



The Windmill School

# Barnet Special Education Trust



## Candidate Application Pack

### **Secondary Teacher of Autistic Pupils Required: Outer London Main Pay Range/ Upper Pay Range SEN Allowance.**

We have an exciting opportunity to join The Windmill School in our secondary department. We are seeking an enthusiastic, committed SEN Teacher to deliver a range of national curriculum subjects to autistic pupils at this day special school for autistic children and young people based in High Barnet.

We welcome qualified early career teachers with good knowledge and experience of working with neurodiverse pupils within this age range or more experienced SEN Special School teachers who might be looking for an environment where they can utilise their experience of teaching autistic pupils in a setting which has been purposely and thoughtfully designed for learners with sensory processing and communication needs.

Applicants will:

- Have QTS status and extensive SEN teaching experience in a special school setting.
- Believe, inspire and achieve.
- Enjoy developing positive relationships with children, providing a model of excellence in terms of teaching & learning and role modelling.
- Have an enthusiasm for new evidence-based approaches including the implementation of your ideas.
- Be reflective practitioners with a “can do” approach to teaching and with a passion to raise standards.
- Be able to support all students to believe they have the potential to thrive academically, socially and emotionally.
- Be ambitious, professional and committed to further personal development and committed to working as part of a dynamic team of professionals both in and out of the classroom.

The Windmill School is part of Barnet Special Education Trust, which is an organisation where all staff feel happy, valued and supported. We can offer the ideal candidate the following:

- Excellent CPD opportunities, working collaboratively alongside outstanding and experienced practitioners, utilising effective evidenced based approaches.
- The resources needed to be able to teach and respond to each child’s needs using a whole-child approach to learning and wellbeing.
- The freedom to create bespoke lesson plans to offer opportunities for self-expression and exploration for each individual learner.
- Small class sizes and excellent staff: student ratio.
- A state-of-the-art new building designed especially for autistic learners.
- Outer London Pay Scale plus SEN Allowance

- Access to an Employee Assistance Programme which covers wellbeing, financial and legal support
- Great location in High Barnet with good public transport links.

Further information about this role can be found in the Job Description/Person Specification below.

To apply for this position please complete an application form and return it to [vacancies@bsentrust.org](mailto:vacancies@bsentrust.org) or you can apply through TES.com or DFE Vacancies

If you are still unsure about applying for this role, we welcome visits to the school or we can arrange an informal chat with you about what the position will entail. Please call 020 3062 3600 to arrange an appointment.

*Barnet Special Education Trust are fully committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check due to working with children, young people, and vulnerable adults. To be successful in your application you will be subject to a rigorous safer recruitment process including online searches for shortlisted candidates in accordance with KCSIE recommendations. Employees of the Trust must always adhere to a strict code of conduct regarding your behaviour. Barnet Special Education Trust is an equal opportunities employer.*

## **JOB DESCRIPTION**

**Post Held:** Secondary Special Educational Needs Teacher MPR/UPR plus 1 or 2 SEN Points

### **Employment 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 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.

### **Exercise of general professional duties**

All teachers will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document 2025, or any subsequent legislation.

### **Purpose of Job:**

To teach autistic pupils and to carry out such other associated duties as are reasonably assigned by the Headteacher. To act within the statutory framework set out in the Teachers Standards.

### **Special Responsibility:**

- To teach a range of subjects to assigned groups.
- To act as a Form Tutor monitoring the pastoral and special educational needs of the students in your form
- To have a clear understanding of the needs of pupils that arises from autism and be able to apply distinctive teaching approaches to engage and support them.

**Reports to:** Headteacher

### **Teaching and Learning**

- To implement school policies and schemes of work according to the individual needs of students, having high expectations and setting outcomes as part of the annual review cycle of the Educational Health and Care Plan (EHCP)
- To implement the curriculum in accordance with the school's philosophy and policies
- Contributing to the whole school ethos by taking a leading role in creating an autism specific environment.
- To organise personalised learning activities and experiences which are differentiated to meet the individual needs and levels of achievement and motivation of each pupil.
- To ensure teaching programmes are supported by clear aims and objectives with appropriate links to recognised specialist approaches used within school underpinned by SCERTS, using principles of Intensive Interaction rooted in social relational models of child development.
- To promote the use of Literacy, Numeracy and ICT within your subjects
- Promoting the inclusion of all students within the classroom using a working knowledge of how to personalise learning.
- Assessing work and providing feedback to students and parents in line with school policy and practice.
- Contributing to the preparation and development of programmes of study, schemes of work, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements throughout the school, including school trips, assemblies, performances and special events
- To be responsible for planning, tracking, evaluating, assessing and reporting the teaching and learning of pupils, including completing assessment systems including Evidence for Learning.
- Generating and updating Personal Snapshots and individual learning plans on a termly basis and preparing advice in accordance with the schools' practices and policies.
- To lead on specific areas of teaching and learning within school as designated by Headteacher.
- To have pastoral responsibility for a group of pupils and undertake administrative tasks in respect of those pupils
- To be responsible for safeguarding the health and welfare of pupils using appropriate risk assessments and incident /accident recording and reporting as required by the school
- To ensure in all teaching situations the collaborative nature of working between non-teaching staff, support services and parents.
- To maintain an inclusive and orderly learning environment through the effective management of resources, lesson planning

### **Form Tutor**

- To mark the register twice per day, at the commencement of the morning session and during afternoon form time
- To monitor the pastoral, social and academic progress of the students in your form through regular review of Personalised Learning Plans and maintenance of individual progress monitoring outcomes set within EHCP's and SCERTS
- To organise the collection of written reports from all who teach the students when required by the Head Teacher or her representative and to include a form tutors' perspective for each student
- To foster and maintain positive links with the parents and carers of the students in your form
- To bring to the attention of the Head Teacher or any other Designated Safeguarding Lead any worries concerning Child Protection Issues
- To promote equal opportunity of access to the Windmill Curriculum for each individual student and to liaise with other colleagues to achieve this.

- To create and maintain a secure classroom environment reflecting and acknowledging the students' gender, disability and ethnicity.
- To represent the students' interests and to respond to their concerns.
- To facilitate and actively promote pupil voice in all learning and social activities and throughout the review of the EHCP
- To work with parents producing and maintaining home/school programmes where mutually agreed and to follow agreed procedure for home/school liaison.
- To attend meetings to discuss the pastoral, social and academic progress of students in your class

### **Other Activities**

- To safeguard every student's health, safety and well-being in line with school policies, particularly those relating to child protection, equal opportunities, racial equality, health, safety and security, confidentiality, behaviour and data protection, reporting concerns to the designated person
- To promote the celebration of diversity and difference
- Communicate and co-operate with other agencies to support the educational, development, progress and well-being of individual students, participating in meetings arranged for any purposes described above, keeping records and making reports on the personal and social needs of students
- To communicate and consult with parents of students
- To participate in staff meetings as requested by the Head Teacher
- To supervise students throughout the school during play and at any other unstructured free time or break and lunch as requested by the Head Teacher

### **Training and Development**

- Participate in training and development activities in school or at other providers in order to improve professional skills and knowledge
- To participate in appraisal reviews in line with school policy
- Review and evaluate teaching methods and schemes of work

This job description is subject to amendment from time to time within the terms of the conditions of employment, as the needs of the school may require - but only to an extent consistent with those conditions of employment following consultation by all parties.

The agreed Grievance Procedure may be invoked in any dispute arising from this job description, or subsequent amendment, in which case teachers are advised to consult their professional association.

