



SENCO / ARP LEAD

Full Time, Permanent

Job Advert



**Small enough to care,
big enough to deliver a positive impact**



Astley Community High School

Elsdon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 237 1505

SENCO / ARP LEAD

Main / Upper Pay Ranges £31,650 to £49,084 plus TLR 1.1 (£9,782)

Permanent, Full Time

Required From 1 September 2025 or earlier

Small enough to care, big enough to make a positive impact

Are you passionate about inclusive education for all children, supporting students with SEN to reach their full potential? We are looking for the right person to join our small but very dedicated team, to be ASD ARP Lead teacher and SENCo at Astley Community High School.

You will lead on Special Educational Needs throughout our school, overseeing the educational provision for our children through working closely with staff, attending meetings to keep up to date with the latest practice and generally fulfilling all of the duties of your National Award in Special Educational Needs Coordination. You will also gain experience as a team leader, overseeing and coordinating our team of Learning Support Assistants, as well as working with numerous outside agencies. An Assistant SENCo will aid you with filing and administrative duties.

Across Astley Community High School and Whytrig Middle School we have a very experienced and dedicated team of Learning Support Assistants who work closely with all staff to ensure the best outcomes for our more vulnerable and SEN children. The team is coordinated on a day-to-day basis by an experienced Assistant SENCo. The SENCo line manages the Learning Support Assistants within Astley Community High School and will report to the Assistant Headteacher - SEN & Disadvantaged.

We have excellent facilities in terms of SEN teaching and intervention rooms and an extensive range of intervention programmes to cater for the individual needs of our SEN students. The team has a regular time slot one evening per week where professional development takes place in the form of training sessions, team meetings or individual planning/work time in order to constantly improve the service we provide for the young people in our care.

We are one of Northumberland's first ARP (Additional Resource Provision). The ARP is for pupils who have an ECHP for ASD or similar related diagnosis. The pupils who attend the ARP are expected to attend mainstream lessons for the majority of their timetable and use the ARP for specific interventions and as a support base.

We are looking for a lead teacher who will develop lessons within the ARP provision, and ensure pupils can be in as many mainstream lessons as possible, you will also ensure the smooth safe running of the ARP on a day to day basis. .

Based in south east Northumberland with good standards of teaching and behaviour and a strong commitment to improvement, we believe passionately that every student should be enabled to succeed in all aspects of

school life. Building on our 'Good' ratings by Ofsted, we continue to strive for further improvements.

As a relatively small school at Astley Community High School there is a real sense of community. Staff are able to fully get to know the students in both an academic and pastoral sense. Behaviour across the schools is good with the vast majority of students putting into practice our behaviour expectations of being ready, respectful and safe on a daily basis. Our students across the Year groups into the Sixth Form have a focus on wanting to learn - this helps to foster an attitude of wanting to achieve the best they can.

Visits to the school are also warmly welcomed and encouraged. Please contact Richard Goodman, Head of School ACHS on 0191 2371505 or email vacancies@svf.org.uk to make an appointment.

How To Apply

Please visit www.svf.org.uk/vacancies to apply for this post. Please read through all of the information on the role and click on the link to apply, this will take you to mynewterm, our application portal, where you will be able to complete an application form online.

Deadlines for applications is Wednesday 12th March 2025

It is expected that interviews will take place on Thursday 20th March 2025.

Please note that we do not accept CVs.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

Job Description

NORTHUMBERLAND COUNTY COUNCIL JOB DESCRIPTION

Post Title: ASD ARP Lead Teacher and SENCo for ACHS	School: Astley Community High School
Payscale: Main/Upper Range + TLR 1.1	Date: Easter 2021
Responsible to: AHT SEN and Disadvantaged, Head of School and Executive Headteacher	Responsible for: ARP TAs, SEN TAs and ACHS Assistant SENCo
<p>Job Purpose: Provide leadership on a day to day basis for the ARP based at ACHS and WMS. This will include the leadership, management, monitoring, review and development of the ASD Provision on a day to day basis and working with the AHT SEN and Inclusion on the strategic development of the ARP. To provide leadership on all areas relating to Special Educational Needs and Disabilities at ACHS. To line manage all Learning Support Assistants in the identified school.</p>	
<p>Duties and key result areas:</p> <p>General Carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with relevant policies, departmental guidelines, schemes of work and the National Curriculum.</p> <p>Daily Leadership for the ASD ARP</p> <ul style="list-style-type: none"> ● To plan, deliver, evaluate and develop the curriculum within the ARP Provision and also ensure pupils can be in as many mainstream lessons as possible. ● To liaise with Heads of Faculties and teachers in order to coordinate and provide suitable curriculum opportunities, teaching strategies and differentiation for pupils with ASD. ● To be responsible for all elements of the day-to-day management of the Provision. ● Create and manage a positive learning environment and a supportive culture and behaviour management strategy that enables learners to achieve their potential. ● Plan effectively in the short; medium and long term, identify clear learning objectives for students. ● Prepare and augment lessons when necessary to ensure coverage of the curriculum and the differentiated needs of learners are met. ● Apply teaching and learning strategies, ensuring that the diverse needs of all learners are met and progress for individuals is achieved ● Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations of learners and target expectations and actions to raise learners' achievements ● Prepare, implement and monitor Individual Plans for all pupils, ensuring specific areas of development are identified and targets are agreed with pupils and parents and deliver upon the outcomes in Educational Health and Care Plans. ● Demonstrate ongoing development and application of teaching expertise and specialism in ASD to enrich the learning experience within and beyond the Provision. ● Work collaboratively within and beyond the Provision with support staff (including directing their day to day work), teachers, other professionals, parents, agencies and communities, to enhance teaching and learning and promote the positive contribution and well being of learners. ● Contribute to the development and application of priorities, policies and activities in order to enable the achievement of whole Federation aims. <p>Specific Managerial Duties working alongside the AHT SEN and Disadvantaged..</p> <ul style="list-style-type: none"> ● To ensure that an appropriate and flexible curriculum is in place to meet the needs of all students ● Produce a development plan for the Provision which is consistent with the Federation plans ● Produce relevant information documents and policies for all stakeholders ● Manage and coordinate entry, transition and exit points for ASD pupils ● Attendance at Annual Reviews when invited and other appropriate meetings ● Arrange and chair Annual Review meetings for students within the Provision ● To prepare and deliver INSET within school and for the wider community 	

