



# OVERTON GRANGE SCHOOL

## ASD Teacher Recruitment Pack



Overton Grange School, 36 Stanley Road, Sutton, SM2 6TQ

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# Letter from the Headteacher

Thank you for your interest in applying for the position of ASD Teacher. This role is a key position in the school, its growth and future developments. The successful candidate will join a team of highly motivated and talented colleagues across the rest of the school.

This is an exciting time to be joining our school as we continue our journey towards excellence in everything we do and providing the necessary support for all our students to be successful when making the next step. This post is instrumental in achieving our vision over the coming years whilst responding to the ever-changing educational issues.

The successful candidate will have the knowledge and skills to add value in these areas, but will also be flexible and creative, with a passion for education and a track record of excellent teaching and building great relationships with students, staff, and parents.

In December 2024, the school was judged by Ofsted as 'Good' with many strengths and some areas that require improvement. We are proud of particular areas of the report which include:

- Pupils behave well during lessons and around the school's site. Improved systems are in place to support staff when any low-level disruption takes place. Pupils are polite and courteous and enjoy being in school. They are well supported by staff.
- The school is a community where everyone is treated fairly and equally, and where pupils feel valued. Positive working relationships exist between staff and pupils. This ensures pupils feel safe. The school has experienced some turbulence, but leaders have now established stability and recent changes are having a positive impact

We are delighted that at our continuous journey of self-improvement has seen many reviews that recognise our many strengths, and we look forward to our next visit from Ofsted. We have a strong, dynamic and committed staff. Collaboration between all areas of the school is strong and staff well-being is a constant priority for all leaders.

The culture of the school has a strong ethical stance, core values and ethos to inspire individuals in the school to develop as global citizens and to be the best they can be. Our core values are Community Inspiration and Success and we are proud that this is clearly 'lived and breathed' in all areas of the school.

We are looking for a person with integrity who is genuinely committed to improving the life chances of young people and adults, not only in the school but also in our community.

Please contact the school if you would like to discuss the role or would like to visit. We look forward to receiving your application.



**Chris McNab**

# The Application Process

The closing date for applications is: **Monday 19<sup>th</sup> May 2025**

Interviews for shortlisted candidates will take place on: **Thursday 22<sup>nd</sup> May 2025**

## General discussions

For an informal chat about the role and the school, or to arrange a visit with the Headteacher, please contact the Head's PA, Samantha Robinson on: [s.robinson@overtongrange.sutton.sch.uk](mailto:s.robinson@overtongrange.sutton.sch.uk)

## How to apply:

Please ensure you complete the application form clearly addressing the person specification. This should be returned electronically to the Headteacher's PA, Samantha Robinson by **10am on the closing date**.

**All applications will be acknowledged on receipt.**





## Our Vision

The vision of Overton Grange School is to provide a safe, challenging, and happy community which prepares learners of today for the demands and opportunities of tomorrow. Alongside the underpinning values of Community, Inspiration and Success we believe this is experienced by all stakeholders on a daily basis.

The staff's dedication, the students' positive attitude, and our parents' commitment are the cornerstones of Overton Grange School. As a school we are excited to build upon these strengths and foster a culture of continuous self-improvement, to enrich our learning environment. As such, we will continue to maintain high expectations, focusing on engagement in lessons, student behaviour and positive relationships.

We are committed to nurturing confident, successful learners, and encouraging all our young people to make the most of opportunities that are provided throughout their educational journey. Our curriculum is at the heart of our students' journey at the school and we consistently look to ensure that our provision allows every student to achieve their potential.



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# School Development Plan

## Summary of our School Development Plan 2024-25

Area	Target	Required Outcome (look like)
Quality of Education	Student Outcomes	P8 Target 0.10* (Attainment/progress Equivalent) Reduce variance – Key student groups inc SEND/disadvantaged /Male students: P8 in line with cohort/Above NA – gaps diminishing
	Literacy Focus	Reading curriculum in place  Department focus: Disciplinary literacy Pastoral focus: Engagement with reading Student: Weakest readers accelerated progress Staff CPDL: Whole staff responsibility
	Maximising Learning Time in lessons	Students making progress over time in line with targets (Assessment points/student books etc) Students level of engagement are high in all lessons
Behaviour & attendance	Attendance	Overall attendance: 93%+ Persistent Absence: <20%
	Student behaviour	Reduce suspensions (50% reduction) and exclusions (0%)  Reduce low level disruption - To improve climate for learning within lessons/Maximise learning opportunities/reduce incidents of low level behaviour
Personal Development	Extra curricular	To enhance existing programme of extra curricular activities To ensure key student groups are accessing extra curricular programme (Enrichment)
	Pastoral Curriculum	To ensure a positive impact of the Pastoral Area/Tutor curriculum: Attendance, student safety, Personal development, Aspirations, Reading
Sixth Form Provision	Student Outcomes	Improve student attainment & progress (VA/Average grade/% achieving target/Minimise variance)
	Curriculum/Context	To review/adapt the Curriculum to ensure it best serves the students of the school
Leadership & Management	To Outward facing position of the school	Increase Year 7 & 12 recruitment (PAN)
	Positive impact of all Line Management	All staff supported to meet departmental/pastoral targets
	ICT	IT to support all areas of the academy

