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Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**School-Led Resourced
Provision Leader
(ASD)**

**MPR/UPR
plus TLR2c (£7,017)**

SEPTEMBER 2021

SRP leader (ASD) - MPR/UPR plus TLR2c (£7,017)

Thank you for requesting details for the post of SRP Leader to lead our 12 place School-Led Resourced Provision (SRP) for students with an Autistic Spectrum Disorder (ASD). This is an exciting opportunity for a highly skilled and passionate teacher who has experience of working within a special school or experience of leading SEND in a mainstream school and who is looking for a new, rewarding challenge. Having filled our student places within 12 months of opening the SRP, we are now exploring opportunities for cautious growth over the next two to three years; this is in collaboration with the local authority in response to the growing demand for resourced provision places.

The TLR 2 position is required from **September 2021** and will work closely with our Assistant Headteacher: Inclusion & Personalisation (SENDSCO). As our provision grows and becomes established, there is the future potential for this to become a TLR1 position, where the post holder is able to take on additional strategic responsibilities.

Our SRP opened in September 2019 and due to its rapid growth, we are looking to appoint an SRP Leader with experience of working with students with ASD to lead this evolving provision in our oversubscribed, successful secondary school. This is an excellent opportunity to be a key member of the Inclusive Learning team to develop and implement strategies to support some of our most vulnerable students. The successful candidate will be responsible for delivering high quality teaching and will have the opportunity to play a significant role in the strategic development of the SRP and the development of staff. As a leader of the provision, you will be passionate about teaching students with ASD and maintaining high standards. You will also be well qualified and experienced with the ability to lead and inspire teams. Our aim is to ensure that the SRP delivers the highest standard of education for the students in its care and you will be pivotal in ensuring this.

This is an exciting time in our school and SRP's development. The school runs a 1:1 iPad scheme with the aim of personalising learning and preparing our students for life and work in the 21st Century. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need, and invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our success was also recognised in The Sunday Times Schools Guide 2018 with Ilkley Grammar School named as the top ranked comprehensive school in the north of England.

Since achieving our 'Outstanding' Ofsted rating, the school has gone from strength to strength. Our 2020 A-level and GCSE results were outstanding: 44% of all A-level entries were at A/A* and 70% at A*-B; at GCSE over 43% of all GCSE entries were achieved at 7+ this year - a 2% rise on last year's IGS results and over 15% above this year's national rate, with a very impressive 27% of all entries achieved at the very top level of grades 9/8 - almost double the national rate and in line with IGS's performance in previous years. As a result, progress of all students is well above average with a score of +.58 in 2019 and, although performance tables will not be published this year, our P8 score based on the 2019 formula is +.74. This is in line with the upward trajectory of improvement we have maintained over a number of years.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything of which they are capable – their 'Personal Best' – from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, not just academically.

Staff wellbeing is also extremely important to the school and we have recently introduced a number of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, someone with emotional intelligence, an unwavering commitment to Personal Best and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

- your experiences, qualities and skills which make you suitable for the post, with specific examples of the impact you have had in your current role

Closing date for applications is **Thursday 20th May 2021**

Interviews will be held: Week commencing Monday 24th May 2021

If you do not receive an invitation to interview by **Tuesday 25th May** we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

School Resource Provision Leader (ASD)

Responsible to: Assistant Headteacher: Inclusion & Personalisation (SENDCo)

Overall responsibilities:

- To develop, lead and manage the School-Led Resourced Provision (SRP) for students with ASD as an integral part of Ilkley Grammar School
- To work collaboratively with colleagues to secure the best possible outcomes for students with ASD across the school through modelling effective teaching methods and providing high quality training
- To provide line management and performance management to a team of Inclusive Learning Support Assistants (iLSA) and HLTAs

Summary of core duties:

Leadership and Management

- Take a lead role and contribute to the planning, delivery, strategic development, organisation and evaluation of the SRP
- Establish a clear and ambitious vision for the SRP in line with the vision and values of the whole school
- Evaluate the strengths and areas for development for the SRP and produce a SEF and development plan to develop key strategic priorities
- Use the Ofsted framework as a driver for improvement
- Be responsible for the deployment of all staff within the SRP
- Design an appropriate curriculum for students in the SRP incorporating time in mainstream, ensuring students are supported appropriately so they achieve their Personal Best
- Plan, prepare and lead all Annual Reviews for SRP students, as appropriate and in liaison with the Assistant Headteacher: Inclusion & Personalisation
- Regularly review and update students' passports
- Liaise closely with outside agencies as required
- Be an effective role model for the SRP team in terms of teaching and behaviour management
- Support the Leadership Team including the Assistant Headteacher: Inclusion & Personalisation and curriculum leaders in monitoring and reviewing the curricular provision in the SRP in terms of:
 - Breadth of balance ensuring that students have access to the statutory curriculum hours, linked to core subjects.
 - Regular reviewing of student progress to support planning and target setting
 - Organisation of all assessment tasks within the SRP
 - Organisation, planning and evaluation of the specific educational programmes within the SRP ensuring that programme design is coherent, ambitious and carefully sequenced
- Lead SRP team meetings with team members
- Take the lead in establishing effective behaviour management strategies for students in crisis, reducing the risk of self-harm, harm to other students and staff and communicate these with the Assistant Headteacher: Inclusion & Personalisation and other members of the Leadership Team

- Implement, track and monitor the effectiveness of specialist behaviour management strategies used in the SRP
- Keep abreast of current developments in SEND and disseminate information as appropriate
- Maintain an inclusive and orderly learning environment through the effective management of resources, lesson planning and positive behaviour support
- Contribute to whole school CPD
- Promote a positive image of the school in the community

Teaching and Learning

As SRP Leader, secure and sustain effective teaching, evaluate the quality of teaching, support, students' achievements and standards and set targets for improvement

- Role model outstanding teaching as the Lead Teacher in the SRP by:
 - setting learning objectives and design lesson tasks that are well-matched to students' needs
 - employing a variety of strategies to motivate and engage students, including the effective use of e-learning and effective questioning
 - presenting new ideas with clear explanations and examples and model or demonstrate new skills with appropriate scaffolding
 - developing and using the iPad to secure best progress
 - setting regular, high quality homework that encourages independent learning and consolidates prior learning
- Oversee and monitor the quality of learning, teaching and assessment of students working in the SRP
- Oversee discipline and guidance, and ensure all staff follow Personal Best
- Ensure consistency of practice in small group teaching sessions and 1:1 delivery with regard to planning, the quality of explanations and modelling, assessment, feedback and homework
- Implement intervention and support strategies for students
- Work closely with the SRP HLTAs and Inclusive Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

Assessment for Learning/Responsive Learning Strategies

As Lead teacher in the SRP:

- Employ a range of responsive teaching strategies and ensure effective feedback
- Monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- Ensure regular and consistently high-quality marking and feedback so students know how to improve
- Use data for action, intervention and future planning
- Maintain appropriate records to demonstrate student progress

Leading and Managing Staff

- Determine job descriptions within the SRP which are reviewed annually
- Promote a sense of unity across the SRP so all staff are well informed, enthusiastic, supported and working to a common purpose.

- Work alongside the Assistant Headteacher: Inclusion and Personalisation to monitor staff performance, supporting, challenging and setting targets
- Advise on appointment of staff to the SRP, drawing up job specifications and sitting on interview panels as appropriate
- Oversee the induction of new staff
- Deploy staff to teaching and support groups
- Ensure that all staff are trained in specific and relevant SEND strategies including Team Teach, so they are able to support both teaching and learning
- Oversee and monitor the continuing professional development of Department colleagues and manage Appraisals as Team Leader of relevant staff
- Set a professional example in terms of teaching, attendance, energy and effectiveness

Parents/Other Communication

- Ensure regular communication with parents/carers and staff to ensure consistency of practice
- Liaise with parents as appropriate with regard to students' progress and conduct, success and underachievement, and informing them of any concerns
- Liaise with Form Tutors, Year Leaders, Inclusion and SEN personnel and the Leadership Team as required
- Liaise with primary schools, outside agencies, industry and others as necessary

Resources Management

- Identify, order and distribute appropriate resources and ensure they are used efficiently, effectively and safely.
- Manage any delegated budget and maintain up-to-date accounts in accordance with school procedures
- Support the creation of a safe, stimulating and attractive environment for teaching, learning and support within the SRP

Personal Best

- Promote and manage learning behaviours effectively so students display a thirst for knowledge and a love of learning
- Promote and support student progress and wellbeing
- Establish fair, respectful, trusting, supportive and constructive relationships
- Have high expectations
- Implement the Personal Best system consistently and fairly
- Be familiar with health and safety requirements
- Know and follow the school Child Protection and Safeguarding guidelines
- Ensure accurate registration of students in the SRP
- To follow the Bradford Code of Conduct for Staff Working with Young Learners (see separate section in Handbook)

Enrichment

- Engage with the whole-school programme of extra-curricular and enrichment opportunities and visits in a way that is appropriate to the SRP Leader role, including supporting Challenge and Celebration activities
- Contribute to other enrichment opportunities across school – within year groups, in tutor groups in other.

