



Riversdale Primary School

Job Advert

School Address:	Riversdale Primary School 302A Merton Road Southfields London SW18 5JP
Headteacher:	Amy Roberts

Role:	Autistic Spectrum Condition (ASC) Resource Base Lead & SENCo
Our school:	<ul style="list-style-type: none">• has excellent and supportive middle and senior leaders,• is committed to supporting continuous professional development,• has a team of staff that is recognised for its enthusiastic, friendly and rigorous approach to teaching and learning,• has children who thrive in a creative and challenging atmosphere,• has parents and carers who are supportive and ambitious for their children.
We are looking for:	<ul style="list-style-type: none">• We are seeking highly motivated, skilled and experienced practitioner to lead in our ASC Resource Base within our inclusive mainstream Primary school.• The successful applicant will be passionate, creative and an accomplished practitioner with knowledge, skills and experience of teaching pupils with ASC in the primary phase.• Applicants should ideally have additional SEN/ASC qualifications and will be committed to working with other professionals to create an outstanding inclusive provision.
Main Purpose of the Role:	<ul style="list-style-type: none">• To lead and develop the resource base, including the development of the curriculum and assessment policies within the inclusive context of the school.• To ensure that the needs of pupils who attend the provision are met and that pupils achieve the highest possible outcomes.• To support the senior leadership team in achieving the best possible outcomes in standards across the school, by offering addition CPD for mainstream and resource base staff as appropriate.

For an informal discussion about the post or any further details, please contact Amy Roberts (Headteacher). Tel 02088746904 or email head@riversdale.wandsworth.sch.uk

An information pack, including a Job Description and Person Specification can be found below. Completed application should be returned to the school either by email or post.

Closing Date: Friday 14th February 2025 (at noon).

Interview Date: Wednesday 26th February 2025

If you have not heard from us by the interview date, please assume that you have been unsuccessful on this occasion.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. This post is subject to a DBS check.

CVs are not accepted.

Person Specification: Key Criteria in addition to the statements in the advert

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status. • Evidence of recent professional development relevant to pupils with ASC. 	<ul style="list-style-type: none"> • Middle Leadership or equivalent. • Additional SEND/autism qualification
Experience	<ul style="list-style-type: none"> • Evidence of successful teaching of children with ASC/social communication disorders in the primary phase. • Experience of planning and implementing individual programmes for pupils with ASC using specific interventions. • Experience of advising others on strategies for successful inclusion. • Experience of working with parents, other professionals and therapists to support pupils with SEND. • Evidence of planning and/or contribution to the development of a suitable curriculum which responds to the needs of pupils with SEND. 	<ul style="list-style-type: none"> • Experience of leading and managing a team of staff. • Experience of teaching across the different primary phases. • Experience of leading and running annual reviews. • Evidence of a successful whole school initiatives that has had a positive impact on outcomes. • Experience of middle leadership.
Knowledge & Skills	<ul style="list-style-type: none"> • Knowledge of the National Curriculum from the EYFS to KS2. • Knowledge of current research on autism and successful specific interventions • Use of assessment procedures to gather appropriate data to monitor, review and evaluate achievement and progress and inform future planning. • Knowledge of specialist resources and approaches to teaching children with autism including TEACCH, PECs and Makaton. • Ability to use ICT to enable pupils to gain access to the curriculum. • Knowledge of EHCP process and annual reviews. 	<ul style="list-style-type: none"> • Knowledge of current research on autism and successful approaches. • Experience of writing annual review reports and running annual reviews.
Personal & Professional Skills	<ul style="list-style-type: none"> • Enthusiastic and committed approach to working with children with ASC. • Effective interpersonal and communication skills (written and oral) and ability to relate to people at variety of levels. • Effective time management and organisational skills. • Ability to remain calm in challenging situations. • Empathetic and sensitive manner. • Proactive approach to own professional development. • Commitment to working in partnership with parents and carers. 	