# Job Description

<b>JOB TITLE</b>	ASD Teacher
<b>REPORTS TO</b>	Senior Leadership Team / SENDCo
<b>START DATE</b>	1 <sup>st</sup> September 2025
<b>SALARY</b>	MPS/UPS Outer London

This is a full time position, but part time hours would be considered for a suitable candidate. This can be discussed at interview. Please state any requests at the time of application.

## The Role

The basic duties of a teacher are outlined in the latest school teachers' pay and conditions document. You will maintain a good understanding of whole school curriculum, assessment and pastoral policies.

## Key Responsibilities

To work closely with the SENDCO, Headteacher, Senior Leadership Team and colleagues in the strategic development of the School's Special Educational Needs and Disability (SEND) policy and oversee the day-to-day operation of that policy with the aim of raising SEND pupil achievement, through co-ordinating provision for students with specific and individual needs. The focus of the role will be to teach students within the ASD provision that will launch in September 2025.

## Duties and Responsibilities

- Leading, coordinating and delivering lesson to a small group of ASD pupils in an ASD provision.
- Improve educational and life outcomes for pupils with SEND and in particular ASD.
- Secure outstanding academic and personal outcomes for SEND pupils.
- Demonstrate high-quality teaching to ensure pupils can make accelerated progress through intervention sessions and in class support.
- Use effective resources and uphold the highest standards of learning and achievement for all pupils.
- Liaise effectively with colleagues to ensure consistency of approach in teaching and learning across the whole School.
- Promote the vision, culture and ethos of Overton Grange School.
- To meet the Teachers Standards.
- To maintain a good understanding of the whole School's curriculum plans and assessment and behaviour policies.
- All other duties are outlined in the School Teachers' Pay and Conditions Document.

# Key Responsibilities

## Teaching and Learning

- Plan, prepare, and deliver 1:1 and small class sessions for ASD students.
- Assist pupils with ASD in the development of self-esteem, self-expression and self-advocacy.
- Demonstrate a forward- thinking approach to teaching and learning, developing new areas of best practice in special education.
- Work in partnership with parents, other teachers and specialist professionals, in both formal and informal contexts, in order to develop provision and monitor and evaluate ASD pupils' progress.
- Support the SENDCo in identifying pupils' strengths and priority needs to inform the content of EHCPs.
- Support the SENDCo in developing individual Learning Passports for pupils and delivering appropriate interventions to maximise SEND pupils personal and academic development.
- Support pupils within the base provision as well as differentiating where possible and advising teachers.
- Follow SEND pupils' PEN portraits, monitor pupil social communication development, contribute to provision mapping and annual reviews for pupils.
- Promote and develop literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning.
- Take account of pupils' prior levels of attainment and personal progress and use them to set future targets.
- Maintain good discipline by following the behaviour policies and procedures.
- Ensure punctuality and establish a purposeful working atmosphere during all learning activities.
- Maintain excellent classroom management with due regard to health and safety policies.

## Pastoral responsibilities

- Endeavour to build up a good relationship with all pupils, so that they will look to the teacher for support and advice.
- Command high standards of pupil behaviour and conduct at all times and support the School in its application of related policies.
- Report issues of concern to the appropriate senior staff or pastoral support staff.
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.

## Other duties

- Attend and actively participate in regular meetings with parents/carers and external agencies in support of pupils.
- Impart specialist ASD knowledge to colleagues, parents/carers, external agencies and other stakeholders as required in terms that are easily understood by people who may have limited specialist knowledge.
- Support staff training where appropriate.
- Attend and contribute to team and full staff meetings.
- In relation to the School's strategic plan, contribute towards the goals and targets.
- Maintain a professional interest in educational initiatives and developments.

- Maintain an engaging and purposeful learning environment.
- Support out of School activities such as the SEND homework club.
- Commitment to own professional development and maintain a record of professional development activities.
- Keep abreast of new developments/initiatives in special educational needs.

