

Lead teacher for “The Maple” ARP

Specialist Lead Teacher for New ARP: “The Maple”

Main Scale/UPS + SEND point 2 (approx. £5,500) Full Time Permanent contract

Required for: September 2026

Age range: secondary

The Caterham Way: Believe, Connect, Innovate, Persevere, Excel

We are establishing a brand-new Additional Resources Provision (ARP) at Caterham High School. This is an excellent opportunity for a bright and innovative individual to join our Access & Inclusion Department, leading “The Maple”, an ARP for children with exceptional learning needs, including social and communication needs, associated learning needs, and possibly Autism.

An exciting part of this role is the development of the day to day running and provision in “The Maple”. You will be responsible for the development of the curriculum, including Foundation Learning requirements, and specific interventions and approaches as stipulated on EHCPs. You will support your team of colleagues to deliver high quality lessons and interventions.

You will be supported by managers and leaders in the Access & Inclusion Department and SLT, utilising skilled expertise (eg “The Arch” ASD ARP) to ensure you are successful in your role.

The Access & Inclusion Department supports a Pathway approach to the main curriculum, including a Deaf Provision, the Zen Den (SEMH), an EAL Provision and other SEND pathways to meet need. All A&I staff are expected to support vulnerable children and groups across the school if/when required. The school is well established within the Local Authority for its inclusive ethos and practice.

If you have a passion for working with young people with additional needs and want to shape a young person’s world, we would like to meet you.

You will be calm, resilient, and enjoy working as part of a team. Flexibility in approach is key to this role. You will be good at forging good professional relationships with parents, external agencies and all members of the Caterham community.

Ofsted describes Caterham High as “a caring community” where “Staff encourage pupils to believe in themselves and persevere in pursuit of their ambitions.” Ofsted “Good” June 2022.

We have good facilities, including sports and subject specific facilities. Our student body is well behaved, polite and friendly. We enjoy excellent relationships between students and staff.

We are committed to staff development including leadership opportunities. We close early to students every second Friday to support professional learning. We take pride in supporting colleagues' well-being. There are staff activities, and free access to our fitness suite, swimming pool and free parking. Our staff are well known to be friendly and welcoming.

We warmly welcome an informal telephone conversation prior to application. You are encouraged to read our most recent Ofsted report and visit the website to find out information about Caterham High School, Ilford.

Are you interested? If so, please see complete an application through the TES or use the application pack and form which are on our website.

Completed application forms should be e-mailed to recruitment@ecaterham.net by **Monday 27th April 2026 at 11am.** Please note, the school will assess applications on receipt and may arrange to interview successful applicants before the deadline.

The school has an excellent culture of safeguarding and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In accordance with KCSiE, Safer Recruitment Guidelines and Data Protection Guidelines, we reserve the right to use social media scrutiny as part of our recruitment processes. Offer of a position is subject to receiving satisfactory references and an Enhanced DBS Clearance. We endeavour to reply to all applicants but if you have not received a response within two weeks of the closing date, please assume you have not been shortlisted.

References may be taken up for shortlisted candidates prior to interview unless you indicate on your application form that you do not wish your current employer to be approached prior to interview.

JOB DESCRIPTION

Job Title:	Lead Teacher for “The Maple” ARP
Grade:	Main Scale/UPS + SEND Point 2 (approx £5,500) Full Time Permanent contract
Responsible to:	SENDCo and Assistant Headteacher Inclusion
Responsible for:	Teachers and staff working in the “The Maple” Provision (ARP) as directed by the Line Manager or Headteacher

Core Purpose:

To work as part of the Access & Inclusion Department, supporting colleagues in the “The Maple” Provision and across the school to further develop the school’s inclusive ethos and provision.

To support the Access & Inclusion Leadership Team.

To lead, implement and establish the ARP ethos, provision, curriculum and policy to ensure that all children have appropriate provision, are safe and achieve well and have access to the curriculum, facilities and extracurricular or enrichment activities.

To strategically lead on the provision for all students within the ARP, managing staff and resources to impact positively on student targets and outcomes.

To ensure students have learning opportunities to generalise skills in the community, in adherence with the educational visits policy.

Be responsible for day-to-day operation of the ARP in line with school policy and practice.

