



# CANDIDATE INFORMATION BROCHURE



To inspire young people to make their best better



September 2016

Dear Candidate,

Thank you for showing an interest in the Lead Teacher – Autistic Spectrum Conditions (ASC) at Tendring Technology College – Thorpe Campus

Tendring Technology College, judged by Ofsted as 'good' in all categories, with the behaviour of students being rated as 'outstanding' in March 2016. We opened in August 2011 and are part of Academies Enterprise Trust, the largest nationwide, multi academy sponsor in the country.

Academies Enterprise Trust firmly believes that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Tendring Technology College has an exciting future and this appointment represents a great opportunity to secure positive outcomes for our learners.

If you share our vision and values then we would be very excited to hear from you.

Yours faithfully

The Recruitment Team

## **Tendring Technology College**

Tendring Technology College serves a wide catchment area in the Tendring District that is a mix of rural and coastal environment with easy access to the vibrant town of Colchester with London Liverpool Street a straightforward train journey.

TTC is unique in that it is a split site College. The Thorpe campus is dedicated to our Key Stage 3 students and nearly 5 miles away is the Frinton campus for our Key Stage 4 and 5 students. For staff and students alike the split site at TTC offers the breadth of opportunity and experience of a large school, with the intimacy and care of a small school.

We pride ourselves on the support that we give to all new staff. If you want to be part of a dynamic, forward thinking, happy school then make an appointment, we would be very pleased to meet you.

To get an even better feel for our school, follow the link to our College prospectus;

<http://www.tendringtechnologycollege.org/page/college-prospectus>



## **Job Description**

**Title:** Specialist Lead Teacher in Autistic Spectrum Conditions (ASC)

**Responsible to:** Principal and Director of Student Services

### **Areas of responsibility and key tasks:**

- To demonstrate a high quality of leadership within the Academy and particularly within the Autism Support Centre
- To support and deliver appropriate Continual Professional Development
- To support and assist the Curriculum Leader and Directors of Learning in developing effective intervention strategies focussed on raising standards and outcomes for students
- Help teachers to secure improvements in teaching and providing for autistic students.
- Provide support for Newly Qualified Teachers in planning for teaching autistic students
- To support and assist curriculum area leaders in actively implementing the key aspects of the Academy's literacy policy to help autistic students.
- To attend, as appropriate, Senior Team meetings to provide regular updates on the impact of the role, including CPD.

### **Main Activities**

- Exercise high profile leadership within the hub to lead, guide and support colleagues. Promote best practice
- Work with teachers at Tendring Technology College modelling effective teaching both on their own and with others
- Support the creation of effective programmes to ensure stretch and challenge for higher achieving autistic students
- Advise and lead in-service training sessions for colleagues including:
  - The use of technologies in the classroom to assist autistic students
  - Disseminate to other teachers materials relating to best practice in the subject from current educational research
  - Contributing to whole school training: training days
- Liaise with Curriculum Leaders to raise standards through
  - Advising on modifications to resources
  - Producing individualised high quality planning and teaching materials to raise standards
  - Helping colleagues monitor progress of students across the curriculum
  - Developing high quality teaching practises
- Support school aims, values and ethos through classroom protocols, lesson plans, CPD and meetings with parents
- Follow Academy policies and procedures
- Carry out Performance Management observations, interviews and administration
- Organise and deliver appropriate CPD both within Tendring Technology College and other schools
- Teach as scheduled
- Undertake any professional duties as may be reasonably directed by the Principal

**Planning:**

- To assist in the development of resources and teaching and learning strategies
- To assist in the monitoring and following up of student progress
- To assist in the implementation of College Policies and Procedures e.g. Equal Opportunities, Health & Safety and Safeguarding

**Curriculum Development**

- To keep up to date with national developments in autism and teaching practice and methodologies
- To liaise with the Curriculum leader to maintain accreditation with the relevant examination and validation bodies.
- To liaise with the Examinations Officer and Assistant SENCo regarding exam access arrangements

**Recruitment/Deployment of staff**

- To contribute to Personal Development Reviews and act as a reviewer for a group of staff within the hub
- To assist in promoting teamwork and motivate staff to ensure effective working relations within the hub
- To participate in the College's ITT programme.

