

**HEADLANDS CE J, I and N SCHOOL**  
**Headlands Road, Liversedge, West Yorkshire WF15 6PR**

## **INFORMATION ABOUT THE SCHOOL**

Our school was judged by Ofsted inspectors in May 2015 to be a school which is 'good' in all areas. This is a testament to the hard work and dedication shown by everyone associated with the school. Our report is published on our school website: [www.headlandsceschool.net](http://www.headlandsceschool.net).

Leadership and Management are judged as good, reflecting our relentless determination to continually improve the quality of teaching and raise standards alongside our supportive Governing Body. We are thrilled that the school is described as 'thriving' and that 'there has been significant improvements in pupils' achievement'. The inspectors recognised that 'the management of teaching has been a particular strength of leadership' and this has resulted in teaching being described as 'securely good and at times outstanding' with pupils being 'challenged well in lessons'. The report described attainment as 'good proportions of pupils are working at the highest level in reading, writing and mathematics'.

The inspection team commented that it had been a pleasure to be in the school and made particular reference during discussions to the lovely atmosphere, good organisation and professionalism, the excellent learning attitudes shown by the children, the quality and presentation of pupils' work and the high expectations demonstrated by staff, pupils and governors.

The school was recently inspected in its role as a Church of England school and was judged to be 'outstanding'. The report describes behaviour and attitudes of pupils as outstanding. The SIAMS inspector felt that 'Relationships between all members of the school community are excellent and are rooted in Christian values'. The full report is available on our school website.

There are currently 448 pupils on roll. We take pride in achievements of all kinds, not just a high standard of academic work and test results. The school has 3 classes in Foundation Stage (including the Nursery) and two classes in every year group in Key Stages 1 and 2. Inspectors described assessment in Foundation Stage as 'a strength of provision and a model for other schools', with 'good use being made of the outdoor learning area for children to explore their surroundings and solve problems through play'. An additional classroom was built in the Spring of 2014 enabling us to accommodate this structure. All classes receive support from classroom assistants. The school is well resourced including sets of laptop trolleys and all resources are well cared for.

The school also has a Specialist Provision catering for six children with autism who are on 'transitional placement' from their local school. These children are part of our school for up to six terms and are involved in school life as well as accessing additional activities such as life-skills, swimming and disability biking. The Specialist

Provision also supports schools within Kirklees by providing extensive outreach work and training for colleagues.

The building has been extended and refurbished over the years providing excellent accommodation for all classes. Our administration office is well managed by a Business Manager, an Office Manager and two administrators. Our hall is used for collective worship, PE lessons and as a dining hall. The school meals are cooked in our own school kitchen. We also enjoy a hard surface playground, a ball court, an environmental garden and a large playing field. The Key Stage 1 and Foundation Stage playgrounds have been refurbished and provide excellent facilities for outdoor play.

There is a range of extra-curricular activities, led by teachers and external organisations, which includes: gardening, choir and multi-skill sports. We offer a breakfast club called 'Energiser' where pupils enjoy taking part in games led by a sports leader. Our School Council and Collective Worship Council meet regularly and make a valued contribution to school. Pupils regularly take part in educational visits linked to the curriculum. In addition, pupils in years 2, 5 and 6 have the opportunity to take part in residential visits which they often recall as a highlight of their primary school experience. Pupils thoroughly enjoy taking part in yearly concerts which develop self-confidence and performance skills.

We enjoy a very positive relationship with parents, who are always welcome in school. We enjoy a great deal of support from parents and friends of the school, in terms of help within school and fund-raising through the Home School Association. Friends of Headlands have led a project to provide an outdoor classroom, pond and spiritual garden in our woodland area which has been renamed 'Jubilee Wood'. We have excellent links with the local Church and work closely with the vicar, who visits school regularly. As a Church of England School we aim to ensure our school community cares for each other well and develops a good understanding of Christian values.

Visitors to our school always comment on the warm, friendly and professional welcome they receive. As a forward thinking school we aim to provide the very best education for all our pupils within a supportive school community.