Continuing Professional Development

- Participate fully in the appraisal process
- Participate fully in CPD opportunities to develop practice further, share learning and be creative
- Commit to the school's CPD programme, leading sessions where appropriate
- Contribute, as appropriate, to the selection, appointment and induction of new staff,

Quality Assurance

- Contribute to the school's self-evaluation procedures, including deep dive processes, book scrutiny and other QA activities

Professional Standards

- Meet the IGS Learning Standards and DfE National Teachers' and Personal and Professional Standards
- Contribute actively to the ethos, values and aspirations of the school
- Attend relevant school and parent meetings, and appropriate school events, including evening events as appropriate
- Ensure high standards of written English
- Meet deadlines and model the highest professional standards in all aspects of school work
- Cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

ILKLEY GRAMMAR SCHOOL

INCLUSIVE LEARNING DEPARTMENT

Ilkley Grammar School provides an inclusive learning environment in which each individual is enabled to flourish and fulfil their Personal Best and where all students and staff value the unique potential of each and every member of the community. The SEN/D policy and annual Information Report outline how the school will ensure that the necessary provision is made for any student who has special educational needs.

The school ensures that teachers are able to quickly identify and provide for those students who have special educational needs through a range of information systems, including ClassCharts and Provision Map. This enables equality of access to the curriculum and the wider activities of the school wherever possible.

We are also committed to including all stakeholders in decision-making processes, in particular students themselves and their parents/carers, while maintaining appropriate confidentiality.

Our School-Led Resourced Provision for autism will provide:

- An environment which enables the student to feel a full member of the school whilst receiving additional support for their needs
- The opportunity for students to spend a significant amount of time in the SRP if this is appropriate to their needs
- Supported access to the mainstream school curriculum with additional out-of-class support for particular subjects according to individual need
- Adaptations to the school curriculum and the school environment to accommodate the individual needs of the student, for example:
 - an individually planned and balanced curriculum
 - opportunities to access a quiet environment as appropriate
 - support during unstructured times
 - flexibility over the number of options studied for GCSE
- Individual and flexible small group programmes to support:
 - Social skills
 - Language and communication
 - Appropriate behaviours
 - Personal organisation
 - Individual strengths and interests
- Flexibility to accommodate variation in student anxiety levels with opportunities for emotional development
- A peer group experiencing similar needs
- Regular liaison and planning with parents
- Effective multi-agency support
- Access to extra-curricular activities

ILKLEY GRAMMAR SCHOOL
Personnel Specification
SRP Leader (ASD)

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Evidence of further study, qualifications in SEND teaching and learning	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	E	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> At least 5 years teaching experience of students with SEND and the primary need of Autism.	D	Application and selection process
<input type="checkbox"/> Experience of partnership working with agencies, staff, parents, families, carers to improve outcomes for students with SEND	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour for students with SEND	E	
<input type="checkbox"/> Understanding and use of good teaching practices for students with ASD	E	
<input type="checkbox"/> Recent experience of effectively using SEND assessment tools, interpreting and using the results to improve outcomes for students with SEND	E	
<input type="checkbox"/> Outstanding special needs classroom practitioner	E	
<input type="checkbox"/> Proven success of implementing specialist strategies to address difficulties in the areas of communication, social interaction, sensory regulation and extremes of behaviour	E	
<input type="checkbox"/> Proven ability to lead and manage a team of staff	D	
<input type="checkbox"/> Achieving relevant outcomes for students with autistic spectrum conditions and complex needs	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Working knowledge and understanding of how to personalise learning	E	Application and selection process
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Working knowledge of formative and summative assessment for students with autistic spectrum conditions and complex needs	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	

<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	

<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	Selection process
<input type="checkbox"/> Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name **Signature**.....

Line Manager:

Print Name **Signature**

Date: