



Resource Base Lead Teacher/Senco & Inclusion

Application Pack

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Resource Base Lead Teacher/Senco & Inclusion Application Pack

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Prime7 was formed in 2013 and joined together Middleton Cheney Primary, King's Sutton Primary and Chipping Warden Primary Academies. The aim of the Trust has always been to work collaboratively across all three schools. We strive to ensure that our schools offer the very best education for all our pupils. We also want to ensure that our staff enjoy working across the Trust and feel valued as part of a collaborative team.

At Prime7, we aim to provide the best opportunities for all pupils to develop strategies to face life's challenges. We want them to show courage and take risks in their learning whilst enjoying an enriched school experience. Community is important to us, and each school is valued for its own individuality, but it also plays an important part of the Trust as a whole. Across our schools we foster an environment where respect is earned and given in equal amounts. Our school communities promote kindness, friendship and trust so that our pupils will grow up to be young citizens that are able to show empathy towards others and become role models that are an inspiration to others.

Our Vision and Values

Our ethos is to provide the best possible environment for children to learn and develop, as well as to cultivate a sense of wonder, empathy and understanding of the modern society they are growing up in. Together, we will strive to realise the potential in all of our children so that they are fully prepared for the next stage of their education. We want to empower our children to succeed. The Trust's mission is to ensure that our staff, parents and carers are valued and well cared for so that we can work together to provide children with the best education and to know how to stay safe and healthy. We want them to take their place as responsible citizens that promote sustainability in order to protect the world around them for future generations to come.

Prime7 has seven core values and principles to support the delivery of our mission.

AMBITION: to have high expectations in all we do and to have ambition for continuous improvement whoever we are. **ENJOYMENT:** to create schools that foster creativity and curiosity so that children thrive on enrichment and thoroughly enjoy their school experience. We want our children to be excited learners. **RESILIENCE:** to provide the best opportunities for all children to develop strategies to face life's challenges. We want to have children that can show courage and take risks in their learning. **RESPECT:** to foster an environment where respect is earned and given in equal amounts. Our school communities promote kindness, friendship and trust. We want our children to grow up to be young citizens that are able to show empathy towards others. Our children take responsibility for their future and the future of others by respecting the world around them and promoting sustainability. **INSPIRE:** to empower children to take responsibility to strive and achieve in their learning and to be the very best that they can be. They will be responsible citizens that model sustainable practices and behaviours to protect the natural world. They will be role models and a source of inspiration to others. **COMMUNITY:** to establish schools that are at the heart of the local communities they serve. Each school is valued for its own individuality but it also plays an important part of the Trust as a whole. All stakeholders within our community will strive to prepare and empower individuals to become responsible for contributing to a sustainable future. **TRUST:** to belong as part of a team is a core part of who we are and our relationships are based at all times on openness and honesty.

Our values and principles are drawn from each of our schools and will support Prime7 in providing an excellent educational experience for all. We will work together with all of our stakeholders to ensure that the children in all of our schools achieve their full potential.

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Letter from our CEO

Dear Applicant,

On behalf of the Trust board, Governors, staff, parents and pupils, I am delighted to welcome your interest in the role of Resource Base Lead Teacher/Senco of King's Sutton Primary Academy, part of the Prime7 MAT. We have a variety of teaching and support positions available in our newly established Autism Resource Base on a **Full-Time permanent contract, with SEN allowance**, to join our friendly, passionate and committed teaching staff at the academy from 01 September 2024.

The Resource Base Lead Teacher position will either be a main scale or upper pay scale teaching position and is suitable for an experienced teacher.

We can offer:

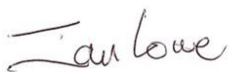
- A passion for inclusion.
- Our dedicated professional development programme.
- A voice in developing yourself professionally.
- Pupils come to school happy.
- Leaders and staff support every pupil to reach their full potential.
- Staff benefit from regular training to develop their expertise.
- We have a fantastic staff team and a supportive parent/carers community.
- We offer a high quality, well-resourced and carefully structured provision, within an excellent broad and balanced curriculum. We strive to meet the needs of all children – doing 'Whatever It Takes' to help children fulfil their potential.

If you share our values and vision and are enthusiastic, dedicated and passionate about children, their learning and their development, I invite you to make an appointment to visit King's Sutton Primary Academy and see for yourself the opportunities we can offer.

The closing date for applications is 17 May 2024 at 9am and interviews will take place on 21 May 2024.

We look forward to meeting you and receiving your application.

