



**GREENSHAW**  
LEARNING TRUST



COMMITTED TO  
EXCELLENCE

GREENSHAW HIGH SCHOOL



**Autism Support and  
Interventions Lead**  
Recruitment Pack

**ALWAYS  
LEARNING**

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Dear Candidate,

Thank you for having an interest in joining Greenshaw High School. This is an opportunity to join our great community and play your part in ensuring that our vision of increasing the life chances of our students can continue to be made real.

Greenshaw is a highly over-subscribed 11 to 18 mixed comprehensive secondary school situated in Sutton, South West London. We currently have around 1,930 students on roll, with staff providing teaching, pastoral care and other support across the school. We are fortunate to be a highly popular school with a trusted record locally of nurturing high levels of attainment in our students. We believe this comes from striving to always offer a first rate-teaching environment, full of challenge for students to achieve their very best, alongside a pastoral support programme to guide them. In addition, despite our significant size we hope that we continue to offer a 'community' – as the most recent Ofsted report notes, relationships between pupils and staff are caring and this is something I am very proud of.

These are very exciting times for our school. We have the prospect of a second Ofsted visit over the next year, following a very successful ungraded inspection in October 2023. We are also on the cusp of a significant building project that will see two thirds of the school rebuilt, totally upgrading the day to day experience for our pupils and staff. While we work tirelessly to maintain the fabric of the existing buildings, and the decor within them, I am very excited about our students being able to learn in brand new science labs, drama studios, and art facilities supported by a twenty first century learning resource centre.

The rebuild and the Ofsted revisit mean that the next few years will be exciting, and in the context of a fully staffed, oversubscribed school with Progress 8 scores in the top 10% of the country, as well as around 50 Sixth Form students each year progressing to Russell Group universities, they offer extraordinary opportunity. You would be joining a staff group, teaching and non-teaching, who are totally committed. Our Research School status means we have access to the most recent findings about educational effectiveness, alongside a rich training programme for all colleagues. Put simply, the better we get as a staff body, the better our students' experience and future chances become.

We are at the heart of the Greenshaw Learning Trust, a multi academy trust with extraordinary outcomes for our children across primary and secondary phases, spread over eight local authorities in southern England. This means we are also very well connected to subject leads, professional support and wider networks. As a group we are each dedicated to developing our own excellence, as well as committing to the successes of our other partner schools.

I would encourage you to visit the school's website [www.greenshaw.co.uk](http://www.greenshaw.co.uk) to find out more about our school. I know that there is a relatively tight window for application but we always welcome visits prior to making an application. If you would like to arrange a visit, or talk over the phone or online, do please contact the school's HR team at [hr@greenshaw.co.uk](mailto:hr@greenshaw.co.uk).

If our vision is one you share then please do read on. We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification. We encourage applications from all candidates who would like to play their part in our work.

I look forward to welcoming you in person at Greenshaw High School soon.



Yours sincerely,

A handwritten signature in black ink, appearing to read 'Nick House'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Nick House, Headteacher

## Greenshaw Learning Trust – ‘Always Learning’

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive, non-selective and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve. We are all ‘Always Learning’.

Each school in GLT is led by its own leadership team and a governing body, which have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure, collaboration, and support. Our culture of trust and openness fosters mutual support and continual improvement.

At GLT it is really important to us that our classrooms are disruption free and the schools are calm and orderly. Our shared behaviour policy assists to make this happen and enables our teachers to have the greatest impact on the educational outcomes of the children in their classes.

School-to-school collaboration is enabled by regular contact between school leaders. Our shared services professionals provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, school improvement, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, pupil services, estates, finance, HR, IT, catering, clerking, procurement and governance.

From its establishment as a multi academy trust in 2014, the Trust has grown significantly and currently employs around 3,400 people and educates over 22,000 students. Further information about our schools can be found [here](#).

## The Greenshaw Learning Trust Mission Statement

*We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.*

*We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.*

*We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.*

## Greenshaw Learning Trust Employee Benefits

The GLT recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues
- Excellent CPD opportunities and career progression
- Employer contributions to Local Government (LGPS) or Teachers Pension Scheme
- Access to Blue Light Card Scheme
- Access to Teacher Art Pass Scheme (teaching staff only)
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Car benefit scheme
- My Health discounts

