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Good  
Provider



Bourne  
Education  
Trust  
Transforming schools... changing lives




“Everything matters, at all times”

# Teddington School Specialist Resource Provision (SRP) Lead Recruitment Pack



# Welcome from our Headteacher

Thank you for your interest in working at our school. Please read through our recruitment pack, which we hope will give you a flavour of our school.

 Please click the link icon to watch a film about life at our school

Teddington is a vibrant and academically successful school, offering a wide and balanced curriculum coupled with a rich and varied programme of extra-curricular activities, all supported by an outstanding pastoral system. We have a positive outlook and a 'can-do' approach amongst staff and students. A strong learning culture is evident because there is an acknowledgement that we are all learners, and we can all improve. **We were judged 'Good' by Ofsted in November 2021.**

We have a modern and attractive campus that overlooks the River Thames, and the site forms an extremely pleasant working environment. **Our school is a happy community with a calm and caring atmosphere**, with mutual respect between all members of the community, and the fundamental principle that teachers have the right to teach and students have the right to learn.

**We are proud to be part of The Bourne Education Trust (BET)** - a successful multi-academy, made up of nineteen schools (plus a further three associate schools), across primary, secondary and special education. BET continues to grow a community of like-minded academies with the highest aspiration and dedication to achieving the best outcomes for their learners. They understand that people are the key to success, and for this reason believe in creating great places to work where people feel supported and encouraged to be the best they can possibly be. **Staff within their schools can expect to be challenged and motivated to achieve their ambitions**, and such is the scale and scope of the Trust's school-to-school support work, successful candidates can expect to receive rapid promotion either through direct placement or via secondments from their home school.

If after having read the enclosed information, you decide that you wish to apply to become a member of our thriving and successful community, please complete an application form and submit your supporting statement by the given date.

If you wish to have an informal discussion about the post before applying, please feel free to contact our HR Officer on 020 8943 0033 or you can email [hrdepartment@teddingtonschool.org](mailto:hrdepartment@teddingtonschool.org)

We look forward to receiving your application.

A handwritten signature in blue ink, appearing to read 'Kathy Pacey'.

Kathy Pacey



# About Bourne Education Trust

Based in Surrey, Hampshire and Richmond, we deliver the very best educational experience for our pupils. It is responsible for the education of approximately 10,500 pupils and employs just over 1,300 staff. The Trust is organised into both phases and clusters to support specialist and cross-phase collaboration.

The size of its schools range from a one-form entry primary to an eight-form entry secondary school with a sixth form. Schools are equally important and carry the same influence in terms of decision-making within the Trust. Each school has its own head and local governing committee. The Trust is led by a team of 5 senior leaders who report to the CEO, Alex Russell.

Since 2012 it has taken 9 schools from special measures or requiring improvement to good or outstanding. The rest have maintained their good status whilst in the Trust. BET has transformed the finances in 12 of its schools so that no school in the Trust is in deficit.

BET's values are summarised by our strapline: **'Transforming schools; changing lives'**. We absolutely believe that all children regardless of context or background deserve a great education, hence our involvement in schools and communities that have not experienced this. Whilst we want our schools to retain their own identity, all BET schools share environments that are **extremely warm and welcoming, professional, relentlessly positive, highly aspirational and characterised by happy and safe pupils with excellent relationships between them and the staff**. In all classrooms and beyond pupils enjoy creative and effective teaching and learning that fosters belief and confidence.

Our philosophy is to have schools working as effectively as possible and serving their community. We err towards independence on the independence/standardisation continuum but never forget we are one organisation working together. Our schools welcome the support of the Trust and its collective ethos but relish their remit as local schools and the responsibility that brings. Where we have centralised, it has not been driven by us but by the legal framework in which we operate and the requirements of the Academy Trust Handbook.



Please click the link icon to visit the Bourne Education Trust website



## Our Promise

Every pupil can expect to:

- Be known by our staff
- Experience an aspirational culture in which we refuse to accept barriers to achievement
- Have ambitious targets and access to appropriate resources to support their learning
- Meet and talk with our staff regularly about their learning and progress
- Learn within the classroom with appropriate support and to receive extra help when necessary
- Have their learning and progress and that of their peers effectively tracked
- Experience peer-to-peer support within the classroom rather than having total reliance on adults
- Experience a caring and supportive culture in which every individual is safe and can thrive.





## About Our School

### Our Location

Teddington School is situated on the banks of the River Thames, in the London Borough of Richmond upon Thames, in a **£36m modern, attractive campus**. The local area has lots of open and green spaces and has become a desirable area to both have a family but also enjoy the benefits of living close to **Central London and Kingston-upon-Thames**.

