**Harmans Water**

**Primary School**

**Lead Teacher (SRP)**

Recruitment Pack



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**Introduction**

Dear Applicant

Thank you for your interest in the role of Lead Teacher (SRP) for Harmans Water Primary School.

Harmans Water Primary School is a large primary school in Berkshire who was named Pride of Bracknell SCHOOL OF THE YEAR 2022. At Harmans Water, we aspire to provide a friendly, nurturing and inspiring learning community where every child, regardless of their background, can flourish as a unique individual.

Over the last five years, we have raised standards significantly in all areas and have developed an exciting new curriculum, made up of cross-curricular topics, which encourage experiential, hands-on learning and which are underpinned by high quality English and Maths.

Alongside our academic work, we aim to help our children develop a set of character traits, attributes and behaviours that will help to develop the skills that they need for success in learning and life. This year, we are excited to announce that we are becoming a Forest School.

We are delighted that, in June 2021, Ofsted recognised the quality of our work and graded the school as good with outstanding areas.

Due to our current Lead Teacher (SRP) moving on in the Spring term, we are looking for an inspirational candidate who can lead all aspects of our Special Resource Provision – The Hive - including motivating and influencing the already committed and collegiate staff of Harmans Water Primary School in order to further contribute to the life chances of our young children with SEND based within The Hive.

We are extremely proud of our successes so far but we are not complacent. We are keen to continue to improve further and our aim is for Harmans Water Primary School to identify and meet each child’s needs and the Lead Teacher within The Hive will be crucial to this. In order to achieve this, we require a Lead Teacher who has a passion for developing teaching, learning & social and emotional health for the children based within The Hive.

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 and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

We enclose a recruitment pack and we look forward to receiving your application.

We welcome visits to the school prior to application – please contact Michelle Jones, Office Manager on michelle.jones@harmanswater.co.uk , or phone 01344 422196, if you would like to arrange a visit.

Yours sincerely



**Sarah Cohen**

**Acting Headteacher**

# Terms and Conditions

**Line Managed by:** SENCO/Inclusion Lead

**Salary:** Main/Upper pay scale M1-M6 £29,344-£40,083/ UPS1-UPS3 £41,858-£44,919 Plus SEN or TLR2 (Salary will be determined subject to experience and qualifications)

**Hours of Work:** 1.0 FTE 32.5hrs per week temporary until 31/08/22 (with possible scope to become permanent)

**Place of Work:** Harmans Water Primary School, Bracknell

**Medical Examination:** The appointment is subject to a satisfactory medical report.

**Superannuation:** 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 Teachers’ Pension Scheme or a Personal Pension Scheme. Details of the Teachers’ Pension Scheme are available at: <https://www.teacherspensions.co.uk>

**Disclosure & Barring Service Check:** This appointment is subject to the receipt of a satisfactory Disclosure and Barring Service check.

# Bracknell Forest Employee Benefits

Bracknell Forest Local Authority 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 or Teachers Pension Scheme.

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| * Dental plans
* Counselling
* Health screenings
* Simply Cash Plan from Simplyhealth
* Pension scheme surgeries
* 5% discount at Sainsbury's
* Interest free loan for rail season ticket
* Tax-free bike for work
 | * Microsoft 365 discount
* Fostering benefits
* Kaarp benefits
* Bracknell Leisure Centre membership
* Sports and Social Club
* Vodafone staff discount
* Discounted staff bus pass
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# Job description – Lead Teacher (Teacher in Charge SRP)

**Main purpose of the role**

The Lead Teacher (SRP) will be responsible for inspiring and motivating The Hive team to develop effective ways of overcoming barriers to learning and promoting effective teaching and learning for children within The Hive (SRP). As a Lead Teacher, you'll be an experienced teacher with a passion for supporting pupils with special educational needs. Working closely with the SENCO/Inclusion Lead and other senior colleagues, you'll actively champion inclusion whilst also using your skills to manage provision within The Hive which may also lead to providing support to other teachers and support staff.

The following list outlines the main duties for this post but is not a comprehensive or exclusive list and may be varied from time to time.

**Main duties and responsibilities**

**Leadership and management**

* Providing the leadership of the SRP by identifying and implementing the strategic development of the SRP in consultation with the nominated representative(s) of BFC.
* Line managing the staff within the provision.
* Carrying out the annual performance management of staff within the provision.
* Providing an annual report on the SRP for BFC at least 4 weeks before the annual review meeting.
* Attending an annual meeting to review the SLA for the SRP.
* Providing the leadership role within the SRP and ensuring implementation of any agreed development plan.
* Carrying out an annual service evaluation/audit of the provision, and submitting a development plan based upon it to the headteacher.

**Deployment and training of staff**

* Ensuring the SRP is staffed adequately
* Ensuring the continued professional development of specialist staff in the provision.
* Identifying and deploying members of the SRP team to support the mainstream teachers within the setting in meeting the needs of children in their class.
* Establish appropriate induction training for newly appointed members of staff.

