

Additionally Resourced Provision for Children and Young People with a Cognition & Learning Need



RECRUITMENT PACK

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Proud member of Impact Education Multi Academy Trust



Our Academy



It is with great pleasure that I welcome you, on behalf of the children, staff and governors, to Old Bank Academy.

Old Bank Academy is an inclusive school that caters for the needs of all children aged 4-11 years old. We pride ourselves on the friendly atmosphere of our school community, which enables our children to thrive and reach their potential in all aspects of their life. We are passionate about improving the life chances of young children in our school community and children are encouraged to develop themselves as fully rounded, emotionally intelligent individuals.

As part of Impact Education Multi Academy Trust, we are passionate about making a difference and inspiring children to be resilient and confident learners with a love for learning. Here at Old Bank, we want our children to be excited about learning and to develop their knowledge, skills and understanding across a wide curriculum. We believe in celebrating success and ensuring that children feel valued.

At Old Bank, we work in partnership with parents and carers. We value the contributions of a child's whole family and are committed to building strong links with the community. We know that the more parents are engaged in their child's learning, the more they will achieve!

We are a school **Where Every Pupil Grows.**

Mrs Judy Wood
Headteacher





Job Description

Post:	ARP Lead Teacher
Overview:	Provides support for pupils with Cognition and Learning needs, their families and the main academy.
Salary:	L5 – L7
Hours:	Permanent, Full time
Responsible to:	The Headteacher, Line Manager Old Bank Academy
Closing Date:	Friday 14 April 2023
Interview Date:	TBC

Core Purpose

This post is sited in the Primary Additionally Resourced Provision within Old Bank Academy which provides support for pupils with Cognition and Learning needs, their families and the main academy. This Additionally Resourced Provision is a range of provision for KS1 and KS2 pupils with Cognition and Learning needs within the mainstream school.

This role is required to lead a team of teacher(s) and support staff to support the learning and welfare of all targeted pupils. The post holder will provide vision and direction for the team to develop and lead strategies which will impact upon the learning and inclusion of children with cognition and learning needs.

This role will involve organising, delivering and evaluating learning for children with cognition and learning needs within Old Bank Academy. The post also involves working in partnership with parents/carers and families in order to build confidence and trust.

This role will involve close liaison with the Local Authority Strand Lead for Cognition and Learning needs.

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 post holder will be required to work with the main school to lead the support and integration of pupils with Special Educational Needs with the school and parents/carers, and offer advice and support with regard to pupils with Special Educational Needs.



Responsibilities

1. To act as a model of excellent classroom practice for other teachers and support staff
2. To take a leading role in ensuring the Additionally Resourced Provision meets statutory requirements with respect to the Code of Practice for SEN
3. To keep up to date with legislation, guidance, policies, and current research ensuring the Provision complies fully and is a model of accepted good and outstanding practice.
4. To participate in policy and school improvement decisions as part of the School Leadership Team.
5. To carry out performance management responsibility of a number of staff.
6. To monitor and evaluate the effectiveness of interventions, through an annual report to the Headteacher, Line Manager and Strand Lead. The main focus of which is outcome and evidence-based judgements to inform whole school and strand self-evaluation and development planning.
7. To lead and manage the development of personalised learning programmes, MSPs and transition plans for pupils within the provision.
8. To organise and attend, (chair when appropriate), annual and interim reviews for pupils with EHCP /statements of SEN.
9. To establish and maintain effective and high-quality relationships with parents/carers and other professionals
10. Induct, support and monitor new staff.

Pupil Progress

1. Coordination of support plan, statement and EHCP reviews of identified pupils.
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 Additionally Resourced provision.
4. Responsibility for sharing progress with school, 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 lead on curriculum development and differentiation.
4. To contribute to the planning, delivery and review of the overall curriculum.
5. To lead on 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 and chair meetings as required by the Headteacher.
9. To advise main school with regard to SEN and inclusive 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. (SEN support, EHCP and statement reviews).
11. To support pupils and their parents/carers to make the most of the educational opportunities offered by the service.
12. To liaise with other agencies when appropriate e.g. social care, health agencies, voluntary and community sector organisations,

Standard section for all jobs

1. To keep abreast of developments in the areas of curriculum, teaching and learning, inclusion and Cognition and Learning needs.
2. To coordinate and participate in Continuing Professional Development (CPD) and Performance Management as negotiated with the Head teacher
3. To carry out any other duties, appropriate to the level reasonably expected of a teacher paid on 2 SEN points plus a TLR 2a, relating to the efficient organisation of the provision and school.
4. The teacher's duties must at all times be carried out in compliance with IMPACT 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 school as far as is necessary to enable the responsibilities placed upon the school 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 Councils 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.

Impact Education Multi Academy Trust is committed to safeguarding staff and students and expects all employees and volunteers to share this commitment. All posts are subject to an enhanced Disclosing and Barring Service DBS check. All interviews will include a question about Safeguarding and any anomalies identified in pre-recruitment checks will be discussed at interview.