 Please click the link icon to access the virtual tour of our school

The school is well serviced by public transport, with Hampton Wick train station a five-minute walk. We offer free car and cycle parking for all staff members.

### Our Benefits

- A shorter academic year (36.8 weeks per year) – meaning more holiday time and work-life balance
- Students leave school at 2pm on Fridays, giving the opportunity for an earlier finish
- A twilight CPD programme creating time off in lieu for longer holidays
- A commitment to reducing staff workload
- A 24/7 Employee Assistance Programme to support your mental health and wellbeing
- Visible SLT with an open-door policy to support your day to day
- Outstanding ECT training and support in partnership with the Xavier Education Trust
- Shared resources and lesson planning
- Great opportunities for career progression
- A professional network of over 20 schools across the MAT to share and receive expertise, guidance and support.

**“Staff at all levels speak about a clear ‘open door policy’ in the school. They feel that leaders take clear consideration of their workload and wellbeing. They value the training they receive”**

**Ofsted 2021**

 Please click the link icon to access the performance tables for Key Stage 4

 Please click the link icon to access the performance tables for Key Stage 5



**“Teaching takes place within a supportive and inclusive classroom environment...Teddington is a caring environment where diversity is recognised and celebrated”**

**“This is a school where pupils enjoy their lessons, feel happy and feel safe. Pupils are respectful towards one another and value the positive relationships they have with staff”**

**Ofsted 2021**



## Advert: Specialist Resource Provision (SRP) Lead

Teddington School are recruiting for an enthusiastic and committed Specialist Resource Provision (SRP) Lead for our new SRP facility for students with Social, Emotional and Mental Health (SEMH) additional needs, opening in September 2022. This facility will cater for up to 10 students, each with an education and Health Care Plan (EHCP).

The Lead member of staff will be responsible for all the day to day operations and teaching in the SRP unit and will work closely with the SENCO and SLT, as well as liaising closely with the local authority. You will ensure that a fully inclusive, bespoke curriculum is delivered to support access into the mainstream school. You will have experience of working with students with SEMH additional needs and be able to demonstrate successful outcomes for supporting students to access mainstream lessons.

Teddington School is in an exciting phase of development. We are part of the high performing Bourne Education Trust and have just been judged 'Good' by Ofsted. We are excited to appoint exceptional individuals who wish to make a significant contribution to the learning and lives of our students. We have a proven track record of developing staff and providing an excellent professional experience.

This post is ideal for those wanting to be part of a consciously improving school, and eager to work in a school and trust that puts quality education for its students at its core. You will benefit from a network of support, having access to a range of SEND expertise within the Core Team as well as belonging to a cluster of schools within the Trust some of which also run specialist provision.

**Salary Grade:** Main/Upper Teacher Scale (negotiable, depending on experience)  
TLR2b (£4783) SEN Allowance (£2270)

**Responsible to:** Headteacher and SLT member with responsibility for Inclusion

Application forms should be emailed to [hrdepartment@teddingtonschool.org](mailto:hrdepartment@teddingtonschool.org) The closing date for applications is **Wednesday 25 May 2022 at 12 noon**, with interviews taking place on Friday 27 May 2022.

Candidates are encouraged to apply as soon as possible, and we reserve the right to interview as and when applications are received, ahead of the closing date and withdraw this advert.

Teddington School is committed to safeguarding and protecting the welfare and safety of its staff and pupils and follows safeguarding interview procedures. We expect all candidates to meet the highest standard of safeguarding and successful applicants will be required to undertake a Disclosure and Barring Service (DBS) check.



"The value placed on newly qualified teachers is phenomenal. I have never felt like my comparatively few years of experience teaching has ever held me back. I was made to feel as valued and worthy of opportunities in progressing my career as much as any other member of staff"

Hollie Pleavin, Head of Year 7





## Job Description: Specialist Resource Provision (SRP) Lead

### General/whole school responsibilities

- The education and welfare of the designated classes or groups of pupils in accordance with the requirements of Conditions of Employment of School Teachers, having due regard to the school's aims, objectives and schemes of work, and school policies.
- Promote the school's ethos
- To share in the whole school responsibility for the safeguarding, wellbeing and pastoral care of all pupils.
- To contribute to school improvement planning and school self-evaluation processes as appropriate
- Participate in the performance management process agreed in school, in line with national guidelines.
- To play a full and active part in the life of the school, by modelling the school's vision.
- Any other professional duties as directed by the Headteacher.

