestershire

DY10 4QN



Autism Resource Centre

Dear Applicant,

Thank you for your interest in our school and our provision at the ARC. As part of our team, you will be pivotal in leading and delivering high quality inclusive education to children in the ARC with a diagnosis of autism and associated diagnoses, as well as contributing flexibly in supporting inclusive practice for pupils across the wider school. We have high standards and determination to ensure a happy, innovative and rigorous resource centre which is fulfilling to work in and where every child can reach their true potential. You will be central to assist in the delivery of this.

The successful candidate will be an experienced, and consistently high performing classroom practitioner with a proven track record of excellent pupil outcomes, in particular when supporting children with SEND. You will be ambitious for yourself and all our pupils and you will be an excellent communicator. You will have energy and self-belief and be a positive role model who can inspire staff and pupils.

We will offer an exceptional location, a cohesive team, professional development and opportunities for career enhancement, as well as a happy, successful working environment.

Mrs Camilla McGregor

Headteacher



Position: Leader of the Chaddesley Corbett Enhanced Autism Resource Centre

Salary: TLR2a & SEN

Commitment: Full time permanent role

Commencement: 1st September 2024

Chaddesley Corbett Endowed Primary School proudly invites applicants to lead its team of highly skilled and experienced staff in our Autism Resource Centre on the school's beautiful rural site.

We are looking for a teacher who is wholly ambitious for all the children attending Chaddesley Corbett Autism Resource Centre (ARC). By creating, developing and maintaining the highest quality educational environment for pupils with autism within an expertly designed newly built environment, the lead professional will ensure pupils achieve the positive outcomes set for them, whilst supporting and developing the existing ethos of the whole school in relation to neurodiversity. The successful candidate will provide support, advice and teaching for pupils with autism within both the Autism Resource Centre and mainstream school where needed and direct teaching consistent with the main duties and responsibilities of the post in the ARC. The Lead Teacher of the ARC will work as a member of the school management team to promote inclusion of pupils with autism.

Application Process

You are asked to complete and include the application form with a supporting statement that covers:

- **Prior experience and specialist qualifications relevant to the post**
- **Your personal professional vision and values which align to contemporary developments in school provision for pupils with autism.**
- **What attracts you to this post**
- **What personal attributes lead you to feel that your candidacy for this post is exceptional**
- **How you will contribute to taking Chaddesley Corbett ARC to a position of recognition as a beacon of autism and inclusion expertise**

The deadline for submitting applications is 9am on 19th April 2024. Interviews will take place on 29th April 2024. Visits to schools will be arranged separately.

Interview Procedure

As part of the interview procedure school leaders will visit you in your school where you can showcase your expertise. On interview day you will be asked to prepare a short presentation (details to follow) and demonstrate your knowledge and experience through interview.

Safeguarding

The governing body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share that commitment.

All staff are required to undertake training with regard to safeguarding and promoting the welfare of children and young people and the school commits to providing this training.

Essential Requirements

- Qualified Teacher Status plus appropriate advanced autism qualification
- Broad base of subject knowledge in Special Educational Needs and Disability.
- Ability to teach across Early Years and the full primary range.
- Successful training, teaching practice and / or successful prior teaching experience with SEND, in particular pupils with autism.
- Vision of successful, inclusive and personalised classroom practice.
- Possess a range of teaching and learning strategies to appropriately deliver a broad and balanced differentiated curriculum to pupils with SEND, in particular those with autism.
- Ability to work effectively and liaise with mainstream staff to support their teaching of pupils with autism.
- Effective ICT skills.
- Effective organisational skills e.g. lesson preparation, schemes of work, development, meeting deadlines, good record keeping etc.
- Effective inter-personal skills.

Desirable Requirements

- Training in SCERTS, TEACCH, PECS

KEY RESPONSIBILITIES

The following list is typical of the level of duties which the postholder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time given that this is an evolving Autism Resource Centre:

To support the aims, values and ethos of the Chaddesley Corbett Endowed Primary School

To co-ordinate, lead and manage the provision in line with the recommendations in the SEN Code of practice, and in liaison with the headteacher, Inclusion Leader, Governors and Local Authority.

To develop, plan and deliver the curriculum (suitably modified to take account of each child's special educational needs).

To ensure that ARC environment is always optimal provision for children with autism and provide flexible timetables.

To ensure that personalised programmes devised for children are in line with their needs as laid out in their EHCP and contribute towards the achievement of agreed outcomes, and to offer support within mainstream classes as needed.

To assess progress via implementing systems to track small steps towards meeting EHCP and wider outcomes for each child and take appropriate action as a result of these assessments.

- Assessing the social communication needs of new pupils referred to the ARC and providing written advice and resources, as appropriate, alongside supporting professionals including, SENDCO, SALT
- Assessing the progress of individual pupils as part of their ongoing programme
- Contributing to the development of individual plans/pupil profiles through the identification of appropriate social communication targets, teaching strategies and resources, as a direct result of assessment, supported by the SENDCO
- Monitoring class and ARC provision, alongside the SENDCO

To actively involve parents/guardians, families and pupils in the planning, monitoring and review of the delivery of the curriculum via meetings to discuss progress and take appropriate and agreed action as a result of these discussions.

To work collaboratively with the SENDCO to ensure consistent and active involvement and support in regards to management and statutory review processes.

To keep abreast of new developments/initiatives and research in both special needs education and mainstream education and to present knowledge and skills gained from such to all staff and ensure school developments are evidence based in that context.

To liaise with professionals from other disciplines as appropriate.

To take a leading role in the statutory reviews of EHCP plans, providing expert advice to WCC personnel and ensuring plans are detailed, appropriate and in line with legal requirements.

To attend relevant meetings, including multi-agency meetings, regarding individual pupils, maintaining appropriate records and sharing these with other staff.

To provide regular reports to the headteacher on the development and progress of all pupils in the ARC.

To make maximum use of the facilities in the provision and the facilities in the school and surrounding area.

To work as a member of the school team, attend weekly staff meetings and training.

To provide advice and support to other teachers in the school working with resource centre students, focusing on a whole school approach.

To disseminate advice and information with regard to the educational implications of SEND, identifying the impact of autism on learning styles and provide appropriate strategic advice to staff working with pupils, whilst identifying opportunities for wider CPD.

To liaise with the mainstream staff to plan, monitor and evaluate the provision for each pupil as needed.

To lead the delivery of the school based in-service training alongside the headteacher, SENDCO and other associated professionals as deemed appropriate.

To share leadership regarding any new ARC appointments and ensure appropriate experience/qualifications are held by appointees.

To raise awareness of staff and mainstream students of the main issues related to autism and associated diagnoses, including contributing to induction of new staff at all levels, and ensuring that the need to continue to build the capacity, capability of all ARC and mainstream staff is part of the school development plan.

Participate in the school's performance management and, in collaboration with the Senior Leadership Team, to be responsible for planning his/her own professional training and development and that of other Resource Centre staff.

Take responsibility for researching and applying knowledge of national legislation, regional policies and up to date research regarding autistic children, both within the centre and within the mainstream school.

To work in collaboration with any designated partner schools and make links with specialist provisions.

Undertake duties as outlined in Annex C of Keeping Children Safe in Education (Role of Designated Safeguarding Lead) and support the DSL as a Deputy Designated Safeguarding Lead in ensuring the safety and wellbeing of children in the ARC and mainstream.