Yours sincerely



Ian Lowe
CEO





Our School – King's Sutton Primary Academy

King's Sutton Primary Academy

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King's Sutton
Banbury
Oxon
OX17 3RT
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www.kingssuttonpa.co.uk

At **King's Sutton Primary Academy**, we want our children to enjoy a safe and happy school life that offers the very best quality of education through a broad curriculum design that develops the whole character of the child. Our vision is that all of our children develop in all the aspects that are important for their future success both personally and academically. This includes preparing them for the next stage of their education and developmental journeys as individuals, to allow them to fulfil their ambitions and lead healthy and happy lives.

As a school, we provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. We give pupils occasions to discuss issues and ideas in a considered way. We actively promote our three core values '**Achieve, Inspire, Respect**' and the associated key characteristics in all that we do. These are threaded through our curriculum design and taught through our assembly programme. As a rural primary school, with an exciting new Autism Resource Base supporting our community, we recognise the importance of promoting equality of opportunity and diversity effectively and teach pupils to show respect to everyone. We want the children to appreciate and respect cultural, religious and ethnic similarities and differences as well as neurodiversity across a wide range of countries, people, and socio-economic communities.

We are a 'Good' school (Ofsted Mar 2022) with aspirations to be 'Outstanding.' While we are fully pledged to raising standards in literacy, mathematics, science and computing we are passionate about celebrating and empowering the 'whole child' and retain our commitment to all the foundation subjects including sport, music, and the arts.

Our website will give you a taster of life at King's Sutton Primary but please do not hesitate to contact us should you wish to arrange a tour of the school.

Mrs Laura Wade
Headteacher



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Job Description

Job details

Job title: Resource Base Lead Teacher/Senco & Inclusion

Salary: Main scale M1 – M6/UPS + SEN Allowance

Reporting to: Headteacher

Main purpose

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

The Resource Base Lead Teacher/Senco, in collaboration with the Head Teacher, plays a key role in determining the strategic development of the SEND policy and provision in the school, to raise achievement of children with SEND. The leader takes strategic and day to day responsibility for the operation of the Resource Base and when directed the main school provision. The leader also provides related professional guidance to colleagues with the aim of securing high quality teaching for children across the school with a specific link to inclusion. The leader is expected to undertake all the professional duties of a teacher, under the terms and conditions specified in the Teacher's Pay and Conditions Document and under the reasonable direction of the Head Teacher. In fulfilment of all responsibilities and duties, the leader must show a commitment to the aims, policies and ethos of the schools, and strive to maintain these through personal conduct and effective relationships with staff, children and parents.

- Line management of staff with support from the Head Teacher.
- All specifications and duties required for this post can be reviewed at any time and amended with the consultation of the post holder and under the approval of the Head Teacher
- The Resource Base Lead Teacher/Senco, with the support from the Head Teacher, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through analysis of assessment of children's needs.

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Duties and responsibilities

- Overseeing the day-to-day operation of the school's Resource Base.
- Leading and co-ordinating provision for children with Special Educational Needs and Disabilities across the school.
- Monitoring the quality of teaching and standards of pupils' achievements, and setting targets for improvement
- Monitoring progress of objectives and targets for pupils with SEND from teachers' plans, evaluating the effectiveness of teaching and learning by work analysis and using these analyses to guide future improvements.
- Collaborating with the wider SLT so that the learning for all children is given equal priority, and available resources are used to maximum effect.
- Being pro-active to ensure accelerated learning occurs in pupils identified.
- Liaising with and advising colleagues
- Overseeing the records of all SEND with support of Resource Base Administrator.
- Contributing to the in-service training of staff, including that within the wider Trust.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Monitor the effective delivery of all requirements included in each pupil's EHCP's.
- Ensuring all pupils meet their targets and outcomes that have been identified in their EHCP's.
- Carrying out the annual review and any mid-term reviews that may be required for pupil's EHCP's.
- Teaching and modelling best practice.
- To assist the Head Teacher in the leadership and management of the school and in particular the King's Sutton Resource Base.
- To take full responsibility for leading and managing accelerated progress for all SEND pupils.
- To be the lead professional exemplifying Teachers' Standards and professionalism; to be a role model for colleagues, and to ensure all staff, including Early Career Teachers, are fully supported.
- To carry out class teaching duties, as required, in accordance with the school's schemes of work and the National Curriculum.
- To undertake annual Performance Management for all staff that you are responsible for, setting and agreeing targets linked to the school development plan, setting priorities and holding staff to account with the Head Teacher.
- To play a role in the improvement plans and self-evaluation process for the areas of responsibility identified.
- To contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate.
- To assist with the selection and recruitment of new staff where necessary.

Teaching

The post holder will carry out class teaching duties, as agreed with the Head Teacher, providing a model of excellence for colleagues; this may include providing in-class support for colleagues through demonstration lessons.