### Specific duties

#### Leadership and management

- Promote best practice in inclusion across the school.
- Lead and support the staff team for the specialist resourced provision (SRP)
- Lead regular SRP steering group meetings and take responsibility for submitting an annual report to the local authority or its representative.
- Work closely with the local authority and its representatives, developing the provision and supporting where necessary at tribunal.
- Lead colleagues in providing appropriate support for pupils who present with social, emotional, cognitive and/or behavioural challenges.
- Work as a member of the wider school team, planning co-operatively, sharing information, ideas and expertise.
- Consult and plan with multi-agency colleagues.
- Establish and promote good relationships with parents and carers to improve pupils' learning and development ensuring co-productive approaches.
- Effectively deploy staff working in the SRP to support pupil progress and independence.
- Ensure that access arrangements for national tests and examinations are in place for pupils who require them.
- Provide performance management for SRP staff in line with school policy.
- Analyse a variety of progress and attainment data to inform priorities and self evaluation.
- Work closely with senior leaders regarding inclusive policies and practices.
- Work closely with the school's SENCO and SEN governor.
- Maintain confidentiality with regard to information gained in the course of professional duties.
- Work closely with the headteacher to coordinate admissions to the provision including responding to requests from the SEN team.

#### Teaching and learning

- Use knowledge of school curriculum policy and *Early Years/ National Curriculum/ syllabus* requirements to plan differentiated work to meet the needs of individuals and groups promoting progression, continuity and independence.
- Use a variety of specialist teaching and learning approaches to create personalised support for each pupil in the SRP.
- Establish clear personalised learning objectives and expectations for each pupil in the SRP.
- Use quality classroom management strategies to ensure effective teaching and learning.
- Organise and maintain an appropriate environment to meet the needs of pupils placed in the SRP.
- Ensure that resources are organised and readily available to promote learning independence.
- Share specialist skills and knowledge with staff in the school and contribute to outreach in the local area; participating in outreach networks and quality assurance activities as required.
- Understand the personal, social and emotional needs of pupils and their impact on behavioural challenges.
- Provide quality feedback to pupils to improve progress and independence
- Set homework and other out of class activities to consolidate and extend the knowledge and understanding of pupils.

#### Monitoring and evaluation



"I started working at Teddington School in the midst of the pandemic, and although a strange time, I have never felt so supported at work. There is a real feel of team culture, where everyone is happy to help anyone. It is so nice to work at a school where you do feel empowered to take risks in your teaching and are so supported in your own professional development with opportunities available. I am proud to say that I work at Teddington School!"

Rebekah O'Hanlon, Teacher of PE



The Board of Trustees, Local Governing Committees (LGC) and all leaders across Bourne Education Trust recognise and accept their responsibilities to provide a safe and healthy working environment for all employees, students and visitors. We expect all colleagues to take reasonable care of their own health and safety and that of others who may be affected by their actions at work. All BET employees must cooperate with us to access proper training and to make sure they understand and follow the Trust's Health and Safety policies and procedures, and to help everyone meet their legal requirements. All colleagues must take responsibility for reporting concerns relating to health and safety matters through appropriate channels.

## Job Description (continued page): Specialist Resource Provision (SRP) Lead

### Monitoring and evaluation

- Assess and report pupils' attainment and track progress, using school systems and national criteria such as P scales, national statutory tests, EYFS and Pre key stage assessments and national examinations.
- Use assessment to inform planning and identify individual needs. Use these assessments to set appropriate targets and inform understanding of progress towards EHCP outcomes.
- Collaborate with school staff to write annual reports and reports for Annual Reviews and provide high quality evidence to present at review.
- Gather evidence of learning and take part in moderation at both school and borough levels.
- Advise school colleagues on strategies to improve the inclusion of pupils with a variety of SEN and specifically those placed in the SRP.
- Monitor the impact of advice and interventions and report to the senior leadership team.
- Co-operate with the school senior leadership and officers from the borough to self-evaluate the quality of the provision and action plan for improvements.
- Involve pupils, parents and carers in evaluation of the provision and pupil progress.

### Professional development

- Attend school based in-service training as directed.
- Deliver in-service training to colleagues in school.
- Provide outreach advice and support, including training, across the local area.
- Take an active part in identifying your own professional development needs.
- Undertake professional development activities to meet needs identified, taking full advantage of all possible opportunities including online packages and best practice sharing.
- Maintain a professional development portfolio to provide evidence for performance management.
- Attend local area teachers in charge network meetings each term

### School Community

- To actively promote the school's ethos in spiritual, moral and social responsibility. To act as a positive role model.
- To comply with the school's Health & Safety and safeguarding policies and undertake risk assessments as appropriate and designated supervisory duties.
- To attend meetings as per calendar.
- To play an active role in the realisation of the school's Development Plan and contribute to whole school initiatives.