Employee Specification

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RAN K
1.	RELEVANT EXPERIENCE	1.1	Recent experience of teaching Key Stage 1 & Key Stage 2 pupils with complex SEND needs.	Application / Selection Process	A
		1.2	Experience and knowledge of managing pupils with Cognition and Learning needs	Application / Selection Process	A
		1.3	Experience of leading, managing and delivering personalised learning programmes/interventions for pupils.	Application / Selection Process	A
		1.4	Excellent classroom practitioner with the ability to motivate and inspire pupils and meet individual needs.	Application / Selection Process	A
		1.5	Experience of leading and supporting staff in the writing and management of My Support Plans and EHCPs.	Application / Selection Process	A
		1.6	Experience of assessing pupils with cognition and learning needs	Application / Selection Process	A
		1.7	Experience of working in partnership with parent(s)/ carer(s) and colleagues in other agencies and provisions	Application / Selection Process	A
		1.8	Experience of monitoring and evaluating the effectiveness of teaching and learning, including personalised learning programmes.	Application/ Selection Process	A
		1.9	Experience of managing support staff/staff.	Application/ Selection Process	B

2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Qualified Teacher Status.	Application / Selection Process	A
		2.2	Recent and relevant CPD	Application / Selection Process	A
		2.3	Commitment to continued professional development	Application / Selection Process	A
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	Extensive knowledge and understanding of the SEND code of practice and effective strategies and approaches to support children with cognition and learning needs	Application / Selection Process	A
		3.2	Ability to promote inclusion and meet the additional needs of all pupils.	Application / Selection Process	A
		3.3	Ability to organise and manage annual and interim reviews for pupils.	Application / Selection Process	A
		3.4	A well-developed understanding of the principles and practices associated with excellence within Primary education.	Application / Selection Process	A
		3.5	Commitment and ability to raise standards for all pupils.	Application / Selection Process	A
		3.6	A well-developed current knowledge of the Primary curriculum.	Application / Selection Process	A
		3.7	A working knowledge of the assessment procedures including the recording, reporting and analysis of children's progress and development.	Application / Selection Process	A
		3.8	A good working knowledge of ICT and its use across the curriculum.	Application / Selection Process	A
4.	SKILLS AND ABILITIES	4.1	Ability to lead and support staff development.	Application / Selection Process	A
		4.2	Ability to work in a solution-focused, flexible manner.	Application / Selection Process	A



		4.3	Ability to develop a positive team spirit, communicate effectively, delegate and negotiate, when necessary, with sensitivity.	Application / Selection Process	A
		4.4	Willingness to lead aspects of INSET/CPD.	Application / Selection Process	A
		4.5	Ability to remain calm and supportive at all times.	Application / Selection Process	A
		4.6	Effective communication skills with a variety of stakeholders.	Application / Selection Process	A
		4.7	Ability to line manage staff including Performance Management.	Application / Selection Process	A
		4.8	Ability to participate in policy and school improvement decisions as part of the Senior Leadership Team.	Application / Selection Process	A
		4.9	Ability to review and evaluate the effectiveness of the Additionally Resourced provision	Application / Selection Process	A
		4.10	The ability to analyse and interpret data.		A
5.	ANY ADDITIONAL FACTORS	5.1	Ability to adapt and be flexible to the needs of the school and Additionally Resourced provision sector	Application / Selection Process	A
		5.2	Positive approach to the management of change.	Application / Selection Process	A



CEO Message

I am proud to welcome you to Impact Education Multi Academy Trust. The Trust is on a mission to improve the life chances of children and young people and improve social mobility for the disadvantaged. Our vision is to be a Trust **Where Hearts & Minds Connect**; values-driven partners working collaboratively to ensure education impacts positively on students, families, communities and staff.

Impact Academies are aligned to the Trust Mission, Vision and Aims. Our Academies have individual identities which reflect the diverse communities they serve. They have the autonomy to create, explore and learn from different practices and our Headteachers believe that leadership and personal accountability are founded on self-direction and reflection.



We believe that collaborative leadership and strong partnership development can lead to a significant positive impact on the quality of education through sharing the best collective practice.

Our values of Heart, Mind and Connect underpin everything we do and our Core Principles and Aims articulate how we will live these out.

Best Wishes,
Mick Kay, Chief Executive Officer & Accounting Officer

Benefits of Joining

All staff within our Trust will receive a planned induction to ensure that your career with us gets off to the best start possible. We recognise that your development is important and working for us will mean that you have fully funded access to a suite of 63 courses with Every e-learning including safeguarding and safer recruitment training modules. Our staff can also apply to take part in a range of external development programmes, including NPQs and other role-specific CPD is also actively supported e.g Finance qualifications.

You will also have opportunities to develop your skills and knowledge by working across the Trust on school improvement workstreams.

Staff wellbeing is important to us and colleagues new to the Trust will be automatically enrolled into our employee benefits platform 'Smart Hive', which gives access to a range of benefits:

- Car Benefit Scheme
- Cycle to Work Scheme
- Employee Assistant Programme (Including LifeWorks health & wellbeing portal & App)
- Face-to-face or telephone counselling (also available for immediate family members)



- Online Cognitive Behaviour Therapy (CBT) (also available for immediate family members)
- Gym Discounts
- Mobile phone deals
- Retail Discounts Scheme
- Westfield Health – voluntary Everyday Health Plan – e.g claim back optical and dental payments

We also provide an online HR Policy handbook so that you can easily look up information on areas such as Maternity/Paternity leave, Attendance procedures and requesting special leave.

For further information about working for Impact Education MAT, please visit our website: www.i-mat.org.uk/working-for-us/

How To Apply

Please download and complete the application form online and send it to the HR team at hr@i-mat.org.uk.

Impact Education Multi Academy Trust

A Department for Education (DFE) approved academy sponsor based in West Yorkshire. Founded in 2016, Impact Education Multi Academy Trust consist of seven academies including primary, secondary, all-through and alternative provision sectors across Calderdale and Kirklees.

Our Trust Our Family



Our family of academies work collaboratively to create a trust **Where Hearts & Minds Connect** with value-driven partners to ensure education impacts positively on students, staff and communities we serve.



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