**Management Information**

- To assist in the use of analysis and evaluation performance data

**Management of Resources**

- To assist in identifying resource needs and to contribute to the efficient/effective use of physical resources

**Marketing and Liaison**

- To assist in actively promoting the development of effective links with external agencies
- To contribute to the development of effective subject links with partner schools

**Pastoral System**

- To assist in the monitoring and supporting the overall progress and development of students
- To assist in the implementation of the behaviour management system in the Autism Support Centre Hub so that effective learning can take place

**Teaching**

- To undertake an appropriate programme of teaching as promoted by the principal



## **Additional Duties**

- To play a full part in the life of the college community, to support its distinctive mission and ethos and to encourage and ensure staff and students for this example

**Responsible to:** Principal / Director of Student Services

*This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.*

## **Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

## **Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

## Person Specification

	Essential	Desirable
<b>Qualifications:</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Post Graduate qualification (or willing to work towards) that relates to ASC.</li> </ul>	<p>Additional recognised professional qualifications that relate to ASC. Further extensive experience in a relevant area of special educational needs.</p>
<b>Experience of:</b>	<ul style="list-style-type: none"> <li>• Teaching experience of students aged 11-18 years.</li> <li>• Working with autistic individuals in a school setting; either mainstream or specialist.</li> <li>• Working with and managing challenging behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching children with autism aged 11-18 years.</li> <li>• Developing and implementing strategies for Autism.</li> <li>• Leading a team of Learning Support Assistants.</li> <li>• Working with other professionals such as Speech and Language professionals, Physiotherapy and Occupational Therapy.</li> <li>• Knowledge of Statutory Assessment Service and processes.</li> </ul>
<b>Knowledge and understanding of:</b>	<ul style="list-style-type: none"> <li>• Knowledge of autism developments and practices.</li> <li>• To recognise key deficits of autism and how they affect behaviour and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of autism on progression and development.</li> <li>• Development of Speech and Language.</li> <li>• Development of literacy and numeracy strategies.</li> </ul>
<b>Skills:</b>	<ul style="list-style-type: none"> <li>• Ability to develop sound personal relationships within a team and wider school staff.</li> <li>• Establish and develop professional relationships with parents and other professionals in other hubs.</li> <li>• Communicate effectively (both orally and in writing) to a variety of audiences.</li> <li>• Create a happy, challenging and effective learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead and implement key strategies that are designed to help children with autism flourish in a mainstream environment.</li> <li>• Experience of contributing to raising the attainment and progress of an autistic student through CPD (Continuing Professional Development).</li> <li>• Hold a TEACCH qualification.</li> </ul>




	<p>environment within the hub.</p> <ul style="list-style-type: none"> <li>• Be proactive in meeting the educational, social and emotional needs of children with autism.</li> <li>• Be open to learning new ways of doing things and researching new ideas when they are needed.</li> <li>• Be able to work effectively both as a member of a team and as a team leader.</li> <li>• Be familiar with appropriate assessment methods including P scales.</li> <li>• Ability to use student level data to raise standards.</li> </ul>	
<b>Personal characteristics:</b>	<ul style="list-style-type: none"> <li>• Passionate</li> <li>• Approachable</li> <li>• Committed</li> <li>• Empathetic</li> <li>• Enthusiastic</li> <li>• Organised</li> <li>• Patient</li> <li>• Resourceful</li> <li>• Leadership</li> <li>• Pro-active</li> <li>• Calm</li> </ul>	



## Our Academies

AET has a number of academies located across England.



-  Primary Academies
-  Secondary Academies
-  Special Academies

## North

Academy	Location	Opened	Age Profile
Caldicotes Primary Academy	Middlesbrough	April 2013	3-11
Cottingley Primary Academy	Leeds	December 2012	3-11
Feversham Primary Academy	Bradford, West Yorkshire	November 2012	3-11
Firth Park Academy	Sheffield	August 2013	11-16
Hall Road Academy	Hull	September 2012	3-11
Hillview Academy	Middlesbrough	September 2014	11-18
Kingswood Academy	Hull	July 2013	11-16
Meadstead Primary Academy	Barnsley	June 2013	3-11
Newington Academy	Hull	September 2012	3-11
North Ormesby Primary Academy	Middlesbrough	October 2012	3-11
Shafton Primary Academy	Shafton, Barnsley	December 2012	4-11
St Helen's Primary Academy	Barnsley, Monk Bretton	December 2012	3-11
Swallow Hill Academy	Leeds	July 2013	11-18
The Green Way Academy	Hull	September 2012	4-11
Unity City Academy	Middlesbrough	September 2013	11-16