**Service Area:**  
School Based



**Section:**  
Specialist Provision

<b>Job Title:</b>	<b>Teacher in Specialist Provision for ASC</b>
<b>Grade:</b>	<b>Main Scale &amp; up to SEN 2</b>

**Responsible to:** Teacher in Charge of Specialist Provision and the Headteacher at Headlands CE (C) J I & N School

### **ABOUT THE JOB**

This job is sited in the Specialist Provision within Headlands CE (C) J I & N School which provides support for pupils with complex autistic spectrum conditions, their families and designated local mainstream schools.

This Specialist Provision is part of a range of provision for children with autistic spectrum conditions in mainstream schools which includes provision within EYFS, KS1 and KS2 at Headlands CE (C) J I & N Schools and provision within KS3 and KS4 at Honley High School and Thornhill Community Academy. These specialist provisions form one of four strands of support for children with: Autistic Spectrum Conditions; Speech, Language and Communication Needs; Sensory Impairments and Physical Impairments.

This role is required to work as part of a team including teachers, support staff and a range of other professionals to support the learning and welfare of all targeted pupils. As a key professional for the specialist provision for autistic spectrum conditions the job holder will develop and lead strategies which will impact upon the learning and inclusion of children with autistic spectrum conditions ensuring successful transition into mainstream schools. The jobholder will be line managed by the teacher in charge of the provision for autistic spectrum conditions at Headlands CE (C) J I & N School.

This role will involve organising, delivering and evaluating learning for children with complex needs across the autistic spectrum conditions strand. The job also involves working in partnership with parents/carers and families in order to build confidence and trust. It will also involve working with the SENDCOs, class teachers and support staff in a range of mainstream schools.

### **Professional Responsibilities**

To carry out the professional duties of a teacher outlined in the most recent Teacher's Pay and Conditions document, including **Teachers Professional Standards**.

Additionally the job holder will be required to work with named mainstream schools to assist support and transition in partnership with the school and parents, and offer advice and support with regard to pupils with Special Educational Needs.

### **Pupil Progress**

1. Coordination of Education and Health Care Plans (EHCPs), Support Plans and statement reviews of identified pupils in partnership with designated local schools.
2. Monitor, report and evaluate the effectiveness of the support provided by teachers and support staff in mainstream schools.
3. Take pastoral responsibility for named pupils within the specialist provision.
4. Responsibility for sharing progress with schools, parents and agencies, through home reports, placement reports and transition plans.
5. Set individual targets (academic and personal/social) including IEPs, review and report on progress for all designated pupils.

### **General teaching responsibilities**

1. To plan, deliver and review specific teaching programmes (including schemes of work) for individuals and groups of pupils.
2. To provide and give advice about creating a stimulating educational environment for specific children and young people with a range of difficulties.
3. To contribute towards curriculum development and differentiation.
4. To contribute to the planning, delivery and review of the overall curriculum.
5. To share in maintaining good order and discipline.
6. To support pupils and staff in mainstream schools to facilitate inclusion.
7. To prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating pupils' progress.
8. To attend meetings as required by the Headteacher or strand senior teacher.
9. To advise schools with regard to the SEND Code of Practice.
10. To contribute to the maintenance of an up-to-date database on pupils supported in mainstream and/or placed at the specialist provision. (EHCPs, Support Plans and statement reviews and support).
11. Support of pupils and their parents/carers in enabling pupils to make the most of the educational opportunities offered by the service.
12. To establish and maintain effective and high quality relationships with parents/carers and other professionals
13. To liaise with other agencies when appropriate e.g. Social Care, health agencies, voluntary and community sector organisations.
14. To organise and attend, annual and interim reviews for pupils with statements of SEND.

### **Standard section for all jobs**

1. To keep abreast of developments in the areas of the National Curriculum, National Strategies, teaching and learning, inclusion and especially autistic spectrum conditions.
2. To participate in Continuing Professional Development (CPD) and Performance Management as negotiated with the Headteacher.
3. To carry out any other duties, appropriate to the level reasonably expected of a teacher paid up to 2 SEN points, relating to the efficient organisation of the service.
4. The teacher's duties must at all times be carried out in compliance with the Council's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
5. Take reasonable care of the health and safety of self, other persons and resources whilst at work.
6. Co-operate with management of the Service as far as is necessary to enable the responsibilities placed upon the Service under the Health and Safety at Work Act to be performed, e.g. operate safe working practices.
7. It is the duty of the teacher not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic

communities, women, disabled or older people, lesbians or gay men. The teacher should also counteract such practice or behaviour by challenging or reporting it.