The post holder will provide leadership and support for all colleagues with regards to teaching and learning and the curriculum, including:

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- Managing the planning and delivery of the curriculum across the school, including developing schemes of work and medium-term plans
- Supporting subject leaders in developing their role in relation to raising standards for SEND children.
- Supporting teams and individuals with short /medium and long-term planning.
- Organising and delivering training, as needed, to groups of staff to enhance SEND provision.
- Supporting staff in the use of assessment information to inform teaching and learning.
- Inducting and supporting ECTs, less experienced staff and/or supply teachers where relevant.
- Providing in-class support to staff, through demonstration lessons, team teaching, observations and feedback.

The post holder will undertake a lead role across the school, maintaining high standard of pupils' behaviour and discipline, within the framework of the school policy and supporting other staff as necessary; support the identification of the most effective teaching approaches for pupils with SEND and disseminate those approaches; liaise effectively with parents and carers for all identified pupils, ensuring good relationships between school and home are enhanced and maintained.

The post holder will work with the Head Teacher and staff to develop effective ways of bridging barriers to learning through:

- Assessment of Needs
 - Monitoring of teaching quality and pupils' achievements
 - Target setting, including IEP's
 - Developing a robust recording system for progress
 - Monitoring the delivery and outcome of intervention strategies, updating and enhancing where applicable
 - Establishing, pro-actively, up to date interventions and implementing them consistently throughout EYFS/KS1 and KS2
- Collect and interpret specialist assessment data to inform practice.
 - Undertake day-to-day co-ordination of provision through close liaison with staff, parents and external agencies.
 - Work with Head Teacher, and other members of the SLT to ensure all pupils' learning is of equal importance and that there are realistic expectations of pupils.
 - Support teaching across the school effectively so that identified children are making accelerated progress compared to their starting points.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision.
- Make a positive contribution to the wider life and ethos of the school.
- Work with others on curriculum and pupil development to secure co-ordinated outcomes.
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach.

Health, safety and discipline

- Promote the safety and wellbeing of pupils.
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.

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Professional development

- Take part in the school's appraisal procedures.
- Take part in further training and development in order to improve own teaching.
- Where appropriate, take part in the appraisal and professional development of others.

Communication

- Communicate effectively with pupils, parents and carers.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities.

Management of staff and resources

The post holder will assist the Head Teacher in shaping a vision and direction for the school, setting out high expectations, professional conduct, having a clear focus on bridging the gap for identified learners and the promotion of engagement of all members of the local community. To achieve this, they must:

- Lead the day-to-day administration and organisation of Resource Base provision and SEND across the school, as agreed with the Head Teacher, including taking responsibility for agreed areas, intervention timetables, and deployment of staff.
- Play a significant role in setting aims and objectives for the Resource Base.
- Take full responsibility for developing and monitoring policies and practices as laid down in the School Development and Learning plan and in agreement with the Head Teacher, and lead and manage implementation of those policies.
- Lead by example, inspiring, motivating and influencing staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.
- Provide effective leadership and management, guidance and support, for all staff as agreed with the Head Teacher
- Make a significant contribution to the school's Continuing Professional Development programme, including co-ordinating training/leadership programmes, delivering INSET and working with individuals and teams in a variety of professional development activities.
- Assist the Head Teacher in school self-review and evaluation and in the effective planning and management of school resources in the Resource Base to secure future and immediate improvements for identified children.

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- Maintain an informed view of standards and of the quality of provision across the school for all identified children; achieve this by monitoring pupils' work, teachers' planning and the delivery of interventions.
- Actively promote equality of opportunity by working as part of a Senior Leadership Team in ensuring the school's curriculum provides the best possible education for all its pupils, considering ethnicity, gender, SEND, EAL, and emotional needs that may affect learning.
- Carry out leadership and management tasks in accordance with school policy and practice.
- Provide regular information to the Head Teacher on the evaluation of SEND and RB provision.

Safeguarding

The post holder must:

- Have a sound working knowledge of Child Protection issues and the need for confidentiality and identify to the named Child Protection colleague in school any concerns in respect of individual children.
- Be aware of and comply with policies and procedures relating to Child Protection, Health and Safety and Security, Confidentiality and Data protection, reporting all concerns to an appropriate named person.
- Support the protocols and systems that are in place to address the needs of children with or any child in need as defined in the Children's Act.
- Ensure Safeguarding Procedures are in place, are understood and are implemented within every phase of the school.
- Ensure Child Protection procedures and processes are followed throughout the school.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager.