# Person Specification: Specialist Resource Provision (SRP) Lead

Essential	Desirable
<p><b>Education and Training</b></p> <ul style="list-style-type: none"><li>• Qualified Teacher Status (QTS) with appropriate degree</li><li>• Additional qualifications and/or training in relevant field of SEND</li><li>• Understanding of the EYFS and national curriculum/KS3/KS4 syllabus</li><li>• Experience of teaching SEN pupils within a mainstream or specialist setting (minimum of 3 years)</li><li>• Knowledge and experience of current legislation with reference to SEN and disability</li></ul> <p><b>Teaching and Assessment</b></p> <ul style="list-style-type: none"><li>• Outstanding teacher</li><li>• Commitment to a child centred and collaborative working approach</li><li>• Ability to keep accurate records and analyse data</li><li>• Ability to devise, implement and review personalised learning programmes</li><li>• Experience of making arrangements for and supporting pupils in the context of test/exam access arrangements</li></ul> <p><b>Skills, attitudes and abilities</b></p> <ul style="list-style-type: none"><li>• Belief in the principle of comprehensive education</li><li>• A commitment to inclusion for pupils with SEND</li><li>• Commitment to student and pupil voice in co production</li><li>• Strong IT literacy</li><li>• Ability lead and manage a small team</li><li>• The pursuit of high standards, both academic and behavioural</li><li>• Ability to communicate clearly with a variety of professional and stakeholder groups including families.</li></ul>	<ul style="list-style-type: none"><li>• Evidence of commitment to further professional development</li><li>• Experience of teaching within a mainstream setting</li><li>• Knowledge of alternative curricula relevant to pupils with SEND</li><li>• Knowledge and experience of a variety of approaches to assessment for pupils with SEN and disability</li><li>• Experience of working in multi professional teaching teams</li><li>• Experience of managing a small budget</li><li>• Ability to organise and deliver training and support for colleagues within and beyond school.</li></ul>



“One reason I love working at Teddington School is the community feel and supportive environment that is built on strong professional relationships and mutual trust between all staff members. Since becoming part of the Bourne Education Trust the professional network of multiple schools working together enables me to carry out my role with greater confidence and there are a wider range of career development opportunities”

Joe Taylor, Subject Leader, Science



Teddington School has a commitment to placing the promotion of equality, diversity and inclusion at the centre of every aspect of its work and we want all our staff to feel valued, appreciated and free to be who they are at work. Our staff body represents many different cultures, backgrounds and viewpoints, reflecting the makeup of our student population and ensures that all students have role models to guide them throughout their journey at Teddington.



## Person Specification: Specialist Resource Provision (SRP) Lead

### Professional characteristics

- Be fully aware of the principles of safeguarding as they apply to this role and setting.
- Willingness to work flexibly and independently in the context of a provision in a mainstream school
- Ability to liaise and collaborate effectively with a variety of professionals
- The ability to initiate change
- Good organizational skills including time management
- Be self motivated, responsible and resilient.
- Effective communication skills both orally and in writing.
- Awareness of confidentiality issues and GDPR principles
- The willingness and capacity to function creatively and generously in a mutually supportive team
- Ability to carry out administrative tasks effectively
- Genuine care for the social and emotional needs of pupils
- Commitment to participation in networks of SRPs in the local area
- Ability to self evaluate, reflect and improve.

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## How to Apply

Interested candidates should complete an application form which can be downloaded from the school website.

 Please click the link icon to visit the vacancies page to download an application form


**Completed forms** should be emailed to [hrdepartment@teddingtonschool.org](mailto:hrdepartment@teddingtonschool.org) marked for the attention of Kim Bradstreet, HR Officer.


Please note that we are unable to accept or consider CVs.

## Useful Information

For further information about this vacancy please use the following contact details, quoting Ref: **Specialist Resource Provision (SRP) Lead**.

 Kim Bradstreet, HR Officer

 020 8943 0033

 [hrdepartment@teddingtonschool.org](mailto:hrdepartment@teddingtonschool.org)

## How to find us

 Please click the link icon to access a map of the area

## Safeguarding

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# Teddington School Leadership Team



**Kathy Pacey**  
Headteacher



**Karen Barham**  
Deputy Head



**Philip Wragg**  
Deputy Head



**Chris Daniel**  
Business Manager



**Kirk Campbell**  
Assistant Head



**Alison McGrandles**  
Assistant Head



**Kath Corrigan**  
Assistant Head



**Rachel Foley**  
Assistant Head



**Nicola Green**  
Assistant Head



**Paul McGrath**  
Associate Assistant Head