



GREENSHAW
LEARNING TRUST



**SEN Class
Teacher
Recruitment Pack**

**ALWAYS
LEARNING**

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Dear Candidate

Thank you for your interest in the role of SEN Class Teacher at Green Wrythe Primary School. This post is for a full time SEN class teacher in our Highly Specialised Resource Provision Base, Rainbow, teaching children with a primary need of Autism.

Green Wrythe Primary is a successful and unique school consisting of two departments Ark and Rainbow, and was rated at Good at the last Ofsted inspection in April 2023. Ark, is our one form entry mainstream school department. Rainbow is our specialised education department for 59 children with autism.

The successful candidate will join an experienced and supportive team in Rainbow to lead outstanding classroom practice as class teacher of approximately 6-8 pupils all who have an EHCP in a Rainbow class.

I am very proud to be the Head Teacher of Green Wrythe Primary School. Our mission, to promote the well-being of every single child within our happy, vibrant and nurturing environment is at the heart of everything we do. We set high expectations through a creative and exciting curriculum which inspires a love of learning and helps to develop enquiring minds.

We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

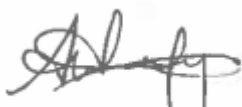
As one of the highest performing multi-academy trusts in the country, we currently comprise thirty six schools: eleven in South London, six in Berkshire, one in Surrey, fifteen in Gloucestershire and South Gloucestershire, and three in Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

We strive to be an inclusive and diverse employer and we encourage applications from underrepresented demographics. We recognise the need to achieve a good work-life balance and encourage discussions regarding flexible working across our schools and Shared Service teams. We aim to create the conditions under which our colleagues are able to thrive and to deliver exceptional work for the young people and communities which we serve. To get a feel of life at Greenshaw Learning Trust, please download our 'Why you should work for GLT' recruitment brochure on our jobs portal.

Green Wrythe Primary is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

The school website provides a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information - office@greenwps.org. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

Yours sincerely



Anoushka De Sampayo
Headteacher

About the School

Green Wrythe Primary is a successful and unique school because it consists of two departments; the Ark, which is the main school department and the Rainbow department for 59 children with autism. This is a school where everyone's needs are catered for and everyone thrives in the nurturing environment.

School Vision and Values

Vision

Be the best we can be.

Values

At Green Wrythe we are.....

Aspirational

Caring

Resilient

Accepting

Reflective

Respectful

Greenshaw Learning Trust – ‘Always Learning’

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve. We are all ‘Always Learning’.

Each school in GLT is led by its own leadership team and a governing body, which have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure, collaboration, and support. Our culture of trust and openness fosters mutual support and continual improvement.

At GLT it is really important to us that our classrooms are disruption free and the schools are calm and orderly. Our shared behaviour policy assists to make this happen and enables our teachers to have the greatest impact on the educational outcomes of the children in their classes.

School-to-school collaboration is enabled by regular contact between school leaders. Our shared services professionals provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, school improvement, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, pupil services, estates, finance, HR, IT, catering, clerking, procurement and governance.

From its establishment as a multi academy trust in 2014, the Trust has grown significantly and currently employs around 3,700 people and educates over 23,500 students. Further information about our schools can be found [here](#).

The Greenshaw Learning Trust Mission Statement

We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.

We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.

Greenshaw Learning Trust Employee Benefits

The GLT 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 (LGPS) or Teachers Pension Scheme
- Access to Blue Light Card Scheme
- Access to Teacher Art Pass Scheme (teaching staff only)
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Car benefit scheme
- My Health discounts

Terms and Conditions

Line Managed by:	Headteacher
Line Management:	Class Teaching Assistant / Learning Support Assistants
Contract:	Permanent
Salary:	Salary calculated in line with Outer London Teacher Pay scales, dependent on experience, plus SEN allowance for qualified teachers. (starting salary and pay points will be aligned with relevant regional spine on appointment, dependent on the location of the postholder)
Hours of Work:	32.5 hours a week / 52.143 weeks per year
Place of Work:	Green Wrythe Primary School, Green Wrythe Lane, Carshalton SM5 3QH
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.
Holiday Entitlement:	Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closure.
Probation Period:	New employees are required to complete a six-month probationary period
Disclosure & Barring Service Check:	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
Right to Work Check:	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance

Job Description

The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

This job profile recognises the requirements on teachers of the School Teachers Pay and Conditions Document and the mission, vision, values, aims and policies agreed by the Governors of the school.