To monitor and evaluate the teaching provision for and progress of students within the remit of the ARP and address areas of concern, working closely with Inclusion Managers and SLT.

To establish good communication systems and processes with parents and families. Encourage and welcome parental contact and endeavour to ensure that such relationships are supportive, informative and helpful.

To provide professional guidance to colleagues, working closely with staff, and other agencies in line with the SDP and working with SLT.

To support staff to manage children who may occasionally exhibit behaviours that challenge, including potential physical aggression.

To carry out the duties of a teacher and school leader, as set out in the Teachers Pay and Conditions document.

Key Accountabilities:

“The Maple” ARP

- To support management to evaluate the quality of ARP provision and outcomes through self-assessment, evaluation and monitoring.
- Effectively communicate the ambition for students within the ARP to support and promote the school's inclusive values and vision
- Support management with the development of ARP teaching staff so that they are trained in delivering high quality outcomes for students with exceptional learning needs, such as social and communication needs, associated learning needs , and may have an Autism diagnosis
- Manage day to day budget and resources effectively
- Communicate effectively, positively and regularly with parents and carers, in a timely fashion, to establish good relationships, ensuring parents are aware of the support provided
- Support the appraisal and management of staff performance, and support CPD to ensure that all staff are meeting or exceeding appropriate standards
- Maintain an up-to-date knowledge of national and local initiatives which may affect the ARP policy and practice, and share key elements with appropriate staff including SLT as necessary for good provision.
- Work closely with line managers, keeping them informed of progress and any areas of concern in the ARP
- Work productively and efficiently as the key point of contact with external agencies, including the Local Authority, keeping up to date with the local offer and securing relevant services for students
- To provide students with access to stimulating environments, including regular use of specialist learning areas across the school, such as Sensory Room, Soft-Play Room, Multi-Sensory Garden, and subject specialist rooms (eg Food Technology Room, etc).

All staff in the Access & Inclusion Department (including the ARPs) will support the inclusive ethos of the school and will work positively with all students that the A&I Department support or as needs arise to support good teaching and learning across the school.

Student Outcomes – work with the AP staff, Teachers, Middle Leaders and SLT:

- Assess, monitor, record and report on the learning needs, progress and achievement of students reporting to Line Manager and SLT as appropriate.
- Advise on and set effective targets for students and be accountable for the meeting of them, considering the students' approach to learning to maintain high standards of engagement.
- Use data effectively to track progress and co-ordinate interventions; record and evaluate the impact of interventions and take action where necessary to ensure impact.
- Identify evidence-based interventions that are matched to students' needs or groups of students and ensure that these are measurable, time limited and that all staff delivering them are trained thoroughly.

- Facilitate, coordinate and monitor the quality of multi-agency input and specialist support for students within the remit of the ARP.
- Liaise and collaborate with previous and future educational settings to create effective transition plans that facilitate continuity of support.
- To be trained and confident in the delivery of relevant interventions or strategies such as Positive Behaviour handling, PECs or any other evidence-based intervention from the students' EHCP.
- To chair, prepare and present EHCP annual review meetings and any other professional multi-agency meetings as necessary.
- Ensure staff understand and enact their responsibility for the Health, Safety and Welfare of students within the remit of the ARP students.

Systems and processes - Under the direction of the Assistant Headteacher, Headteacher and Deputy Headteacher:

- Ensure that the ARP administration systems, organisation and processes are well considered, efficient and fit for purpose.
- Ensure staff have ready access to, understand and engage with EHC plans to impact positively on teaching and learning and outcomes for ASD students.
- Network with other comparable schools and interact with advisors and inspectors as required.

Teaching:

- Carry out teaching responsibilities in line with the professional duties of a teacher, for students with exceptional learning needs, such as social and communication needs, associated learning needs, and may have an Autism diagnosis.
- To model high standards of practice in learning and teaching, producing high-quality teaching materials, sharing these with other staff.
- To adhere to, and meet, the expectations of the Teachers' Standards.

Special Conditions of Employment

Training and Development

The school has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

Health and Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances.

Equality and Diversity

Caterham High School is committed to equality and values diversity. As such it is committed to fulfilling its equality duty obligations and expects all staff and volunteers to share this commitment. The duty requires the school to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people with whom they come into contact with dignity and respect and are entitled to expect this in return.