8. To be responsible for carrying out the appropriate duties set out in the Teachers' Pay and Conditions Document as directed by the Headteacher.
9. Carry out your duties with due regard to current and future Council policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through Council communications.
10. As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.
11. As part of your wider duties and responsibilities you are required to promote and actively support the School's/LA's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

Please click [here](#) to read our safeguarding policy.

Alternatively go to:

<https://jobs.kirklees.gov.uk/GenText.aspx?page=page1>

## Headlands CE (C) J I & N School Specialist Provision Teacher

### EMPLOYEE SPECIFICATION

**JOB TITLE:** Teacher in the specialist provision for children and young people with ASC

**SCALE:** Up to 2 SEN Points

	ATTRIBUTES	RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	<ul style="list-style-type: none"> <li>Recent experience of teaching EYFS, KS1 and KS2 pupils with complex needs/ASD.</li> <li>Experience of leading, managing and delivering personalised learning programmes / interventions for pupils.</li> <li>Experience and knowledge of managing pupils with autistic spectrum conditions.</li> <li>Excellent classroom practitioner with the ability to motivate and inspire pupils and meet individual needs.</li> <li>Experience of writing and reviewing statements, Education Health Care Plans and Support Plans.</li> <li>Experience of assessing pupils with autistic spectrum conditions.</li> <li>Experience of working in partnership with parent(s)/ carer(s) and colleagues in other agencies and provisions.</li> <li>Experience of monitoring and evaluating the effectiveness of teaching and learning, including personalised learning programmes.</li> <li>Experience of managing staff.</li> </ul>	Application / Selection Process	<p>B</p> <p>A</p> <p>B</p> <p>A</p> <p>A</p> <p>B</p> <p>A</p> <p>B</p> <p>B</p>

2.	<b>EDUCATION AND TRAINING ATTAINMENTS</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Recent and relevant INSET.</li> <li>• Commitment to continued professional development.</li> <li>• Preparedness to gain necessary specialist qualifications in ASC.</li> </ul>	Application / Selection Process	A A A A
3.	<b>GENERAL AND SPECIAL KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• A thorough working knowledge of the SEN Code of Practice.</li> <li>• Extensive knowledge and understanding of ASC and effective strategies and approaches to support children with ASC.</li> <li>• Ability to promote inclusion and meet the additional needs of all pupils.</li> <li>• Ability to chair and/or participate in annual and interim reviews and professional meetings for pupils.</li> <li>• A well developed understanding of the principles and practices associated with excellence within primary education.</li> <li>• Commitment and ability to raise standards for all pupils.</li> <li>• A well developed current knowledge of the primary curriculum.</li> <li>• A working knowledge of effective assessment procedures including the recording, reporting and analysis of children's progress and development.</li> <li>• A good working knowledge of ICT and its use across the curriculum.</li> </ul>	Application / Selection Process	A B A A A A A A

4.	<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>• Ability to support staff development.</li> <li>• Ability to work in a solution-focused, flexible manner.</li> <li>• Ability to develop a positive team spirit, communicate effectively, delegate and negotiate, when necessary, with sensitivity.</li> <li>• Ability to lead INSET.</li> <li>• Effective communication skills.</li> <li>• Ability to supervise support staff including Performance Management.</li> <li>• Ability to participate in policy and improvement decisions as part of the Specialist Provision Team.</li> <li>• Ability to contribute to the review and evaluation of the effectiveness of the specialist provision.</li> <li>• The ability to analyse and interpret data.</li> </ul>	Application / Selection Process	B A A A A A A A
5.	<b>ANY ADDITIONAL FACTORS</b>	<ul style="list-style-type: none"> <li>• Ability to adapt and be flexible to the needs of the school and specialist provision sector.</li> <li>• Positive approach to the management of change.</li> <li>• Willingness to undertake an enhanced Disclosure and Barring Service check. <b>Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.</b></li> </ul>	Application / Selection Process	A A A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus.



We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.