



Candidate Information for Pathways ARP Class Teacher (Additional Resource Provision for children who have an autism diagnosis)

Starting April 2025



Welcome from the Executive Headteacher

Dear Future Colleague

I am delighted that you are interested in joining our team. Pathways is a very special place to work and you will be joining a well established team. Read more about the Pathways ethos team and ethos [here](#)

I am proud to be the Executive Headteacher of CHC Federation, serving the NW2 community. Clarendon and Childs Hill are happy thriving 2 form entry schools and we are proud to be part of The Elliot Foundation Academies Trust.



We have an inclusive and progressive approach to learning, wellbeing and imagination of every pupil in within our diverse, caring and harmonious schools and ARPs (Additionally Resourced Provision for children with an autism diagnosis). Our schools have a strong caring ethos, whilst at the same time having a clear focus on the pupils' learning and progress. Everyone in our schools are committed to ensuring that our children feel safe, happy and valued as well as ensuring they achieve their very best and develop a lifelong love of learning. We work hard to provide a rich and varied curriculum to give our children experiences they will remember and benefit from through their lives. Our federation aims to achieve a clear and simple goal. We teach all of our children to value their learning, be proud of themselves and to empathise with others. We ensure they see the worth and transformative power of creativity.

At the heart of both our schools is our restorative approach to behaviour management where shared values, a caring attitude, good relationships and a sense of belonging are key factors. It is central to who we are and it permeates all areas of school life.

If you think you can contribute to our aims and ambitions we would love to hear from you. Working in education is a rewarding vocation and you will be joining a wonderful team determined to provide an outstanding education for our pupils.

Dan Hawkins
Executive Headteacher





SEN Teacher Job Description & Person Specification

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

The post holder is accountable to the Head of ARP and the Executive Headteacher. This post will be supported by the Head of ARP and the Executive Headteacher.

Purpose of the job

- Carry out the professional duties of a teacher plus any other duties that can be reasonably asked under the direction of the Head of ARP and Executive Head Teacher.
- To provide a stimulating curriculum which develops and celebrates all of our pupil's abilities helping to ensure that pupils at the CHC Federation become confident and successful learners.
- To ensure that the needs of pupils who have an autism diagnosis and attend our ARP are met.
- To proactively support the ethos of the school alongside the leadership team by maintaining professional conduct (e.g. engaging in meetings, meeting deadlines, responding to pressure in a productive manner)
- To assist the Head of ARP and Executive Headteacher in the establishment and maintenance of good relationships through effective communication and consultation procedures with the whole school community.

Duties and Responsibilities

- To teach autistic pupils in class and individually.
- To accompany and support autistic pupils when included in mainstream classes, where appropriate.
- To observe teachers teaching autistic pupils from the ARP who are attending lessons in their linked classrooms and advise how to best meet their needs.
- To recommend and implement appropriate provision for autistic pupils in terms of:-
 - Teaching principles
 - Differentiation and Resource materials
 - Whole curriculum including National Curriculum
- To work in close collaboration with the colleagues in order to ensure appropriate individual education plans for autistic pupils to meet the learning needs and to monitor and evaluate them.
- To organise timetables for the class and for inclusion programmes for pupils in the ARP.
- To keep detailed and concise records of ARP pupil's progress and analyse data to inform future planning.
- To provide written reports for ARP pupils' annual review and at other times deemed appropriate.
- To assist in the preparations for annual reviews.
- To attend annual review meetings.
- To support and monitor the work of learning support staff within the ARP.
- To oversee the ordering and maintenance of equipment, books and materials required for meeting individual teaching programmes.



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- To develop and maintain resource materials relevant to work with autistic pupils.
- To assist with in-service training as appropriate.
- To make a full contribution to the life of the school, including attendance at staff meetings and parents' evenings.
- To establish and maintain partnerships with parents of the ARP pupils, ensuring maintenance of formal/informal communication.
- To work closely with the Trust colleagues and/or LA Advisor for autistic pupils in the ARP.
- To liaise with other agencies, including external agencies, involved in the care and education of autistic pupils in the ARP.
- To undertake training consistent with developing skills relevant to these duties and responsibilities.
- To be aware of, and act in accordance with the school policy on Child Protection and Safeguarding.

Further Responsibilities

The postholder will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below:-

- To welcome prospective families and pupils to the provision and provide information about the teaching and the curriculum.
- Identify relevant school improvement issues relating to the ARP.
- Define and agree appropriate improvement targets.
- Ensure that a robust assessment system for all ARP pupils leads to educational programmes that are personalised to each pupil's particular needs
- Evaluate the impact of all improvement activities on the quality of teaching and learning within the ARP.
- Contribute to relevant sections of the school's SEF (Self Evaluation Form) in conjunction with the school leadership team.
- Support the Head of ARP to advise on matters related to individual pupils in the ARP where appropriate.
- Working alongside other teachers with responsibility for coordinating specific areas within the mainstream classrooms.

