



Eastbrook School

**AUTISTIC SPECTRUM CONDITION
ADDITIONAL RESOURCE PROVISION TEACHER**

Recruitment Pack



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WELCOME



Eastbrook School

Dear Applicant,

Thank you for your interest in becoming a teacher of our Additionally Resourced Provision (ARP) at Eastbrook Primary School. Our ARP opened in the Autumn Term of 2021 for an initial intake of 12 pupils with Autistic Spectrum Conditions (ASC). We have now expanded to 25 pupils. We have 225 pupils on roll altogether, with a manageable number of SEN pupils, in line with national averages, in the mainstream school.

At Eastbrook we believe that a truly outstanding school is one that enables all children to achieve their best. One where academic attainment is high, and the academic progress of individuals is maximised. It is a place where all children acquire the character virtues that lead to success in school and university, in work and life beyond.

We are looking for an outstanding teacher and leader to join us on our journey to becoming just such a school.

As the ARP Teacher you will work alongside colleagues to plan and deliver high-quality provision, helping meet the needs of our autistic pupils whilst striving to reintegrate as many children as possible into mainstream education. You will role model commitment, hard work and good character, and exemplify our core virtues. In return we commit to giving you the time, inspiration, support to flourish.

I am committed to a provision that will allow all our pupils an education that is rich in experiences and life-changing opportunities.

If this role matches your vision and you are excited by the possibility of taking this exciting role in our dynamic staff team, then we'd love to hear from you.

Please feel free to pick up the phone and speak with me on 0203 780 3601 (Option 2), or alternatively, email us at primaryoffice@eastbrookschoo.org to arrange a visit, or for further information.

We look forward to hearing from you.

Evan Hollows
Headteacher



JOB DESCRIPTION

ADDITIONAL RESOURCE PROVISION TEACHER

PURPOSE OF POST

To achieve the highest quality outcomes and standards of learning for all pupils through teaching and team support.

Work effectively with senior colleagues to ensure consistency of approach in teaching and learning across the ARP.

To promote the vision, culture and ethos of the school.

MAIN RESPONSIBILITIES

To support the Inclusion Leader to lead an effective ARP provision for children with Autistic Spectrum Condition.

To further develop and maintain a flexible process of inclusive learning for pupils with Autistic Spectrum Condition.

To ensure best practice in supporting pupils with Autistic Spectrum Condition through modelling effective teaching methods and providing high quality guidance and support to ARP staff.

DUTIES

The current School Teachers' Pay and Conditions document describes duties which are required to be undertaken by teachers in the course of their employment. In addition, certain particular duties are reasonably required to be exercised, and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively.

This job description sets out the duties to be undertaken and performed to the satisfaction of the headteacher and governing body by the post holder in the role of Lead Teacher for Autistic Spectrum Condition Additional Resource Provision (ASC-ARP), known at Eastbrook as 'Apollo'.

SPECIFIC RESPONSIBILITIES AND DUTIES

To help manage and develop the ASC ARP, ensuring a high standard of provision for all pupils.

To develop, uphold and support the relevant policies and procedure for SEND, the ASC ARP and the wider school.

To ensure ASC ARP children's needs are met through inclusive practice, making full use of the additional resources available.

MANAGEMENT, ORGANISATION AND LIAISON

To maintain, update and oversee records of support and progress for pupils with ASC and ensure these are shared with all relevant staff.

To collect, interpret and make use of assessment data to inform provision for pupils and to provide accurate information for all staff and stakeholders.

To monitor the impact of teaching and learning activities planned and delivered to meet the needs of ASC pupils across the ARP.

To liaise with internal staff regarding pupils needs and their provision.

To contribute to Educational Health Care annual reviews in accordance with the SEND code of practice.

To monitor and review SEND targets on a termly basis.

To establish and maintain a high level of parental engagement and communication through various platforms such as workshops and parent meetings.

To manage and ensure the successful transition of pupils entering the ARP and then transitioning to other educational establishments.

To prepare reports about the ARP provision.