## Contribution to whole School

- Contribute to meetings regarding interventions for SEND pupils.
- Comply with, and assist, with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Maintain an inclusive learning environment for all pupils.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with others, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Contribute to the identification and execution of appropriate out of School learning activities, which consolidate and extend work carried out in class.

## Performance Management and Review

- Objectives and professional development plans will be formally agreed with your line-manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1's, peer support, and external mentoring or CPD where required.
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans.

## Expectations

- Ensure that you understand and comply with the Health and Safety Policy by following the relevant procedures that are in place.
- Read, uphold and promote the safety and well-being of pupils as set out in the School's safeguarding procedures.
- Promote high standards of personal professional conduct.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall vision and values of the School.
- Appreciate and support the role of other professionals.
- Work effectively as part of team.
- Attend relevant meetings, as required.
- Participate in training and other learning activities and performance development as required.

- Treat all users of the School with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming School environment which supports equal opportunities for all.
- Be proactive in seeking appropriate advice and guidance where required.

## Assessment, recording and reporting

- Keep appropriate records of pupils' work and progress.
- Use the school's marking scheme at all times.
- Carry out assessment programmes, as agreed by the SENDCo.
- Complete records of achievement in line with school policy.
- Complete pupil reports in line with school policy.
- Attend parents' evenings and SEND events as required, and keep parents informed about their child's academic and personal progress.

## The ideal candidate will be

- A qualified teacher educated to degree level
- A passionate classroom practitioner
- Someone with clear potential to learn and improve
- An advocate for young people
- Innovative, creative, resilient and dynamic
- An excellent communicator who has a positive attitude to life and work
- Able to demonstrate impact in their current role

## Overton Grange - ASD Pathway

### School/Base Expertise and Capacity

#### Student numbers:

The ASD provision which will open as of September 2025 and is currently funded for 5 students with EHCP's.

Over the next 5 years this number will increase to 25 students.

#### Aims and Outcomes

The aim of the provision at Overton Grange School is to provide a bespoke learning environment for students with a diagnosis of ASD and who require a tailored learning environment to their peers. This will be provided with a class of no more than 6 students and with additional support staff.

All pupils attending Overton Grange School have an entitlement to a broad, balanced and relevant curriculum. Accordingly, Overton Grange School is structured to provide those pupils with consistent, proactive support for executive functioning with the intention, with this support, they will develop independence and self-regulation, which may include independent travel, independent access to learning, self-advocacy and independent community inclusion with peers.

### **Curriculum adaptations**

All pupils attending the provision at Overton Grange School will be able to learn within a small group setting of pupils working, as described above, at broadly key stage 2 standards and who will benefit from a smaller, calm and more nurturing educational environment of class sizes of approximately 5-6 pupils. Pupils need to be able to benefit from a delivery model which includes access to subject-specific teaching in specialist teaching areas across the school.

It is expected that pupils attending the ASD Provision will, by the time they reach Year 11, be achieving accreditation within the range of entry level 2, 3, functional skills and where appropriate GCSE qualifications so that at the point of school-leaving they are able to move on to further education.

### **Provision**

#### **Provision includes:**

- Qualified SEN teacher to provide core teaching at KS3.
- Teaching base to avoid multiple room changes. The room will be low-arousal and have minimal distractions, incorporating visual support for students and have sensory-friendly elements to promote comfort and focus.
- The room will be laid out with workspaces that are tailored to individual needs and where possible interests with an allocated timeout area for re regulation.

### **Therapies Provision**

Pupils attending the Overton Grange Provision will typically require input from therapists in accordance with their EHCP, which is likely to include SaLT and OT. Pupils are also likely to benefit from support for mental health and well-being via CAMHS. Advice and guidance provided by the therapists will be shared with ASD TA's who will continue to build on the skills during 1:1 sessions.

### **Preparation for Adult Life**

Social communications and interaction audits – we will use both the SaLT and OT specialists to assess social communications and interactions skills, in both a formal and informal manner, to determine what (if any) further actions are required to bring students up to the level of their peers.

Students will have access to a bespoke careers program to support their education at each key stage.

### **Enrichment / social activities**

All students at Overton Grange have access to a range of enrichment activities and students within the provision will be encouraged to participate in all aspects of the school enrichment program that they express interest in.

### **Support staffing (per week per class, on average)**

Ratio of 1 classroom teacher to 5 students.

1: 3 TA support

Overton Grange School welcomes applications from all parts of our community as we aspire to attract staff that match the social and cultural diversity of our students, as well as from both newly qualified and more experienced teachers.

Overton Grange School is committed to equal opportunities, safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Appointment is subject to a satisfactory occupational health medical report, two suitable references, an enhanced DBS report and an online social media check.



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