

**BEAL HIGH SCHOOL
LONDON BOROUGH OF REDBRIDGE**

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**BEAL HIGH SCHOOL'S
SECONDARY PROVISION FOR
SOCIAL COMMUNICATION DIFFICULTIES
Including AUTISM & ASPERGERS**

**SPECIAL NEEDS TEACHER
Full-Time Vacancy
MPS 2 Special Needs Allowances
Depending on Experience**

Required from January/April 2010

Beal High School has developed an exciting, successful and innovative provision for secondary aged students with Autistic Spectrum Disorders. The students work within the new purpose-built provision on the main school site and where appropriate in the mainstream school. The students are also involved in a range of social and extra curricular activities with their mainstream peers. Due to the expansion we are seeking to recruit class teachers for the class bases in the provision. The class teachers will be responsible for delivering the full differentiated curriculum to a small class of students throughout the week.

The successful candidates will have:

- Experience of students with special needs.
- The ability to plan and meet individual needs.
- Proven expertise as a class teacher – preferably in a special school.
- Some knowledge of Autism and communication difficulties or a commitment to extend that knowledge through in-service training.

Closing date for applications is midday on Monday 9th November 2009. Short-listed candidates will be contacted by telephone and invited for an interview on Wednesday 18th November. An application form can be downloaded from the school web site, (www.bealhighschool.org.uk) or alternatively contact CLD direct on 020 8418 2602.

**Job Description for Teachers in The Communication and Learning Department (CLD)
A Secondary Provision for students with Social Communication Difficulties including
Autism and Asperger Syndrome**

Post Title:	Teacher
Purpose:	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students with SEN. • To monitor and support the overall progress and development of students as a teacher. • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
Reporting to:	Head of Department
Responsible for:	The provision of a full learning experience and support for students.
Liaising with:	Head/Deputies, teaching/support staff LEA representatives external agencies and parents.
MAIN (CORE) DUTIES	
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. • To contribute to the CLD's development plan and its implementation. • To plan and prepare courses, Schemes of Work and lessons. • To contribute to the whole school's planning activities.
Curriculum Provision:	<ul style="list-style-type: none"> • To assist the Head of Department to ensure that the CLD provides a range of teaching which complements the school's strategic objectives.
Curriculum Development:	<ul style="list-style-type: none"> • To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Aims and Strategic Objectives.
Staffing Staff Development: Deployment of Staff	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Performance Management Review process. • To ensure the effective/efficient deployment of classroom support • To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those. • To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. • To review from time to time methods of teaching and programmes of work. • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information:	<ul style="list-style-type: none"> To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS, registers, etc. To complete the relevant documentation to assist in the tracking of students. To track student progress and use information to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> To communicate effectively with the parents of students as appropriate. Where appropriate, to communicate and co-operate with persons or bodies outside the school. To follow agreed policies for communications in the school.
Marketing and Liaison:	<ul style="list-style-type: none"> To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools. To contribute to the development of effective links with external agencies.
Management of Resources:	<ul style="list-style-type: none"> To contribute to the process of the ordering and allocation of equipment and materials. To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources. To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.
Teaching:	<ul style="list-style-type: none"> To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. To provide written advice for and attend the Students' Statutory Annual Reviews. To ensure that ICT, Literacy, Numeracy and social communication are reflected in the teaching/learning experience of students To undertake a designated programme of teaching. To ensure a high quality learning experience for students which meets internal and external quality standards. To prepare and update subject materials. To use a variety of delivery methods which will stimulate learning appropriate to student needs. To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To undertake assessment of students as requested by external examination bodies, departmental and school procedures. To mark, grade and give written/verbal and diagnostic feedback as required.
Pastoral System:	<ul style="list-style-type: none"> To promote the general progress and well-being of individual students and of the class as a whole. To liaise with other staff in terms of Pastoral support.. To encourage students full attendance at all lessons and their participation in other aspects of school life. To evaluate and monitor the progress of students and keep up-to-date student records as may be required. To contribute to the preparation of Action Plans and progress files and other reports. To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff

	<ul style="list-style-type: none"> • To contribute to PSHE, Citizenship and Enterprise activity according to school policy • To apply the Behaviour Management Systems so that effective learning can take place.
Other Specific Duties:	
<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. • To promote actively the school's policies. • To continue personal development as agreed. • To comply with the school's Health and safety policy and undertake risk assessments as appropriate. • To undertake any other duty as specified by STPCB not mentioned in the above. <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p>	
<p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>	
<p>This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>	

CLD CLASS BASE TEACHER

Selection Criteria and Person Specification

The following will be used to short-list candidates and as criteria in the selection process.