Leading, developing and enhancing the teaching practice of others

- Develop and share exemplary portfolios of children's work.
- Support and disseminate the most effective teaching approaches to support pupils with SEN (autistic pupils in particular)
- To liaise with the whole team and evaluate and identify training needs and then inform the Head of ARP.
- Attend Trust and/or LA meetings to keep up-to-date with recent developments.
- Organise resources to ensure that staff are aware of the availability, location and correct and safe use of resources.



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Other School Improvement Plan Responsibilities

- To analyse and interpret relevant school data & support leadership team in setting whole school targets.
- Provide the Head of ARP and Executive Headteacher with relevant subject, curriculum area or pupil performance information.

Additional Information:

- The post holder is required to contribute to and support overall aims and ethos of the school.
- The post holder is required to be aware of and comply with policies & procedures relating to child protection; equal opportunities; health safety and security; confidentiality and data protection and to report all concerns to an appropriate person.
- The post holder will be expected to attend INSET sessions and meetings as necessary and appropriate.
- Behave in a professional manner at all times demonstrating mutual respect, compassion, good manners, politeness and common courtesies for all members of our community. All employees are expected to behave in a manner that role models positive behaviours for our pupils.
- Be committed to own continuous professional development.
- To support the values and ethos of the Elliot Foundation Academies Trust.

This list is not exhaustive. The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by the line manager.

Special Conditions of Service:

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.





Requirements	Essential	Desirable
Qualifications & career development	<ul style="list-style-type: none"> • Qualified teacher status • Degree or equivalent • Experience of mainstream teaching as well as experience teaching pupils who have an autism diagnosis 	<ul style="list-style-type: none"> • Specialist training or a qualification in educating autistic people • Evidence of continuing professional development in the field of autism, inclusion and mainstream education
Experience	<ul style="list-style-type: none"> • Knowledge of commonly used resources to support SEN pupils • Ability to motivate pupils of differing abilities • Knowledge of current legislation and developments in education • Knowledge of inclusive approaches for autistic pupils • Understand the potential range of learning styles of autistic pupils • Application and understanding of SEN Code of Practice 	<ul style="list-style-type: none"> • Working with children for whom English is an additional language • Knowledge of a variety of methods of pupil assessment, programme evaluation and review
Personal Qualities	<ul style="list-style-type: none"> • Aims for excellence • Vision and enthusiasm • Ability to empathise & form effective relationships with pupils in the ARP and their families • Ability to work effectively and flexibly as part of a team • Is able to motivate and inspire others • Sensitive to the needs of staff and children and ability to provide support where necessary • Open minded and creative • Compassionate • Ability to remain calm in challenging situations 	<ul style="list-style-type: none"> • Interests outside school • Experience of delivering extra curricular activities
Leadership and management (not all applicable for NQTs)	<ul style="list-style-type: none"> • Ability to use ICT as a curriculum tool • Effective communication skills both in writing and speech • Can motivate and encourage participation and engagement • Understanding of how to assess pupils language/learning needs, identification of pupil targets and support strategies • Ability to reflect, analyse and think creatively and flexibly in problem solving, both personally and with other staff and parents. 	<ul style="list-style-type: none"> • Adaptable / Innovative • Able to initiate change and bring fresh ideas
Relationships	<ul style="list-style-type: none"> • Strong personal presence • To have experience of commitment to home school links and the value of warm, welcoming ethos for children and adults alike. • Actively encourage the involvement of parents 	<ul style="list-style-type: none"> • Experience of working with other external agencies and/or specialists that are involved with autistic people



Salary, Hours & Employee Benefits

Salary: **MPS-UPS + SEN Allowance**

Employee benefits include: Access to an Employee Assistance Programme; cycle to work scheme and tech purchase scheme.

How to apply

If you are interested in applying for this role, please download an application form from the website and return your completed application form to head@childshillprimary.org. If you would like to have an informal chat or arrange a tour please get in touch.

Closing Date: Friday 21 February 2025

Interview Date: Wednesday 26 February 2025

*Although this is our intended interview date, in certain circumstances this may be subject to change

Safer Recruitment: We are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment and behave in a way which reflects this.

Appointment to this post will be subject to satisfactory safeguarding pre-employment checks, including a Barred List check, Disclosure and Barring Service check and references.

Please note, it is a criminal offence to apply for this post of employment if you are barred from working with children and young people.