Personal Specification

Criteria	Qualities	Essential (E) Desirable (D)
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Successful primary teaching experience • Post Graduate certificate in Special Educational Needs co-ordination 	<ul style="list-style-type: none"> • E • E • E • D
Skills and knowledge	<ul style="list-style-type: none"> • Evidence of continuing and recent professional development • Recent, significant and successful experience as a teacher in the primary phase • A proven track record of raising attainment in any key stage • An excellent understanding of current theory and best practice in teaching and learning, particularly related to SEND and pupil progress • Significant and successful experience of leading aspects of curriculum development at whole school level • Good understanding of effective leadership and management in relation to raising pupils' attainment and school improvement • Knowledge of the National Curriculum • Knowledge of effective teaching and learning strategies • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Knowledge of effective behaviour management strategies • Good ICT skills, particularly using ICT to support learning • Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils • Knowledge of equality of opportunity issues and how they can be addressed in schools • Leadership qualities, including energy, resilience and the ability to enthuse and motivate others • The ability to provide a model of best practices, through teaching in own or other classrooms 	<ul style="list-style-type: none"> • E • E • E • D • E • E • E • E • E • E • E • D • E • E • E • E • E

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	<ul style="list-style-type: none"> • Experience of contributing to school improvement, as a member of a school team • The ability to develop and maintain effective relationships with all members of the school community and outside agencies • Knowledge and understanding of statutory requirements, relevant legislation and government strategies • Understand the role of parents and the community in school improvement and how this can be promoted and developed • Ability to work effectively under pressure, to prioritise appropriately and to meet deadlines • Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people and demonstrate an understanding of safeguarding issues and the ability to follow procedures • Approachability, accessibility and flexibility, good personal presence and a sense of humour 	<ul style="list-style-type: none"> • E • D • E • E • E • E • E
Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Sense of humour • Ability to work as part of a team 	<ul style="list-style-type: none"> • E • E • E • E • E • D • E

Post Information

Resource Base Lead Teacher/Senco & Inclusion VACANCY

This is an exciting opportunity to join us as part of the development of our newly established Autism Resource Base (September 24) within our inclusive King's Sutton Primary Academy which is an important part of Prime7 Multi Academy Trust. Our values of Ambition, Enjoyment, Resilience, Respect, Inspire, Community and Trust are important to us and are lived to give all our stakeholders a sense of belonging.

Our Resource Base at King's Sutton aims to provide a supportive education for pupils on the autism spectrum, meeting their needs and helping them to prepare them for the next stage of their education. Pupils accessing the base will have the advantages of small-class specialist provision, tailored to young people on the autistic spectrum. Pupils will, where appropriate, mix socially and learn together with the pupils from the wider school community.

From September 2024 we will have two classes with Autism, one for EYFS/KS1 and a KS2 class. Over the next two years, this will develop into a provision for up to 30 children from Reception to Year 6 with 3 classes. Each class will have a teacher, a teaching assistant, led by a floating Resource Base Lead Teacher and the support of 2 higher level teaching assistants.

We focus on quality inclusion, so where possible we seek to integrate our Base provision into the wider life of our friendly mainstream school, giving all children a broad, balanced, engaging, ambitious and nurturing provision.

We are looking for someone with experience of teaching pupils with autism in the primary phase, ideally in a specialist base or provision. Importantly, the post-holder will be passionate, creative and motivated to help all our children achieve and succeed.

What the school offers its staff

- A passion for inclusion
- Our dedicated professional development programme
- A voice in developing yourself professionally
- Pupils come to school happy
- Leaders and staff support every pupil to reach their full potential
- Staff benefit from regular training to develop their expertise
- We have a fantastic staff team and a supportive parent/carer community
- We offer a high quality, well-resourced and carefully structured provision, within an excellent broad and balanced curriculum. We strive to meet the needs of all children – doing 'Whatever It Takes' to help children fulfil their potential

Prime7 MAT/King's Sutton Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful candidate would need to undergo a DBS check and be committed to the safeguarding of children.

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We are an equal opportunities employer.

The role will begin on 01 September 2024. **The closing date for applications is 17 May 2024 at 9am and interviews will take place on 21 May 2024.**

For further information and an application pack please visit [Job Opportunities | King's Sutton Primary Academy \(kingsuttonpa.co.uk\)](https://www.kings Sutton Primary Academy.co.uk) if you wish to find out more about the role, please contact Laura Wade, head@kspa.prime7.org.uk or call 01295 811289 or Lisa Macdonald admin@prime7.org.uk call 01295 710218. Visits to the school are welcomed and we look forward to showing you around our school.

How to Apply

To apply for this position, please complete the Trust Application Form that can be found at [Job Opportunities | King's Sutton Primary Academy \(kingssuttonpa.co.uk\)](https://www.kings Sutton Primary Academy.co.uk) and submit, together with a letter of application. Please return by email to admin@prime7.org.uk

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