- 1 A relevant degree and qualified teacher status (or working towards).
- 2 A highly-skilled teacher with a commitment to quality and excellence in learning and teaching.
- 3 An up-to-date awareness of current issues relating to Social Communication Difficulties including Autism and Asperger Syndrome and relevant whole school issues.
- 4 An understanding of how to effectively teach and prepare students with Social Communication Difficulties for the opportunities, responsibilities and experiences of adult life.
- 5 The commitment to equal opportunities for all in the school community.
- 6 The ability to communicate well with children and young people and have an understanding of safeguarding and promoting the welfare of young people and in particular be prepared to demonstrate:
 - motivation to work with children and young people with SEN
 - ability to form and maintain appropriate relationships and personal boundaries with children and young people
 - emotional resilience in working with any challenging behaviour;
 - Professional attitude to use of authority and maintaining good behaviour.
- 7 The ability to inspire children and young people to achieve more than they think possible.
- 8 The ability to work collaboratively and supportively with colleagues within the school and with colleagues in other organisations.
- 9 Is willing to work within organisational policies, procedures and processes and to meet required professional standards.
- 10 Is well-organised and disciplined with regard to administrative duties.
- 11 Possess integrity, optimism, resilience and a well-developed sense of preparation and humour.
- 12 Possess drive, expertise and enthusiasm.
- 13 Is committed to continual personal and professional development. Is reflective and learns from past experiences.

The person appointed to this post will be expected to:

- Offer experience and knowledge of Autism and Asperger Syndrome, appropriate strategies and curricular needs.
- Demonstrate the skills, knowledge and understanding of a highly competent teacher and contribute to the continuing development of The Communication and Learning Department.

THE COMMUNICATION & LEARNING DEPARTMENT BEAL HIGH SCHOOL

Woodford Bridge Road, Ilford, Essex. IG4 5LP
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The Communication and Learning Department (CLD) caters for students with Autistic Spectrum Disorders and other related Social Communication Difficulties in a specialist provision on a mainstream site. It is based at Beal High School in the London Borough of Redbridge and is housed in a purpose built building with accommodation for up to 30 secondary aged students in school years 7 – 11

Within the department the students are based in small class groups of approximately 8 to 11 students. Each class has one teacher as well as a learning support assistant. The teacher is responsible for planning and delivering the full range of the National Curriculum to the class, which is differentiated to meet their specific needs. The curriculum has a strong emphasis on literacy, numeracy, there is also an additional emphasis on communication, social skills and life skills. In Key stage 4 the introduction of qualifications within the foundation learning tier and access to college links and work experience broadens out the learning opportunities that we offer.

Within the classrooms we use a range of teaching techniques recognised as effective for students with autistic spectrum disorders, these are used as appropriate to their individual needs. The use of visual structure and structured teaching methods ensures the student's ability to access the curriculum.

We have a good level of support from the Speech and Language Therapy service and the Educational Psychology service. This input and advice is used in consultation with parents to inform our planning and intervention with the students.

One aim of the provision is to be as inclusive as possible with the main school and so the students, whilst receiving the majority of their education from their class teacher within the provision, do have opportunities to attend mainstream lessons where appropriate including GCSE courses and they also have access to social opportunities within the main school. Each student is attached to a main school tutor group and where possible accesses some lessons alongside these peers, this is planned in conjunction between CLD teachers and the main school staff. Many of the students enjoy the opportunities to participate in the extra curricular activities and clubs on offer at Beal. When accessing the main school students are supported by Inclusion learning support assistants from our department, and we work towards independence from that support where appropriate.

Asylum and Immigration Act 1996 and Immigration (Restriction on Employment) Order 2004

Under the Asylum and Immigration Act 1996 employers are required by law to see original evidence of proof of entitlement to work before taking on a new employee.