- Attend any meetings or other business that may be held in locations other than the school
- To represent the ASD Provision within the faculty management structure of the school
- Working with the Local Authority to ensure SLA arrangements and collaborative work with the Northumberland Inclusive Education Services and High Incidence Needs Team are being met, upheld and are delivering a high quality service to our students in the relevant school.
- In conjunction with the Business Manager, AHT SEN and Disadvantaged and Finance staff, supporting the budget setting process for SEN and ensuring variances to income and expenditure are notified for budget monitoring purposes.
- Setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control.
- Managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations

Leadership of SEN

- Ensuring that SEN provision within the school meets the requirements of individual children and also the statutory and non-statutory requirements as set out in the 2014 SEN Code of Practice.
- Ensuring that the statutory provision as set out in all EHC plans is in place and reviewed regularly, liaising with relevant staff and professionals to do so.
- Monitoring and evaluating SEN provision in the school and use the outcomes of this to further improve provision and support for SEN students.
- Creating and writing SEN Information reports for ACHS for publication on the websites ensuring compliance.
- Securing the commitment of staff, pupils, parents and the wider community to the vision and direction of ACHS in regards to SEN.
- Forming effective relationships with parents in order to inform them of additional support and interventions in place for their children.
- Liaising effectively with professionals who support the schools, parents and students in achieving excellent outcomes.
- Ensuring all intervention programs are monitored, evaluated and reviewed regularly to measure impact and evaluate effectiveness.
- Liaising with staff to disseminate necessary information which will support them in delivering Quality First Teaching to all students.
- Providing training opportunities for both teaching and non-teaching staff which may support students in their learning.
- Identifying priorities which ensure high standards for students, increase teacher effectiveness and secure school improvement.
- Developing and monitoring strategies that eliminate discrimination, harassment and victimisation; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations.
- Being accountable for all areas of SEN, including staff recognition of the requirements and needs of all students identified in need of additional support.

Teaching and Learning within the Schools for SEN and ASD

- Promoting and securing good teaching, effective learning, and high standards of achievement, good behaviour and discipline for SEN students.
- Implementing and monitoring the curriculum and its assessment for SEN students as agreed with Executive Headteacher, Heads of School and AHT SEN and Disadvantaged.
- Assess, record and report on the development and progress of SEN and analyse relevant data to promote the highest possible aspirations for SEN, students and target expectations and actions to raise SEN, students' achievements. Provide timely, accurate and constructively feedback on SEN, students' attainment, progress and areas of development.
- Monitoring and evaluating the quality of teaching and standards of learning and achievement of pupils with special educational needs or disabilities, in order to set and meet challenging, realistic targets for improvement
- Using data to provide accurate information to the AHT SEN and Disadvantaged on the attainment and progress of all SEN.
- Working with the Exams Officer for ACHS/WMS to ensure suitable access arrangements for SEN students for exams and tests.

Leading and Managing School Staff for SEN and ASD ARP

- Assisting the SLT in the selection and appointment of the SEN/ARP support staff.
- Ensuring safe working practices to protect vulnerable pupils are implemented by staff including undertaking risk assessments.
- Deploying and managing all SEN and ASD ARP support staff and ensuring their training and development needs are met.
- Working as a performance management team leader and adhere to the policy for performance management and ensure that objectives are addressed through the provision of high quality coaching and mentoring. Implementing and sustaining effective systems for the staff performance, incorporating targets for SEN support staff, including targets relating to pupils' achievement.