### **Values and Ethos:**

#### **'Celebrating Uniqueness'**

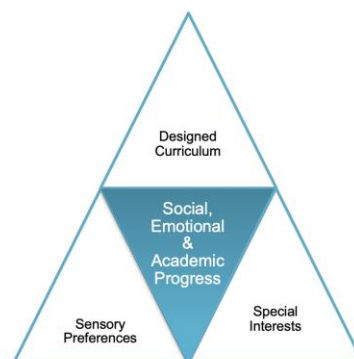
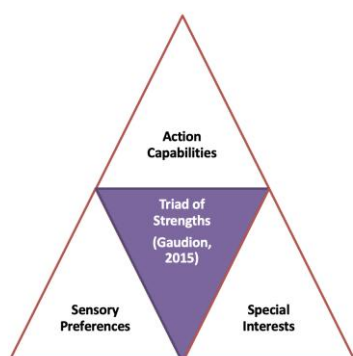
The Windmill School (TWS) will enable its pupils to access a full but relevant and meaningful curriculum that will allow them to achieve their potential in the least restrictive environment, informed by the latest approaches in the field of autism and education.

Our aim is to develop academic potential and prevent regression. Throughout planning, expectations will be high but realistic and based on thorough assessment of individual needs that

arise out of the analysis of the individual’s sensory sensitivities, strengths and special interests. Personalised pathways of learning that build on this type of analysis will develop pupils’ self-esteem.

Personalised programmes are designed on a model described as a triad of strengths rather than one of impairment.

The



Windmill School will develop and conduct applied research to identify the ways to directly

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improve the outcomes of its pupils and their families, and to ensure their wellbeing throughout their schooling and beyond by committing to the following within all provision planning:

- Autistic pupils need specialist, evidence-informed approaches in quality-first teaching practice to remove barriers and allow them to learn effectively inside and outside the classroom.
- Educating autistic pupils benefits from a whole-child approach, recognising that attention to pupils’ mental health and emotional well-being is just as important as their autism.
- Innovative and individualised methods of adapting the curriculum, utilising pupils’ strengths and interests, are essential for ensuring that it is accessible, effective and motivating for pupils.
- Close working relationships with parents, recognising their key role, expertise and joint decision making, as well as their need for support, is essential for ensuring that learning continues outside the school.
- Autistic pupils who are engaged in their learning, and who are active participants in decisions about their learning, are more likely to be confident learners.

## Person Specification

	Essential	Desirable
<b>Qualifications</b>	Qualified Teacher Status	Evidence of continuous INSET and commitment to further professional development  SEN qualification or evidence of specialist training in autism that may include SCERTS Intensive Interaction TEACCH
<b>Experience</b>	Teaching in Primary or Secondary Special School provision	Successful multi-agency collaboration

	<p>Experience of teaching autistic pupils</p> <p>Working in partnership with parents.</p>	
<b>Knowledge and understanding</b>	<p>Working knowledge and understanding of the National Curriculum</p> <p>Working knowledge of formative and summative assessment for SEN pupils including autism</p> <p>The monitoring, assessment, recording and reporting of pupils' progress</p> <p>The theory and practice and pedagogy suitable for teaching autistic pupils that includes all teaching and learning approaches and approaches to understanding emotional regulation</p> <p>The statutory requirements of legislation concerning Safeguarding, Equal Opportunities, Health &amp; Safety, Prevent, SEN (EHCP &amp; Annual Reviews)</p> <p>The positive links necessary within school and with all its stakeholders;</p>	<p>SCERTS framework</p> <p>B –Squared/ Evisense</p> <p>Evidence for Learning</p>
<b>Skills</b>	<p>Promote the school's aims positively, and use effective strategies to monitor motivation and morale;</p> <p>Develop good personal relationships within a team &amp; effective management of Teaching Assistants.</p> <p>Establish and develop close relationships with parents,</p>	<p>Develop strategies for creating community links.</p>

	<p>governors, Trustees and the community;</p> <p>Communicate effectively (both orally and in writing) to a variety of audiences;</p> <p>Create a positive, happy and purposeful learning environment.</p> <p>Ability to manage time effectively to ensure the submission of reports on time.</p> <p>Competent IT user</p>	
<p><b>Personal characteristics</b></p>	<p>Empathetic          Committed          Enthusiastic          Organised          Patient          Resourceful          Sociable          Resilient</p>	