## Terms and Conditions

<b>Line Managed by:</b>	SENCo
<b>Contract:</b>	Permanent
<b>Hours of Work:</b>	36 hours per week, term time plus 1 week (5 INSET days)  Flexibility and the ability to work outside of the normal working hours may be required  Typical Working Pattern;  Monday to Thursday 08:00 - 16:00pm  Friday 08:00 - 15:45pm  The above hours will include a daily unpaid break of 45 minutes
<b>Salary:</b>	Salary calculated in line with NJC Outer London OLS02 points 26 - 28 £38,934.00 - £40,755.00 per annum (FTE)  Actual salary prorated; <b>£34,005.00 -£35,595.00 per annum.</b>  (starting salary and pay points will be aligned with relevant regional NJC spine on appointment, dependent on the location of the postholder)
<b>Place of Work:</b>	Greenshaw High School, Grennell Road, Sutton, SM1 3DY
<b>Medical Examination:</b>	The appointment is subject to a satisfactory medical report
<b>Superannuation:</b>	Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Local Government Pension Scheme (LGPS) or a Personal Pension Scheme. Details of the Local Government Pension Scheme are available at: <a href="https://www.lgpsmember.org">https://www.lgpsmember.org</a>
<b>Holiday Entitlement:</b>	The postholder will be paid an enhancement for holiday pay, which is included in the salary details above.
<b>Probation Period:</b>	New employees are required to complete a six-month probationary period
<b>Disclosure &amp; Barring Service Check:</b>	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
<b>Right to Work Check:</b>	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance

## Job Description

Greenshaw Learning Trust is a highly successful multi academy trust that provides excellent quality, comprehensive, non-selective and inclusive education through primary schools and secondary schools. Our schools are based in London, Surrey, Berkshire, Gloucestershire and South Gloucestershire, Bristol and Plymouth. We also have three shared service hubs with remote / hybrid working opportunities where appropriate. We are building a family of like-minded schools that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing their own distinctive character. We thrive from collaboration at every level. We encourage a culture of sharing ideas and learning from one another. As a Trust of schools, we are *'Always Learning'*.

This is an excellent opportunity for a highly motivated and experienced practitioner to join our dedicated team as Autism Support and Interventions Lead. The successful candidate will play a pivotal role in enhancing the educational experience of our autistic students across the school, in partnership with the SENCo, and the Inclusion team. You will work closely with the SENCo, taking a strength-based approach to create and implement a strategic plan that fosters an inclusive, enabling and supportive environment for all learners, particularly those diagnosed with autism, or awaiting diagnosis. For the right candidate, this is a fantastic opportunity to make a significant impact on the lives of our autistic students.

The Autism Support and Interventions Lead will report to the SENCo.

## Main Responsibilities

The main duties and responsibilities will include:

- Creating a comprehensive plan to support autistic students in alignment with the school's overall strategy for SEND informed by relevant school, local and national data;
- Developing and reviewing policies and procedures related to the support of autistic students;
- Providing training and professional development, including environmental audits for staff on autism awareness, inclusion and effective strategies to support the needs of autistic students;
- Taking responsibility for a specific cohort of students with autism, managing the requirements of their SEND Support Plans or EHCPs, carrying out reviews and liaising with parents, teaching and support staff and relevant agencies;
- Contributing to reviews of students, as in the Assess, Plan, Do, Review model stipulated in the SEN Code of Practice (2015);
- Developing and implementing tailored 1:1 and small group intervention programmes, informed by latest evidence and best practice, to meet the diverse needs of autistic students;
- Carrying out and reporting on systematic observations and assessments of students to gather evidence of their needs and specific barriers that they are experiencing over time;
- Using observations and assessments to inform target-setting for intervention planning so that interventions target the area of need/barrier experienced that has the most impact on pupils' access to the curriculum and school life;
- Monitoring and reporting on the progress of autistic students and using data to inform timely decision-making, particularly where progress is not being made;

- Building and sustaining relationships with external agencies, such as educational psychologists, speech therapists, and occupational therapists, to ensure a coordinated approach to support for autistic students;
- Planning and coordinating transition for autistic students ensuring students are well prepared for the next phase of their education;
- Promoting the inclusion and acceptance of all students within the school community;
- Line managing and leading appraisal for the Autism Specialist Key Worker;
- Liaising and working closely with the Inclusion, Safeguarding, Senior Leadership, Curriculum, and Pastoral teams to ensure the best quality of support for both students and parents;
- Providing additional nurture to students who may access the Inclusion department throughout the day;
- Contributing to the delivery of access arrangements for pupils with SEND in times of assessments and exams;
- Advising classroom-based staff and non-classroom-based staff on strategies to best support students' needs across the curriculum and within the school community;
- Keeping the designated Safeguarding Officer informed of concerns relating to safeguarding and/or child protection;
- Undertaking research to support our practice where appropriate and keep up to date with initiatives, best practice and research in Autism and Education;
- Liaising with the SENCo to take part in training activities offered by the school to further knowledge and skills.
- Maintaining clear records of interventions delivered and track the impact of these interventions for continuity and progression in all areas

### General Responsibilities

- Contributing to whole school developments, as appropriate;
- Taking part in appropriate school events throughout the year;
- Responsibility for keeping up to date with the requirements of the role, by attending appropriate INSET and meetings, and keeping abreast of changes in legislation;
- Undertaking any other duties commensurate with the post as may be required by the SENCo, Senior Leadership Team or the Headteacher

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified.

