

SEND Teacher for “The Maple” ARP

SEND Specialist Teacher for New ARP: “The Maple”

Main Scale/UPS + SEND allowance (approx £2,500) 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, teaching in “The Maple”, an ARP for children with exceptional learning needs, including social and communication needs, associated learning needs, and possibly Autism.

This is an exciting opportunity to join a new team establishing a brand new provision. You may already be a SEND specialist or a practitioner aspiring to develop SEND expertise. We welcome applicants from primary KS2 or secondary settings.

You will be part of the team that creates and delivers an inclusive learning environment where all students thrive. You will be responsible for the day to day delivery and planning of the curriculum, including Foundation Learning requirements, and specific interventions and approaches as stipulated on EHCPs.

You will be supported by the Lead Teacher for “The Maple” and other staff in the Access & Inclusion Department, including an ASD Provision, “The Arch” already established at Caterham High.

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.

Teacher of SEND – “The Maple” ARP

JOB DESCRIPTION

Job Title:	Teacher of SEND
Grade:	MPS/UPS plus SEND allowance (approx £2,500)
Responsible to:	ARP Lead and Senior Leader Link
Responsible for:	supporting teachers and staff working in the “The Maple” Provision (ARP) as directed by the Line Manager or Headteacher

Main purpose

To fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document and to meet the expectations set out in the Teachers' Standards and SEND Code of Practice.

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 teach and deliver high quality lessons and interventions to children in “The Maple” ARP who have exceptional learning needs, including social and communication needs, associated learning needs, and an Autism diagnosis, demonstrating commitment to the school’s inclusive ethos.

To develop an inclusive learning environment which ensures all students achieve their individual potential linked to the Preparing for Adulthood pathways.

To see parents and carers as equal partners in their child’s education, promote co-production and value their contribution, keeping them informed of their child’s progress on a regular basis.

To work collaboratively and creatively with external agencies, such as SALT and EP, as well as other staff within the school, showing a high level of professionalism at all times.

To be trained and confident in the delivery of relevant interventions or strategies such as Positive Handling, SALT or OT or any other evidence-based intervention from students’ EHCP.

To support the Lead Teacher by ensuring that resources are planned, and equipment is suitable to meet the needs of the students, and to manage equipment and resources to create an orderly and safe learning environment.

Maintain good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment and to support self and staff to manage

children who may occasionally exhibit behaviours that challenge, including potential physical aggression.

To track and assess progress in each area of the student's academic and social development using the ARP's specific assessment packages.

To share and actively support the school's responsibility to provide and monitor opportunities for personal and academic growth to ensure students are safe, enjoy school and are well integrated into the school community.

To actively support the day to day running of the ARP by following processes, systems and policy to ensure consistent excellent provision.

KEY PRIORITIES

- To lead and support the work of HLTAs and TAs as directed by the Lead Teacher ARP, SENCO/s or AHT Inclusion
- To ensure that appropriate resources and lesson plans are in place to allow for outstanding teaching and development of students within the remit of the provision
- Support, teach and contribute to intervention programmes, contributing to evaluation and analysis to ensure effective provision that ensures good progress and attainment
- To have a flexible approach to working to support students in classes across the provision
- To share outstanding classroom practice and knowledge about current thinking to fellow professionals through CPD, advice and liaison
- To prepare and present EHCP annual review meetings and any other professional multi-agency meetings as necessary.
- To promote equal opportunities in all aspects of the school's work including the opportunity to access whole school activities.
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach as directed by the Senior Leadership Team
- Act as a positive role model for students and staff at all times promoting inclusion and diversity.

SPECIFIC RESPONSIBILITIES

Teaching and Learning, Assessment, Progress and Attainment

- Plan and teach well-structured learning to assigned classes of students with complex needs, using data to create effective plans, following the curriculum
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students, making accurate and productive use of assessment to enable reporting of progress to managers, professionals and parents

- Know and use ARP assessment strategies and programmes, practices and policy to guide planning and promote students' learning
- Adapt teaching to respond to the strengths and needs of individual students ensuring that individualised programmes/resources/specialist equipment are in place for all students
- To support individual pupil's needs with a range of specialist teaching and learning strategies (such as Makaton, PECs, Multi-sensory Learning & Play and other approaches), ensuring that teaching and learning is engaging, motivating, differentiated and person-centred.
- To establish and maintain a Total Communication Environment including the use of a variety of alternative methods of communication for students throughout the school day
- Set high expectations which inspire, motivate and challenge students
- To promote nurturing relationships between students, their peers and staff to support emotional resilience and create a secure learning environment where learning risks and independence are actively encouraged
- Promote excellent progress and outcomes by students in relation to educational targets and EHCP outcomes
- Demonstrate high quality curriculum knowledge and a willingness to learn new subject content at appropriate level
- To provide students with access to stimulating environments, including regular use of specialist learning areas, for example, Sensory/Immersive Room, Soft-Play Room, Multi-Sensory Garden, subject specialist areas (eg Food Technology Room, etc.)
- Ensuring students have learning opportunities to generalise skills in the community, in adherence with the educational visits policy
- Participate in arrangements for preparing students for statutory assessments and accreditation where appropriate
- Work with other staff to plan and provide for a creative, stimulating and quality curriculum for all students which supports a range of learning styles and helps to develop pupil's independence
- To establish and maintain positive working relationships by line managing and working in partnership with Teaching Assistants; directing and supporting their duties, preparing their work timetables and ensuring that they have appropriate understanding of student needs and of the teaching programmes and methods in place.

