



## **Sherwood Foundation School**

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### **Job Description & Person Specification**

#### **Job Title: Wider Leader**

Sherwood Foundation School is a Foundation Special School located in the London Borough of Sutton and made up of three campuses:

Sherwood Park Campus: This is a specialist school for learners aged 3 - 19 years who have severe, multiple and complex learning difficulties and/or disabilities. This includes learners who have highly complex access needs resulting from their physical and/or health conditions. All learners require high levels of adult support to access learning.

Sherwood Hill Campus: This is a specialist school for autistic learners aged 3 - 19 years who have multiple and complex barriers to learning, requiring high levels of support to access education and learning around their peers. Many of our learners may also have severe learning difficulties and /or struggle to maintain a regulated state for learning.

Sherwood Manor Campus: This is a specialist school primarily for Autistic learners aged 11 - 19 years who have moderate to severe barriers to learning. Most of our pupils can access a highly adapted formal learning environment with high levels of adult support. Some of our learners struggle to deal with the demands of an adult led learning environment so may need a highly individualised learning offer to meet their academic potential.

All staff are expected to work across all campuses as required.

All of our children have an Education Health and Care Plan and often have a number of dedicated professionals working with them in order to support them to reach their potential - we are very proud of our trans-disciplinary approach and place great emphasis on supporting our pupils to feel safe, well and emotionally regulated in order that they can achieve their best.

Sherwood Foundation School is a warm and friendly school, with high aspirations for our fantastic pupils

## Job Description

Post Reporting to: Wider Leadership Team.

### Main purpose of the job

- Take specific responsibility and accountability for the day to day management and organisation of TLR responsibility area
- Be an excellent classroom practitioner
- Have an impact on educational progress beyond your assigned pupils
- Line manage and appraise identified staff
- Assist in the smooth running of the School at all times, including being responsible with the other TLR holders for the School in the absence of the Headteacher, Deputy and Assistant Headteachers
- Contribute to the development and successful implementation of the School's Development Plan as part of the Wider Leadership Team.

### Duties and responsibilities

In addition to carrying out the duties of a class teacher as outlined in the current School Teachers' Pay and Conditions Document, the post holder receives a TLR2b for Head of ASD (Autistic Spectrum Disorder) – Department to be confirmed following interview.

### Leadership and management

- Support and implement the vision and ethos of the School
- Contribute to, implement and evaluate the success of the School Development Plan
- Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management
- Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
- Together with SLT, lead on the school self-evaluation process for your TLR area including lesson observations, monitoring of school standards and bringing about improvement
- As appropriate contribute to the writing of self-evaluation and policy documents
- Manage effectively the transition of pupils where relevant
- Be a proactive and effective member of the wider leadership team
- Be an effective role model for your team in terms of teaching, behaviour and classroom management

### Teaching and learning responsibility

- Have an excellent knowledge of ASD pupils
  - Have a good knowledge of curricula relevant to children and young people with severe learning disabilities and autism including; semi-formal curricula, the National Curriculum and appropriate assessments in order to meet the pupils' individual needs and provide a broad and balanced curriculum via the School's agreed schemes of work.
  - Be responsible for the overall planning and management of your class and for developing timetables, in consultation with the senior leadership team and other colleagues.
  - Lead a curriculum area/subject (to be confirmed) across the whole School
  - Have overall responsibility and accountability for your TLR area ensuring curriculum continuity, consistency, balance, match and progression
  - Lead regular meetings relevant to your TLR area with appropriate colleagues
  - Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range.
- Monitoring and assessment

- Together with the senior leadership team (SLT), contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your TLR area
- Monitor standards including recorded work as relevant to your TLR area across the School including long and medium term planning

### Manage resources

- Be responsible for the organisation, planning and evaluation of the curriculum relevant to your TLR area of responsibility
- Manage, monitor and accurately account for any budget for your area.
- Evaluate, organise and monitor the use of resources

#### Staff development

- Be able to positively support / hold to account your team
- Act as a reviewer for the appraisal of identified staff
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, cooperation and teamwork
- Ensure you keep up to date with current developments in your TLR area and disseminate information as appropriate

#### Other

- Assist in the smooth running of the School at all times, including being responsible with the other TLR holders for the School in the absence of the Headteacher, Deputy and Assistant Headteachers

### Working with Parents and Other Professionals

- Forge strong links with other staff, local schools and the community
- Work closely with other professionals e.g. Speech and Language Therapist, Occupational Therapist, Physiotherapist, Swimming Instructor etc and implement the programmes developed with them
- Be responsible for developing positive relationships with parents/guardians and carers and encourage their involvement in their child's education whenever possible.

### Note

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

### Other Relevant Factors

The school has a no-smoking policy.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### Person Specification

|    | Education/Qualifications                                   | Desirable (D)/<br>Essential (E) |
|----|------------------------------------------------------------|---------------------------------|
| 1. | Recognition as a qualified teacher from the Department for | E                               |

|     |                                                                                                                                                                                                                                                          |   |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|     | Children, Schools and Families.                                                                                                                                                                                                                          |   |
|     | <b>Abilities/Skills/Knowledge</b>                                                                                                                                                                                                                        |   |
| 2.  | Proven ability to teach ASD/SLD/PMLD students                                                                                                                                                                                                            | E |
| 3.  | A working knowledge of the National Curriculum and 'P' Scale Assessment in order to meet the needs of the individual students.                                                                                                                           | E |
| 4.  | Ability to lead the class team and supervise, organise and deploy work to other members of staff/volunteers and to oversee and monitor the outcomes.                                                                                                     | E |
| 5.  | An empowering, positive and respectful approach to teaching and supporting students with Special Educational Needs; developing <u>the whole person</u> .                                                                                                 | E |
| 6.  | Experience of leading and developing a specific area of the curriculum and teaching across a range of curriculum areas                                                                                                                                   | E |
| 7.  | Ability to line manage class teachers in accordance with the <u>School's Performance Management Policy</u>                                                                                                                                               | E |
| 8.  | Ability to analyse data to monitor pupil progress and the impact of <u>teaching and learning within your TLR area</u>                                                                                                                                    | E |
| 9.  | Ability to lead regular meetings relevant to your TLR area with appropriate colleagues.                                                                                                                                                                  | E |
| 10. | An ability to devise Personal Learning Programmes (PLP's) to meet the student's needs within the agreed syllabus and implement the programmes provided by the multi-professional <u>team</u> .                                                           | E |
| 11. | An ability to maintain, clear, concise, up to date pupil records in accordance with the schools chosen system. (This would include curriculum planning / forecasts / evaluations / Annual Review Reports (A.R.R.), Care Review Reports and assessments). | E |
| 12. | An ability to implement behaviour management and manual handling and positioning programmes.                                                                                                                                                             | E |
| 13. | Willingness to undertake and act on training courses as required by the Headteacher and take responsibility for own continuing professional development                                                                                                  | E |
| 14. | An ability to communicate and work collaboratively with colleagues, parents/carers, multi-disciplinary teams, agencies, feeder schools and post-16 providers.                                                                                            | E |
| 15. | Ability to demonstrate effective knowledge and experience to ensure the Safeguarding of all learners.                                                                                                                                                    | E |
| 16. | Ability to model best practice in terms of Equality and Diversity with regard to pupils, staff, parents/carers and other stakeholders.                                                                                                                   |   |
| 17. | Ability to positively and proactively champion the rights, interests and wellbeing of people with learning disabilities and demonstrate an                                                                                                               | E |

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|  | empathy and understanding of the needs of their families. |  |
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