**Teaching and learning**

* Ensuring the teaching and learning for children attending the SRP is of a high quality.
* Setting and agreeing individual targets and timetables for pupils, including time spent in mainstream classes.
* Ensuring staff are receiving effective support to enable them to meet the curricular needs of the children in their class.

**Pupil outcomes and progress**

* Ensuring the monitoring of the progress of children within the SRP is carried out and duly recorded and reported, measured against the outcomes in their EHCP.
* Ensuring adherence to the requirements of the Special Educational Needs and Disability Code of Practice (2015).
* Ensuring the ongoing specialist assessment and tracking of progress of the individual pupils within the provision.
* Providing a summary report of this information as required by the headteacher, but annually as a minimum.
* Arranging and attending annual reviews of individual children.

**Support from external agencies, e.g. speech & language therapy**

* Any external support (e.g. speech and language therapy, technological support) is identified to meet the needs of individual pupils.
* Coordinating the input of external specialists to ensure optimum effectiveness for the children in the resource provision as specified in Pupils’ EHCPs.
* Active steps are taken if there are instances where any external support is not being provided as identified and required.
* Making necessary referrals to external agencies as required.

**Creating a good learning environment**

* Advising the headteacher on reasonable adjustments that are required to meet any needs experienced by children placed within the provision.
* Contribute to the school accessibility plan as appropriate.
* Providing and maintaining any additional resources required by children attending the specialist provision, as specified in Pupils’ EHCPs.

**Inclusion and accessibility**

* Ensuring that the children and young people in the SRP are included in all aspects of the life of the school, including after school activities, where appropriate.
* Ensuring that the children and young people with SEND are given the skills, competence, and confidence to enable them to take part in all school activities and to make their voices heard wherever possible.
* Ensuring the provision, maintenance, and support for the use of any specialist resources that may be required by the children and young people with SEND; e.g. weighted blankets, ear defenders etc.

**Parental involvement**

* Ensuring that parents are involved in the education of their child and have the information they require to make informed decisions about future provision, resources, and strategies.
* Ensuring that parents are made to feel welcome in the school.
* Ensuring that there is regular liaison, communication, and involvement of parents in the education of their child.
* Ensuring that parents receive regular information about the educational attainment and progress of their child.

**Person Specification – Lead Teacher (Teacher in charge SRP)**

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| --- | --- |
| **Education & Professional Qualifications** | **Essential/****Desirable** |
| Degree or recognised qualification | E |
| Qualified Teacher Status | E |
| SENDCo qualification | D |
| Evidence of training, experience and continuous professional development relevant to the post | E |
| **Experience & Training** |  |
| Experience of teaching in a Primary School in a substantive post. | E |
| Experience of working in and/or leading a Specialist Resource Provision | D |
| Experience of working with pupils with a variety of special educational needs both in class and in small group or one to one situations | E |
| Experience of managing a range of behaviours in a positive manner | E |
| Experience of working successfully with teaching colleagues on differentiation and on developing strategies to meet differing needs | D |
| Experience of working with a range of outside agencies to deliver agreed outcomes | E |
| **Knowledge, understanding and skills** |  |
| An understanding of issues related to the promotion of effective learning and teaching particularly in the Foundation Stage and Key Stage 1 | E |
| A knowledge and understanding of current curriculum developments in the Foundation Stage and Key Stages 1 and 2 | E |
| Excellent knowledge and understanding of the SEND Code of Practice | D |
| A knowledge of current assessment and target setting practices, including Key Stage 1 and 2 Standardised Attainment tests | D |
| Excellent knowledge and understanding of strategies to promote positive behaviour, discipline and social inclusion | E |

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| The ability to analyse and interpret data and set targets based on this data | D |
| A high level of literacy and numeracy skills | E |
| Excellent verbal and written communication skills | E |
| The ability to work at pace independently and as part of a team | E |
| The ability to make decisions and solve problems | E |
| Unconditional positive regard for all young people and their families | E |
| **Personal Qualities** |  |
| Excellent interpersonal skills. Evidence of good relationships with pupils, parents and colleagues | E |
| An enthusiasm for the post and ability to lead, manage, motivate and inspire pupils, staff, parents / carers and Governors | E |
| Excellent organisational skills, including time management, prioritisation and forward planning | E |
| Ability to demonstrate initiative, enthusiasm and drive | E |
| A willingness to participate in appropriate training and activities relevant to this role | E |
| Integrity, reliability and the ability to maintain confidentiality | E |

**The Recruitment Process**

1. **Application**

Applications must be received no later than 12pm on **Friday 2nd December 2022.** Applications received after this date and time will not be considered.

# Shortlisting

Shortlisting will be finalised on **Friday 2nd December 2022.** Shortlisted applicants will be invited to attend a formal interview process. Please make sure you have indicated clearly day and evening telephone numbers on which you can be reached. References will be taken up after shortlisting. **Applicants are advised to make a note of these dates.**

# Interview Process

Interviews to take place on **Thursday, 8th December**. Applicants may also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

# Feedback

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

# Taking up post

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

# Additional information

For further information, please contact Michelle Jones, Office Manager via email at michelle.jones@harmanswater.co.uk or by phone on 01344 422196