To liaise and meet with external parties such as schools, local authority SEND officers and specialist professionals

To co-ordinate the planning, resourcing, and learning environments (inside and out) of all ASC ARP learning groups.

To oversee all aspects of the work of the allocated ASC ARP staff body.

To create and manage provision maps and timetables for pupils.

To contribute to the active monitoring and promotion of equal opportunities, with specific reference to pupils with ASC.

LEADERSHIP, DEVELOPMENT, AND TRAINING

To line manage some staff with the support of the Inclusion Leader.

To oversee the management of ASC information to mainstream teachers and other relevant staff and external bodies.

To undertake staff development regarding the teaching, learning and management of pupils with ASC in the mainstream classes.

To develop additional understanding of, and expertise in profiles and diagnoses such as PDA, OCD, ADHD.

GENERAL RESPONSIBILITIES

Teaching pupils in the ARP according to their individual starting points and educational needs.

Creating a well ordered and secure environment that will ensure the educational well-being of individual children within the group.

Making effective use of ICT to enhance learning and teaching.

Undertaking careful planning and delivery of the curriculum, including adapting the curriculum to suit the needs of all learners.

Contribute to the annual review of pupils Education Health and Care Plans (EHCPs).

Ensuring careful and ongoing assessment of the pupils' learning to inform further planning.

Work as part of a team to track the progress of individual children and intervene where pupils are not making progress.

Ensuring that the curriculum meets the needs of all learners, using the starting points of children as the basis for planning.

Work alongside the speech and language therapist and school leaders to incorporate relevant strategies into daily practice.

Plan, teach and review against the outcomes outlined in pupils Education Health and Care Plans (EHCPs).

Participating in planning and staff meetings.

Contributing to the whole school ethos by taking a leading role in creating an autism-friendly environment.

Contributing towards the development of the school and implementation of whole school policies.

Undertaking training for further development as a specialist teacher.

Undertaking other duties, which may be reasonably assigned by the Headteacher to ensure the smooth running of the ARP and wider school.

PERSON SPECIFICATION



Eastbrook School

	Essential	Desirable
Qualifications		
Educated to degree level.	✓	
Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS.	✓	
Experience		
Must have taught in Early Years and/or Key Stage 1.		✓
Must have at least 2 years' experience working within an SEN provision in a primary establishment.		✓
Will have had experience of teaching children with special educational needs, including autism.	✓	
Must understand the expectations in the new Ofsted Framework regarding effective learning and teaching.	✓	
Must have a sound knowledge of the National Curriculum for all subjects for both Primary Key Stages and EYFS Statutory Framework.	✓	
An excellent understanding of curriculum and pedagogical issues relating to learning and teaching, including the latest inspection and research findings.	✓	
Familiarity with assessment systems for children that are working below key stage standards.	✓	
Understanding of and commitment to the school policies, in particular: <ul style="list-style-type: none"> • Participation and implementation of the School Behaviour Policy. • Awareness of Health and Safety implementation in the work place. • Implementation of the school Equal Opportunities Policy. • SEND information report. 	✓	
Knowledge of effective strategies to include, and meet the needs of all pupils, in particular those with autism spectrum conditions and speech and language needs.	✓	
Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN.	✓	
Professional Skills and Abilities		
A teacher with good ICT knowledge and skills relating to class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching.	✓	
Must be able to plan for effective learning for all the pupils in ASC-ARP, setting clear learning intentions and differentiated tasks.	✓	
Must be able to keep records of pupil progress in line with school policy.	✓	
Must be able to use assessments of pupils learning to inform future planning.	✓	
Ability to plan and work collaboratively with colleagues and external professionals.	✓	
Personal Qualities		
Must be able to positively engage and work with parents and carers.	✓	
A proactive team member who is able to respond flexibly to differing circumstances.	✓	
Must have good communication skills both verbal and written.	✓	
Must be able to manage own work load effectively and respond swiftly to tight deadlines.	✓	
Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships.	✓	
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit.	✓	
Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others.	✓	
A commitment to equal opportunities in all aspects of the role and around the workplace.	✓	
Must have resilience.	✓	

EASTBROOK VISION AND APPROACH

Eastbrook is a happy, purposeful place where children and adults enjoy learning together. We have a clear vision for the school that is based on a broad understanding of what success looks like for our children.