The job description, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

### Autism Support and Interventions Lead – Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Shortlisting is carried out on the basis of how well you meet the requirements of the person specification. **When you complete your statement of suitability, you should mention any experience you have had which shows how you could meet these requirements.**

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Education, Qualifications and Training</b>	<ul style="list-style-type: none"> <li>Educated to at least GCSE grade C standard (or equivalent) in English and Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Educated to A-level standard (or equivalent)</li> <li>Relevant qualification/training in supporting students with autism</li> </ul>
<b>Experience and Knowledge</b>	<ul style="list-style-type: none"> <li>Experience of supporting children or young adults diagnosed with autism</li> <li>Sound theoretical knowledge of autism spectrum conditions, and demonstrable knowledge of putting theoretical knowledge into practice in order to work systemically and with individuals to enable best practice</li> <li>Experience of word processing, excel, e-mail and other office electronic applications</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working within a school setting or other similar establishment</li> <li>Knowledge and understanding of Safeguarding in the context of an educational organisation</li> <li>Experience of managing others and leading strategic approaches</li> <li>Knowledge of neuro-affirming approaches to meeting the needs of autistic students</li> </ul>
<b>Aptitude and Skills</b>	<ul style="list-style-type: none"> <li>Awareness of Autism Spectrum Conditions and the possible areas of difference experienced by individuals (sensory processing, thinking flexibly, interacting with others, understanding and using language) as well as how these impact the areas of support (environmental adaptation, family partnerships and education and intervention)</li> <li>Ability to confidently lead 1:1 and small group intervention sessions for autistic students</li> <li>Ability to identify the needs of students with/without autism and develop strategic plans to facilitate development and progress</li> <li>Ability to engage and motivate students who may present with behaviours that challenge, and to remain professional and</li> </ul>	<ul style="list-style-type: none"> <li>Ability to plan and lead professional development sessions to a range of colleagues</li> </ul>

	<p>employ a range of individualised de-escalation strategies when facing emotive or heightened situations</p> <ul style="list-style-type: none"> <li>• Ability to employ professional curiosity and work in partnership with students and families, as well as other professionals to understand what is causing students to become dysregulated and present with behaviours that challenge</li> <li>• Ability to deliver proactive, direct support and positive suggestions for adaptations to support students to re-engage positively</li> <li>• Ability to identify needs and barriers, and use these to set appropriate targets and track impact against these targets</li> <li>• Ability to work flexibly; duties may be subject to change at any time as the Inclusion department provides interventions in response to the changing needs of students and consequently the criteria for interventions are flexible</li> <li>• Ability to develop effective relationships and demonstrate unconditional positive regard at all times with students, families and external agencies</li> <li>• Excellent verbal and written communication skills, and the ability to communicate with colleagues, students, parents and other visitors in a professional manner</li> <li>• Excellent interpersonal skills, to enable successful working with a range of professionals from different disciplines, based on mutual respect and understanding</li> <li>• Ability to work constructively as part of the Inclusion department and build and form</li> </ul>	
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	<p>good relationships with colleagues</p> <ul style="list-style-type: none"> <li>• High standard of literacy and numeracy</li> </ul>	
<p><b>Additional Requirements</b></p>	<ul style="list-style-type: none"> <li>• Ability to appropriately deal with confidential information</li> <li>• Knowledge and understanding of the Education sector, a desire to work in a comprehensive school, and a willingness to contribute to various aspects of school life</li> <li>• Desire to work with young people who might be experiencing specific barriers to their engagement and to support their education and achievements</li> <li>• Sensitivity to the range of needs and difficulties that young people experience</li> <li>• Desire to enhance and develop skills and knowledge through CPD</li> <li>• Demonstrate a commitment to safeguarding and promoting the welfare and development of young people and help demonstrate a positive attitude to helping them achieve their potential</li> <li>• Recognition of the importance of personal responsibility for Health and Safety</li> <li>• Commitment to the school's ethos, aims and its whole community</li> </ul>	

## The Recruitment Process

### 1. Application

Visit our website to view our current vacancies [here](#)

To apply for a staff vacancy, please register for an online account and complete the online application form. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

You have the opportunity to upload an attachment to support your application if desired. In the application form you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than 11.59pm on Tuesday 14<sup>th</sup> January 2025. Applications received after this date will not be considered.

### 2. Shortlisting

Shortlisting will be finalised shortly after the closing date. Shortlisted applicants will receive an email inviting them to select their preferred interview time. Please ensure you enter your correct email address on your application form and provide a contact telephone number. References may be taken up after shortlisting. Please ensure you indicate clearly on your application form if you are happy for us to do so.

### 3. Interview Process

Interviews will be held shortly after the closing date. Applicants may also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

### 4. Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

### 5. Taking up post

The successful applicant will take up the post as soon as possible.

### 6. Additional information

For further information, please contact [hr@greenshaw.co.uk](mailto:hr@greenshaw.co.uk).

### 7. Safeguarding

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.