## London and South East

Academy	Location	Opened	Age Profile
Aylward Academy	London	September 2011	11-19
Bexleyheath Academy	Bexleyheath, Kent	September 2011	11-18
Charles Warren Academy	Milton Keynes, Buckinghamshire	September 2012	4-11
Kingsley Academy	Hounslow, Middlesex	April 2013	11-18
Newlands Academy	London	September 2013	11-16
Nightingale Academy	London	September 2010	11-19
Noel Park Primary Academy	London	September 2012	3-11
Richmond Park Academy	London	September 2010	11-16
Sir Herbert Leon Academy	Milton Keynes, Buckinghamshire	September 2012	11-19
St James the Great Primary Academy	East Malling, Kent	April 2012	3-11
The Duston School	Northampton	June 2012	11-18
Trinity Primary Academy	London	September 2012	3-11

## East

Academy	Location	Opened	Age Profile
Ashingdon Primary Academy	Ashingdon, Essex	September 2011	5-11
Clacton Coastal Academy	Clacton on Sea, Essex	September 2009	11-19
Columbus School and College	Chelmsford, Essex	May 2012	3-19
Felixstowe Academy	Felixstowe, Suffolk	September 2011	12-19
Greensward Academy	Hockley, Essex	September 2008	11-18
Hamford Primary Academy	Walton-on-the-Naze, Essex	April 2012	5-11
Langer Primary Academy	Felixstowe, Suffolk	May 2012	3-11
Maltings Academy	Witham, Essex	September 2008	11-18
New Rickstones Academy	Witham, Essex	September 2008	11-18
Pioneer School	Basildon, Essex	June 2012	3-19
Plumberow Primary Academy	Hockley, Essex	September 2011	5-11
Tendring Enterprise Studio School	Clacton-on-Sea, Essex	September 2012	14-19
Tendring Technology College	Frinton-on-Sea, Essex and Thorpe-le-Soken, Essex	September 2011	11-19
Westerings Primary Academy	Hockley, Essex	September 2011	4-11

## Midlands

Academy	Location	Opened	Age Profile
Anglesey Primary Academy	Burton on Trent, Staffordshire	December 2012	4-11
Beacon Academy	Loughborough, Leicestershire	December 2012	4-11
Cordeaux Academy	Louth, Lincolnshire	December 2012	11-18
Four Dwellings Primary Academy	Birmingham	January 2013	3-11
Four Dwellings Academy	Birmingham	March 2013	11-16
Greenwood Academy	Birmingham	January 2013	11-16
Lea Forest Primary Academy	Birmingham	December 2012	3-11
Montgomery Primary Academy	Birmingham	October 2012	3-11
North Thoresby Primary Academy	Lincolnshire	July 2013	4-11
Percy Shurmer Academy	Birmingham	September 2012	3-11
Tamworth Enterprise College	Tamworth, Staffordshire	September 2012	11-16
The Rawlett School	Tamworth, Staffordshire	September 2012	11-16
Utterby Primary Academy	Lincolnshire	July 2013	4-11

## South and West

Academy	Location	Opened	Age Profile
Barton Hill Academy	Torquay, Devon	September 2012	3-11
Broadlands Academy	Keynsham, Bristol	December 2012	11-16
Brockworth Primary Academy	Gloucester, Gloucestershire	September 2012	4-11
Everest Community Academy	Basingstoke, Hampshire	September 2011	11-16
Hazelwood Academy	Wiltshire	June 2013	3-11
Millbrook Academy	Brockworth, Gloucestershire	January 2012	11-18
New Forest Academy	Holbury, Southampton	September 2012	11-18
Offa's Mead Academy	Chepstow, Gloucestershire	September 2012	4-11
Ryde Academy	Isle of Wight	September 2011	13-18
Sandown Bay Academy	Isle of Wight	September 2011	11-18
Severn View Primary Academy	Stroud, Gloucestershire	September 2012	4-11
The Ridge Academy	Cheltenham, Gloucestershire	September 2012	5-11
Winton Community Academy	Andover, Hampshire	November 2012	11-16
Wishmore Cross Academy	Woking, Surrey	September 2012	11-16





## **Mission Statement**

To inspire young people to make their best better.