New regulations came into force on 1 May 2004 regarding what documents are required before employment can begin. The relevant documents are listed in the Immigration (Restriction on Employment) Order 2004.

If you are unable to produce one of the documents listed under Part 1* of the attached schedule **Descriptions of documents for the purposes of article 4(2)(a)**, then you must produce two documents as stated under Part 2* of the attached schedule **Descriptions of documents for the purposes of article 4(2)(b)**.

If you provide documents listed under Part 2* then these must consist of one document from 1(a) and one document from 1(b)(i) to (vii) **or** the document described in 2(a) and one document listed in 2(b)(i) to (ii). If the two documents that you produce show different names then you must also produce a document explaining the difference.

Please note that applicants who produce documents listed under Part 1* of the Schedule or Part 2* section 2(a) and (b) will still be required to provide proof of their National Insurance number; this is required by the Council's Payroll function for Benefits Agency and Inland Revenue purposes.

Under the Immigration (Restriction on Employment) Order 2004, it is a requirement that the employer must have satisfied himself that each document produced appears to relate to the employee in question. If you choose to post your documents or arrange for someone else to produce these on your behalf, we will have to make further enquiries to confirm your identity.

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SCHEDULE

Part 1

Descriptions of documents for the purposes of article 4(2)(a)

Article 4(2)(a)

1. A United Kingdom passport describing the holder as a British citizen or as a citizen of the United Kingdom and Colonies having the right of abode in the United Kingdom.
2. A passport containing a certificate of entitlement issued by or on behalf of the Government of the United Kingdom, certifying that the holder has the right of abode in the United Kingdom.
3. A passport or national identity card, issued by a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confers rights of entry to or residence in the United Kingdom, which describes the holder as a national of a State which is a party to that Agreement.
4. A United Kingdom residence permit issued to a national of a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confirms that the holder has rights of entry to or residence in the United Kingdom.
5. A passport or other travel document or a residence document issued by the Home Office which is endorsed to show that the holder has a current right of residence in the United Kingdom as the family member of a named national of a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confers rights of entry to or residence in the United Kingdom, and who is resident in the United Kingdom.
6. A passport or other travel document endorsed to show that the holder is exempt from immigration control, has indefinite leave to enter, or remain in, the United Kingdom or has no time limit on his stay.
7. A passport or other travel document endorsed to show that the holder has current leave to enter, or remain in, the United Kingdom and is permitted to take the employment in question, provided that it does not require the issue of a work permit.
8. A registration card which indicates that the holder is entitled to take employment in the United Kingdom.

Part 2

Descriptions of documents for the purposes of article 4(2)(b)

Article 4(2)(b)

1. (a) A document issued by a previous employer, Inland Revenue, the Department for Work and Pensions' Jobcentre Plus, the Employment Service, the Training and Employment Agency (Northern Ireland) or the Northern Ireland Social Security Agency, which contains the National Insurance number of the person named in the document; and

(b) either:-
 - (i) a birth certificate issued in the United Kingdom, which specifies the names of the holder's parents; or
 - (ii) a birth certificate issued in the Channel Islands, the Isle of Man or Ireland;or
 - (iii) a certificate of registration or naturalisation as a British citizen; or
 - (iv) a letter issued by the Home Office, to the holder, which indicates that the person named in it has been granted indefinite leave to enter or remain in the United Kingdom; or
 - (v) an Immigration Status Document issued by the Home Office, to the holder, endorsed with a United Kingdom Residence Permit, which indicates that the holder has been granted indefinite leave to enter or remain in the United Kingdom; or
 - (vi) a letter issued by the Home Office, to the holder, which indicates that the person named in it has subsisting leave to enter or remain in the United Kingdom and is entitled to take the employment in question in the United Kingdom; or
 - (vii) an Immigration Status Document issued by the Home Office, to the holder, endorsed with a United Kingdom Residence Permit, which indicates that the holder has been granted limited leave to enter or remain in the United Kingdom and is entitled to take the employment in question in the United Kingdom.
2. (a) A work permit or other approval to take employment issued by Work Permits UK;
and

(b) either:-
 - (i) a passport or other travel document endorsed to show that the holder has current leave to enter, or remain in, the United Kingdom and is permitted to take the work permit employment in question, or
 - (ii) a letter issued by the Home Office to the holder, confirming the same.