ALL teaching staff must

Uphold public trust in the profession by maintaining high standards of ethics and behaviour, within and outside school by:

- Observing high standards of personal and professional behaviour and being a positive role model
- understanding and always acting within, the statutory frameworks which set out their professional duties and responsibilities
- maintaining high standards in their own attendance and punctuality
- proper and professional regard for the ethos, policies and practices of the school
- understanding, promoting, and acting within, school policies and guidelines, including the School's Code of Conduct and ICT policy

- uphold, support and act upon the school Safeguarding Policies and practice ensuring knowledge and understanding is up to date with clarity of procedures to be followed
- treating students with dignity, building relationships always rooted in mutual respect and observing proper boundaries appropriate to a teacher's professional position
- having regard to safeguard student's well-being, in accordance with statutory provisions and health and safety
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability

Play an effective and active role in the school's Pastoral System by

- liaising with the relevant Head of Year to ensure the implementation of the school's Pastoral System and programmes
- evaluating and monitoring the progress of students and keeping up-to-date student records as may be required
- contributing to school activities (for example House activities, drop down days or pastoral events)
- promoting the behaviour ethos of the school, adhering to systems and policy

Manage behaviour effectively to ensure a good and safe learning environment by:

- having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

Engage with the Quality Assurance systems of the school:

- implementing school quality procedure systems to ensure a high quality learning experience for students which meets internal and external quality standards
- by reviewing from time to time methods of teaching and programmes of work
- by taking part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Fulfil wider professional responsibilities by:

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher, and as outlined in the school's teacher's job description and as set out in the Pay and Conditions Document and subject to any amendments due to Government legislation
- making a positive contribution to the wider life and ethos of the school
- developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- providing cover for absent colleagues in the autism provision as appropriate
- participating in meetings or events as appropriate e.g. tutor, staff or Parents' Evenings
- participating in whole school events e.g. Presentation Evenings, Open Evenings, Transition events, and other meetings or events

Special Conditions of Employment

Training and Development

The school has a shared responsibility with the job holder 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 this 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.

I have read, understood and accept the above job description.

Last review date: May 2024

Next review date: May 2025

Headteacher's signature: _____

Date: _____

Postholder's signature: _____

Date: _____

Caterham High School Person Specification: Teacher of SEND "The Maple"

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.

Education, Qualifications and Training		
Education, Qualifications and Training	Essential	Desirable
Degree or equivalent in relevant discipline	X	
Qualified teacher status	X	
Evidence of SEND teaching experience and relevant CPD	x	
Have at least 2 years experience as a mainstream teacher and/or experience in a mainstream school with a proven track record of good or outstanding practice to support SEND needs and vulnerable groups	x	

Evidence of further study (eg MA, MBA, Med) relating to special educational needs including exceptional learning needs, such as social and communication needs, associated learning needs, and Autism		X
Evidence of and commitment to continuing professional development	X	
Knowledge Skills & Experience		
	Essential	Desirable
Have the ability to inspire and motivate students to reach their potential	X	
Knowledge of a range of SEND (as above) and how to support students to succeed	X	
Have appropriate excellent teaching personal qualities that allow children and young people with SEND needs to make good progress with their learning during lessons	X	
Know the specific issues faced by learners with exceptional learning needs, such as social and communication needs, associated learning needs, and Autism	X	
Evidence of leading the work of other adults in classrooms		X
Teach using an increasingly wide range of teaching strategies to meet different learning needs and abilities and have an understanding of the theory and practice of effective teaching and learning for students with SEND	X	
Experience of engaging proactively with change in an educational situation, and ability to adapt		X
Understand the recording, monitoring and use of assessment to monitor progress and amend or set personalised targets	X	
Good knowledge of the National Curriculum, and other curriculum programmes suitable for students within the ARP		x
Make effective use of ICT when teaching and planning or to support role	X	
Understanding behaviour management strategies and a positive view of Behaviour Management	X	
Ability to build effective working relationships with staff, students, parents and carers and other stakeholders	X	
Understanding of the accountability of the role	X	
Personal Characteristics		
	Essential	Desirable
Ability to demonstrate sound balanced judgement with decisiveness, flexibility and integrity	X	
Resilience, the ability to work under pressure and be able to meet deadlines, with good record keeping skills	X	
Excellent communication skills (including written, oral and presentation skills)	X	
The ability to think strategically, creatively and to prioritise	X	
The ability and motivation to constantly improve own practice and knowledge with a strong reflective approach and learning from others	X	
The ability to support colleagues and a strong commitment to working as part of a team	X	
Personal resilience, energy and enthusiasm	X	

To have a sense of humour, to be kind, and have an ability to keep things in perspective	X	
Additional	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	X	
Sound knowledge of SEND Code of Practice	x	
Belief in the responsibility of a school to get the best outcomes for <i>all</i> students	X	