Leadership & Management Skills	<ul style="list-style-type: none">• Ability to lead and enhance the performance of a staff team to secure high quality provision for pupils with ASC.• Ability to foster commitment from staff.• Ability to work with senior leadership team to contribute to school improvement.• Knowledge of current and relevant inspection frameworks.	<ul style="list-style-type: none">• Experience of delivering autism-specific training within a school setting.• Membership of networks or forums.• Experience of producing progress reports to Governors and other stakeholders.
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Job Description

Post Title:	Autistic Spectrum Condition (ASC) Resource Base Lead & SENCo
Scale:	MPS/UPS (+ 1 SEN point for experience candidate)
Line Manager:	Headteacher

Main purpose of the job:	<ul style="list-style-type: none"> • To lead and develop the resource base, including the development of the curriculum and assessment policies within the inclusive context of the school. • To ensure that the needs of pupils who attend the provision are met and that pupils achieve the highest possible outcomes. • To support the senior leadership team in achieving the best possible outcomes in standards across the school, by offering addition CPD for mainstream and resource base staff as appropriate.
Main responsibilities and tasks:	<p>The duties in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions document as well as the generic job description that applies to all teachers (see pack).</p> <ul style="list-style-type: none"> • To lead on the education and welfare of all pupils within Resource Base. • To lead and manage the other teaching and support staff working in re Resource Base and to deploy support staff effectively and efficiently. • To work collaboratively with the mainstream SENCo for the benefit of all SEND pupils within the school. • To lead and model the expert teaching of pupils with ASC within the provision and when pupils are in mainstream. • To devise appropriate individual programmes for pupils, ensuring that they have a broad, balanced and relevant curriculum, including the National Curriculum, which addresses academic, social and personal targets with specific reference to the learning style of pupils with ASC. • To be responsible for the progress and achievement of all pupils within the Resource Base, and to adapt and refine the provision provided through ongoing monitoring of outcomes. • To provide advice, support and training to whole school staff to facilitate the inclusion of pupils with ASC in social and academic activities. • To ensure that all staff and whole school policies promote the ethos and approaches of an autism inclusive school. • To lead on the self-evaluation and development planning of the Resource Base as part of the whole school continuous improvement cycle. • To provide formal written reports to the governing body and other stakeholders on the outcomes for pupils within the Resource Base as part of the whole school monitoring cycle. • To collaborate with the senior leadership team on priorities for the Resource Base including deployment of staff, and utilising resources for maximum efficiency. • To manage and make efficient use of the resources available for the effective running of the Resource Base including ensuring that the learning environment includes appropriate equipment and materials. • To work with the local authority to lead on the admissions of pupils for the Resource Base adhering to the SEN Code of Practice and plan for transitions in and out of the provision. • To lead on annual review meetings for pupils within the resource base in line with the SEN Code of Practice and to provide written reports and gather other professionals' views where appropriate. • To understand the place of the provision within Wandsworth's local offer for children with ASC and be involved in the development of education of pupils with ASC across the local authority. • To establish and maintain partnership working with other professionals including other ASC bases, services and therapists to ensure that the individual needs of all pupils are met. • To build positive relationships with parents/carers of pupils in the Resource Base providing ongoing advice and support to ensure a consistent approach across both home and school. • To keep up-to-date with current research on ASC practice and disseminate as appropriate through leading staff meetings where appropriate and ongoing CPD across the school

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| | <ul style="list-style-type: none">• When time and resources permit, and subject to the agreement of the Headteacher, to provide advice to other local schools for specific identified pupils who would benefit from an ASC-specific provision.• To carry out any other reasonable duties and responsibilities as identified by the Headteacher commensurate with the level of responsibilities of the post. |
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Teaching Standards

PART ONE: TEACHING

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils which is rooted in mutual respect.
- Have high expectations and set goals where appropriate which stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- Contribute to pupils' attainment, progress and outcomes.
- Plan learning activities to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsibility and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings.
- Demonstrate an understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Supporting the teaching of well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and the intellectual curiosity of the children.
- Set homework and plan out of class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of sessions and approaches to own teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching support to respond to the strengths and needs of pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; to be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets and plan subsequent lessons in consultation with the class teacher.
- Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the School's Behaviour Policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage and support classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Take responsibility for improving practice through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regards to pupils' achievements and their well-being.