## **Vision Statement**

To help students achieve world class learning outcomes by developing world class teachers in a world class community.

## **Ethos Statement**

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

## **Values and Beliefs**

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles;

For further information about Academies Enterprise Trust please visit our website [www.academiesenterprisetrust.org](http://www.academiesenterprisetrust.org) or contact [recruitment@academiesenterprisetrust.org](mailto:recruitment@academiesenterprisetrust.org) to answer any questions you may have.



## **A commitment to training and personal development**

As we head further into the 21st century and all schools and academies come to terms with the ever changing face of the workforce, leadership and management of professional development is at the very top of AET's agenda. We firmly believe that personal and professional growths are key factors in staff's perception of their worth to an organisation and consequently in how much additional effort they are prepared to put into that organisation.

The aim, therefore, of the team leading CPD across AET is to facilitate the design, co-ordination and monitoring of coherent and effective development activities and training programmes that address the challenges and barriers facing each academy and embed training and development as the central component of workforce development and school improvement.

Our vision for our academies is to develop a learning-centred culture with the entire school workforce, including both teachers and educational support staff, giving the same attention to the design, delivery and monitoring of their professional development as is given to the teaching and learning of students. Indeed, for our academies to continue to improve, teachers and other adults need to feel that their learning and development is just as important as the students'.





# Staff Benefits

## Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

## Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in Childcare vouchers through Sodexo to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

## Financial

- AET JTRS Apple Product Store – AET employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- Halfords – Gift Vouchers are available to purchase with a 10% discount for AET employees, students and families.
- Halfords Autocentres – AET employees are eligible to receive a range of discounts on their motoring costs, such as MOT's, servicing and repairs.
- EAG Essex Auto Group – AET employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- EPCIS (Employee Personal Computer Initiative Scheme) – this is a HMRC approved scheme which allows you to purchase a Training Package which includes a high specification computer from a selected range. Your payment is deducted from your gross salary before you are taxed.
- Life Assurance
- Pension

## Health and Wellbeing

- Edenred Travel Club – this provides all AET employees with discounts and special offers on holidays all over the world.
- Halfords Cycle to Work – this scheme allows eligible employees to purchase a cycle tax efficiently through their employer, with deductions being made from the employee's salary before Income Tax and National Insurance are applied. The repayment of the cycle will be over a 12 month period.
- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of AET a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – AET Solutions has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back



for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.

- Westfield Rewards – Employees who have Westfield Health qualify to receive discounts at over 200 High Street and online stores, such as ASDA, Boots, Debenhams, House of Fraser and M & S.
- Virgin Active – AET employees can obtain a corporate discounted membership. Virgin offers a range of therapy and wellbeing treatments where the costs can be claimed for under their Westfield Health annual benefit allowance.

## **Academies Enterprise Trust Professional Services Team**

AET academies are supported by the Professional Services Team, who work closely with the academies to deliver AET vision to make our best better.

AET's fundamental philosophy is to 'build the capacity and pace of leaders at all levels of the academy to take responsibility for their own academy's (phase or aspect) continuous and sustainable improvement. It is not the role of AET Professional Services officers to instruct academy-based staff, on the, what or the how of doing their jobs. It is the responsibility of AET Professional Services staff to challenge, support and monitor the progress and development of the academy-based services:

- Regional Managing Director engagement
- Leadership development
- CPD for the whole school workforce
- Ofsted guidance and support
- Maturity Matrices
- English and Literacy
- Mathematics and Numeracy
- Facilities (including Security, Health and Safety)
- Resident Ofsted Inspector
- Finance
- Human Resources (including recruitment and retention)
- Learning Technologies
- Data and Information
- ICT Infra-structure
- Community Sports Development
- PSHE Education and CEIAG support
- Community Learning
- Marketing and Public Relations
- Governor Training
- Special Educational Needs and Disabilities
- Partnerships including apprenticeship programmes
- Teaching School Network

## **Academies Enterprise Trust, Safe Recruitment Procedure**

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

### **Disclosure and Barring Service**

A Disclosure and Barring Service Certificate will be required for all posts.

### **Shortlisting**

Only those candidates meeting the right criteria will be short listed.

### **Interview**

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### **Reference Checking**

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

### **Equal Opportunities**

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

### **Data Protection**

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.