Other Specific Duties

- maintain confidentiality at all times
- engage actively in the Performance Management Review process
- carry out the duties in the most effective, efficient and economic manner available
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students
- contribute to the promotion of the school
- undertake any other duty as specified by Teachers Conditions of Service not mentioned in the above
- be courteous to colleagues and provide a welcoming environment to visitors and telephone callers

Safeguarding

Staff will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. They will uphold, support and act upon the school Safeguarding Policies and practice ensuring they have an up-to-date knowledge of relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people. Every teacher is responsible for ensuring that the school child protection policy is adhered to and concerns are raised in accordance with policy. They will attend Safeguarding meetings and events as appropriate and work with the Safeguarding Lead to promote strong, secure systems and development of ethos across the school.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that a teacher will carry out. Employees will be expected to comply with any reasonable request from a manager or be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

Last review date: April 2022

Next review date: June 2023

Headteacher's signature: _____

Date: _____

Postholder's signature: _____

Date: _____

Caterham High School Lead Teacher “The Maple” ARP PERSON SPECIFICATION

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understand of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

EXPERIENCE AND KNOWLEDGE	Essenti al	Desirable
Qualified teacher status to teach and work in the UK	X	
To hold or be willing to take the national SENCO qualification		X
Honours Degree or equivalent qualification	X	
Hold a further qualification (eg a post-graduate diploma or MSc) in special educational needs or with exceptional learning needs, such as social and communication needs, associated learning needs , and may have an Autism diagnosis		x
A minimum 3 years teaching experience with a proven track record of good or outstanding practice to support SEND needs and vulnerable groups	x	
Ability demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision to ensure development of the provision		x
Knowledge and understanding of developing and delivering an outstanding curriculum offer that is bespoke and ambitious for each student, reflecting the most recent research on how students with special educational needs and/or with exceptional learning needs, such as social and communication needs, associated learning needs, and may have an Autism diagnosis learn	X	
An up-to-date working knowledge and understanding of a range of teaching, learning and behaviour support strategies in relation to students with special educational needs, with exceptional learning needs, such as social and communication needs, associated learning needs , and may have an Autism diagnosis and other social communication needs or a clear commitment to develop this	x	
Has an understanding of national legislation and guidance especially in relation to Access & Inclusion, for example the SEND Code of Practice and the Preparing for Adulthood Initiative	x	
Experience of line managing other colleagues		x
Understanding and knowledge of school self-evaluation, development and action planning		x
SKILLS	Essenti al	Desirable
Excellent oral and written communication skills	X	
well-developed ICT skills and good record keeping skills	x	
The ability to be an excellent classroom teacher, be a positive role model for a team and others	X	
Ability to design, lead and deliver CPD for colleagues in the provision and in the mainstream staffing body		x
Track record of setting and achieving ambitious, challenging goals and targets in reference to SEND students	X	

Ability to establish a positive presence in the school and to lead and support a multi-disciplinary staff team, and understand the significance of interpersonal relationships and strategies for promoting individual and team development	X	
To be able to promote learning through the full range of extra-curricular opportunities and community events		x
ability to work collaboratively and positively with a wide range of people: students, parents and carers, mainstream colleagues and external professionals	x	
Experience of building and sustaining effective relationships with other schools and partners and the broader community that enhance the education and wellbeing of students		X
PERSONAL ATTRIBUTES	Essential	Desirable
To be student focused in all regards, with a commitment to getting the best outcomes for all students, and especially those under the remit of the Access & Inclusion Department, and promoting the ethos and values of the school	X	
Commitment to maintaining confidentiality at all times	X	
A genuinely reflective practitioner	X	
Ability to demonstrate sound judgement and make considered decisions	X	
Able to respond positively to pressure with resilience and optimism	X	
Well-developed sense of proportion and humour coupled with flexibility	X	
To be solution, not problem focused. To be a 'team player'.	X	
Is highly credible and can model excellent leadership and management behaviours	X	
ADDITIONAL FACTOR	Essential	Desirable
Display a knowledge of relevant legislation and guidance in relation to working with children and commitment to the protection and safeguarding of children and young people showing a commitment to safeguarding and equality.	X	