Our vision is for Eastbrook to be a school where academic attainment is high and the academic progress of individuals is maximised; a place where all children acquire the character virtues that lead to success in school and university, in work and life beyond.

To ensure this success we have developed a curriculum that is skills-based and knowledge-rich; we offer an enriched learning experience that excites the children's appetite for learning; and we have defined five core character virtues that we particularly value and we pursue through explicit character education.

We take an inclusive approach that maintains a focus on the well-being and progress of every child; we provide a safe place for learning through the application of our positive behaviour system; and we achieve better results by establishing a partnership between parents and teachers.

All the adults who work at the school are committed to this clear vision and are driven by our shared understanding of what success for our children looks like and how we achieve that success together.

To find out more about learning and teaching at Eastbrook, take a look at our website.

www.eastbrookschool.org





At Eastbrook we know that investing in you is an investment in our pupils' success.

Week to week this means a programme of ongoing training that will introduce new ideas, challenge accepted practice and give opportunity for genuine involvement in moving teaching and learning forward. It means regular opportunity to discuss ideas and collaborate with colleagues through the provision of extended weekly PPA – at least 20% more than most other schools. And, it means opportunity to reflect on your own and others' practice.

In addition, the school will support you in developing your specific talent and furthering your career. Whether you are interested in developing an area of expertise or whether you are interested in developing as a leader, we will support you in identifying the appropriate course. At present we have staff enrolled on a number of subject specific courses, from short courses linked to discrete curricular approaches to longer courses at Masters level.

At Eastbrook you will be encouraged and supported to find and pursue your own development path.



RECRUITMENT TIMELINE

From Friday 17 th November	Call or visit the school to find out more about us.
Thursday 30 th November	Deadline for submission of application form (10.00a.m.).
Friday 1 st December	Candidates will be informed of the outcome of shortlisting.
Monday 4 th December	Interviews will be arranged on this date.





Eastbrook is committed to safeguarding and promoting the welfare of children and young people in our school. In order to meet this responsibility, our school follows a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail on request.

DISCLOSURE

Eastbrook requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment – this will depend upon the nature of the offence(s) and when they occurred.

APPLICATION

Complete the application form and send it by email to primaryoffice@eastbrookschoool.org or by post to Eastbrook Primary School, Dagenham Road, Dagenham, Essex, RM10 7UR.

SHORTLISTING

Only those candidates meeting the right criteria will be taken forward from application.

INTERVIEW

Shortlisted candidates will take part in an interview process that includes a variety of tasks and a formal interview. We will be assessing all candidates on their commitment to our values as well as their teaching ability and experience. During interview, candidates may be asked to address any discrepancies, anomalies or gaps in their application form.

REFERENCE CHECKING

As appropriate, references from your previous and current employer will be taken up following interview. Where necessary other previous employers may be contacted to gather further information.

ENCOURAGING DIVERSITY

Eastbrook School is committed to eliminating discrimination and encouraging diversity amongst our employees. Barking and Dagenham is one of the most diverse London boroughs. Our aim is that our workforce is representative of the people that live in the borough and that each employee feels respected and able to give their best.

To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on grounds of age, disability, gender reassignment, marriage/civil partnership status, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We oppose all forms of unlawful and unfair discrimination.



SCHOOL INFORMATION



Eastbrook School

Eastbrook is an all-through school. The primary school was opened in September 2016 and is growing in size year on year. There are currently 225 pupils on roll and one class in every year group from Reception to Year Six.

The proportion of pupils who speak English as an additional language or come from minority ethnic groups is high.

The proportion of children who are eligible for the pupil premium is well above average. The pupil premium is additional funding given to schools for children in specific groups including those in the care of the local authority and those known to be eligible for free school meals.

Eastbrook is situated in the London Borough of Barking and Dagenham.

The nearest tube station is Dagenham East on the District Line.





Eastbrook School