Key Accountabilities

To be responsible for the management and support of children in your class. To work to implement the knowledge and planning of the curriculum via assessment, recording and reporting.

Manage the classroom environment and effective communication with parents to achieve effective learning for all pupils.

Key Tasks

- a. To teach a class of approximately 6-10 children with Education Health and Care Plans (EHCP) for a primary need of ASD according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
- b. To teach all subjects in the curriculum and provide work which is relevant and in line with the Early years Curriculum and/or National Curriculum requirements and the school's curriculum aims and objectives and SEN code of practice.
- c. To develop and implement individual outcomes for each child including EHCP outcomes.
- d. To manage the work of support staff in the class to ensure they are effective practitioners.
- e. To assist in managing the pupils personal care needs where appropriate
- f. To provide a teaching and learning environment that is appropriate to the tasks and in line with the school's policies.
- g. To be responsible for the organisation and monitoring of classroom resources.
- h. To attend regular team, curriculum and staff meetings in line with school procedures and to carry out duties which form part of the school's daily organisation.
- i. To produce medium- and short-term plans of work and contribute to the overall curriculum planning of the ASD base.
- j. To assess, record and report children's progress in line with school policy and Curriculum requirements.
- k. To formulate a clear view of the capabilities of each child, set challenging achievable targets for each child and to monitor and review their performance targets during the year.
- l. To participate in out of school activities such as trips.
- m. To be committed to safeguarding and promoting the welfare of children. To follow all procedures and policies relating to safeguarding of children.

Other Activities

- a. Promoting the general progress and wellbeing of individual pupils assigned to you.
- b. Making records of and reports on the personal and social needs of pupils.
- c. Communicating and consulting with the parents of pupils.
- d. Communicating and cooperating with professional persons or bodies outside the school.
- e. Ability to match work with pupils individually and as a group and to provide for individuals within the group including provision for the most and least able.
- f. Skill in developing engagement, attention, initiative and interest of pupils and helping them to become independent learners.

- g. Skill in using an appropriate range of resources to assist pupils' learning (especially regarding communication and regulation).

Assessments and Reports

- a. Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils, in accordance with school policy

Performance Management

- a. Participating in any arrangements within an agreed notional framework for the Performance Management of your performance and that of other teachers. The arrangements for appraisal having been mutually agreed.

Review and Further Training

- a. Reviewing from time to time your methods of teaching and programmes of work.
- b. Participating in arrangements for your further training and professional development as a teacher.

Discipline, Health & Safety

- a. Maintaining reasonable good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Staff Meetings

- a. Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

Administration

- a. Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during, or after school sessions.

Person Specification

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable
Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
	1. Educated to degree level or equivalent or evidence of working towards a similar level qualification in a relevant field. 2. Experience of teaching children with autism 3. Experience of leading and managing a class team.	4. Qualified teacher status. 5. Knowledge of ASD learning programmes such as Attention Autism 6. Evidence of professional development relevant to SEN teaching. 7. Experience of teaching children with autism who are pre verbal
Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:		
	8. Excellent organisational skills to promote successful learning for children with autism 9. Ability to develop good personal relationships & communicate effectively with colleagues, families and outside agencies. 10. Willingness and ability to reflect upon their own performance as a teacher. 11. Monitoring, assessment, recording and reporting of pupil progress.	12. Specific knowledge of methods used to meet the needs of children with autism. 13. Evidence of working effectively with professionals from a variety of agencies.
Additional Requirements: In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements:		
	14. Create a happy, challenging and learning environment.	15. Be confident with technology used in teaching e.g. interactive whiteboard.

The Recruitment Process

1. Application

Visit our website to view our current vacancies [here](#)

To apply for a staff vacancy, please register for an online account and complete the online application form. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

You have the opportunity to upload an attachment to support your application if desired. In the application form you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than 11.59pm on **16th February 2025**. Applications received after this date will not be considered.

2. Shortlisting

Shortlisting will be finalised on 19th February 2025. Shortlisted applicants will receive an email inviting them to select their preferred interview time. Please ensure you enter your correct email address on your application form and provide a contact telephone number. References may be taken up after shortlisting. Please ensure you indicate clearly on your application form if you are happy for us to do so.

3. Interview Process

Interviews will be held on **Monday 24th February 2025**. Applicants may also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

4. Feedback

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

5. Taking up post

The successful applicant will take up the post **Tuesday 22nd April 2025**

6. Additional information

For further information or to arrange a visit to the school, please contact Tamsin Evans, School Operations and Office manager, tevens48@greenwps.org.

7. Safeguarding

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.