Safeguarding for SEN and ASD ARP students

- Taking the lead responsibility for promoting and safeguarding the welfare of SEN children within the school and liaise with ACHS/WMS DSLs.
- Providing advice and support to staff, liaising with the local authority and working with other agencies in order to ensure SEN child protection concerns are dealt with promptly and effectively.
- Ensuring safeguarding policies in relation to SEN students and procedures are fully implemented and adhered to by all staff.
- Ensure all staff and volunteers are able to raise concerns about poor or unsafe practice with regard to SEN children, and such concerns are handled sensitively and effectively in accordance with appropriate procedures.
- To maintain good order and discipline among pupils 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.

Generic Teaching and Learning Responsibilities

- Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear a positive framework for discipline and a supportive culture in line with the agreed behaviour policy.

- Plan effectively in the short, medium- and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and that the needs of all learners are met. Plan and prepare homework and other out of class work.
- Be aware of and apply a range of teaching and learning approaches which identify, build upon and develop pupil learning styles, and the ability learn independently.
- Teach across a range of abilities and ages commensurate with the teacher's experience and skills.
- Assess, record and report on the development, progress and attendance of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Set accurate targets for pupil improvement and monitor progress towards these. Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Liaise effectively with parents/carers through informative oral and written reports on pupils' progress and achievements according to the agreed assessment and reporting schedule. Discuss appropriate targets with parents/carers and encourage them to support their child's learning, behaviour and progress.
- Demonstrate ongoing development and application of teaching practice, expertise and subject competence to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
- Attend continuous professional development activities when required to update knowledge of the National Curriculum, syllabus changes and national initiatives which impact upon teaching, pastoral or other responsibilities.
- Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work and planning lessons), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well being of learners.
- Contribute to the development and implementation of priorities, policies and activities in order to enable school development plan priorities to be achieved.
- Promote and implement policies and practices that encourage mutual tolerance, respect for diversity and the core values of the Seaton Valley Federation of Schools.
- Undertake the role of form tutor, if required to do so, and follow the guidance given by the Heads of School and Student Progress Leaders.
- Carry out supervisory duties before school, at break or after school as required.
- Attend Faculty and other school meetings as required.

In addition, Upper Pay Range teachers are expected to:

- Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- Give advice on the development and wellbeing of children and young people, if required.
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Make a significant contribution to school improvement planning and evaluation.

Whole School Responsibilities

- Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.
- Ensure that whole school policies are effectively implemented including health and safety, equal opportunities, e-safety, confidentiality and data protection.

These schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. You are therefore under a duty to use the schools' procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the school: the pay level has been established on this basis.

Work Arrangements

None.
As identified in the relevant School Teachers' Pay & Conditions Document
Normally based indoors other than teaching roles requiring significant work outdoors e.g. PE.

Person Specification

Post Title: ASD ARP Lead and SENCO	Criteria	Essential	Desirable	Evidence*
Qualifications	1. Has qualified teacher status	✓		A
	2. Has recent professional training relevant to the post	✓		A
	3. Willingness to undertake CPD relevant to the post	✓		A
	4. Has up to date designated safeguarding training		✓	A
	5. Has achieved the SENCo qualification or willing to achieve it	✓		A
	6. Has a Masters Degree or equivalent in SEN or ASD		✓	A
Experience	7. Has experience of teaching within the 9 – 18 age range and also teaching ASD pupils	✓		A
	8. Has experience of leading teams		✓	A
	9. Has been part of a successful SEN team, with measurable improvements in student behaviour and/or attendance and/or academic performance	✓		I
	10. Knows, understands and applies knowledge of the English education system especially in all matters relating to SEN and ASD	✓		A/I
	11. Knows, understands and applies knowledge of ASD and all the issues associated with it.	✓		A/I
	12. Has experience of developing and delivering in-service training for staff		✓	A
	13. Has experience of working with ASD pupils resulting in measurable improvements in these pupils.	✓		A
	14. Has experience in working in ASD		✓	A
Knowledge	15. Knows, understands and applies knowledge of partnership working between schools	✓		A/I
	16. Knows, understands and applies knowledge of SEN legislation and the code of practice.	✓		A/I
	17. Understands data and tracking procedures across a range of measures	✓		A/I
	18. Understands practical methods for improving learning behaviours across a variety of age ranges and SEN issues	✓		A/I
Skills/attributes	19. Teaches at least to a good standard.	✓		R
	20. Has high levels of communication and interpersonal skills including building positive relationships with adults and children	✓		I
	21. Has a sound knowledge and understanding of ICT applications		✓	A/I
	22. Has sound judgement, shows determination and initiative and is hard working	✓		R
	23. Able to inspire challenge, motivate and empower others	✓		R
	24. Able to effectively prioritise, monitor and evaluate initiatives		✓	R/A
	25. Able to lead a team using a collaborative style whilst ensuring a high level of performance from all		✓	R/A
	26. Good level of oral and communication skills and interpersonal skills including building positive relationships with adults and children	✓		R/A/I
General	27. Fully subscribes to the Vision, Values and Aims of the schools and federation	✓		A
	28. Has high expectations of self and others	✓		R/A
Other	29. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	✓		R
	30. No disclosure about criminal convictions or a safeguarding concern that makes applicant unsuitable for this post	✓		R

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. observation, case studies/visits, (c) recruitment and vetting checks e.g. DBS criminal record check