

TEACHER – SPECIALIST RESOURCE PROVISION AND
LEADING PRACTITIONER – SEN
RECRUITMENT PACK

Trinitas
Academy Trust

Faith ✦ Family ✦ Flourish



“LEADERS HAVE CREATED A SUPPORTIVE ENVIRONMENT
WHERE STAFF AND PUPILS FEEL WELCOME AND RESPECTED.”

OFSTED 2023



WELCOME FROM THE CEO

It gives me great pleasure to welcome you to Trinitas!

I am both proud and privileged to be serving as CEO of Trinitas Academy Trust, a family of schools with an unrelenting desire to achieve our vision:

“We believe that all children deserve the best education, and all staff deserve to be valued and developed. Our Trinitas family, Christian faith, and unrelenting desire to improve society, underpin everything we do. Creativity, compassion and high expectations drive the Trust to ensure that every person within its community flourishes.”

When any of us choose to work in education, we do so because we want to improve the lives of the next generation, and to inspire and encourage children to be the best they can be. At Trinitas this is exactly what we aim to do, whilst enabling each school to thrive within its own distinctive ethos and character. Central to this is our strapline of ‘Faith, Family, and Flourish’:

Faith – in ourselves, in each other, and for those who believe, in God

Family – working as a connected unit, sharing challenges and successes

Flourish – keeping people at the centre of what we do so that all, children and adults alike, can flourish

Trinitas has a mix of faith and non-faith schools, across all sectors of education (Primary, Secondary & Special Schools), and this blend enables us to share a wealth of expertise across the trust as we continue to support one another to achieve our vision.

Whilst we celebrate individual school distinctiveness, we are a single organisation working collaboratively to achieve the very best outcomes for every member of our Trust family.

Leaders, teachers and support staff, both in the classroom and out, work as one team to provide the best experience for our children. They are talented, skilled, dedicated professionals working closely with the wider school community, making sure that we meet the needs of children and their families. We are there to support and encourage every Trinitas child and their family as they take their first steps into school, and as they take their last steps from the Sixth Form and into their future.

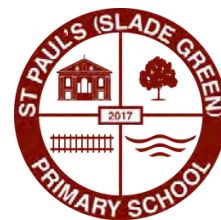
Having worked in education my whole career I absolutely believe it changes lives - education can equip learners with agency and a sense of purpose, and the competencies they need, to shape their own lives and contribute to the lives of others. I'd welcome the opportunity to work with you to change lives.

A handwritten signature in black ink, reading 'Godden'.

Simon Godden
CEO

“PUPILS FOLLOW A BROAD AND AMBITIOUS CURRICULUM, WHICH IS WELL PLANNED AND SEQUENCED.”

OFSTED 2023



WELCOME FROM THE PRINCIPAL

I would like to welcome you to St Paul's (Slade Green) C of E Primary school.

At St Paul's we aim to provide a safe, happy, stimulating and challenging environment in which children learn and grow, knowing their contribution to the school is highly valued. We pride ourselves on our reputation of being a fully inclusive school, meeting the needs of a diverse range of pupils, with a strong emphasis on the children's well-being and pastoral care. This is the result of a highly committed and professional staffing team who consistently place the child at the heart of everything they do.

Our most recent Ofsted inspection, in September 2023 highlighted that St Paul's is 'a highly ambitious school' where 'pupils are safe and enjoy coming to school' and that 'pupils follow a broad and ambitious curriculum which is well planned and sequenced'.

St Paul's is a school rooted in a strong Christian ethos, and our vision 'to be a school of excellence where everyone feels safe, valued and respected and has the confidence to 'walk tall' and achieve great things as a unique child of God', underpins all that we do.

This vision is encapsulated in our guiding principle 'all gifted, all different, all parts of the same body', celebrating the uniqueness and talents of all children and staff.

As a Unicef Rights respecting Gold School, children's rights are embedded across the school and pupils are aware of their responsibilities as global citizens, as well as being strong advocates of showing respect to others. We foster a positive school culture where staff and pupils feel welcome, respected and supported. In addition, our staff are encouraged to embrace opportunities for their own professional development.

St Paul's is a great place to work with staff who are passionate about the children's learning and development. We strive to make a real difference for the pupils and the community that we serve to improve life chances and widen opportunities for life beyond school.

I am immensely proud to be the principal of St Paul's and to work alongside our amazing staff and pupils. We would be delighted to welcome you to our school to join our warm and friendly school community.

Wendy
Cornford
Principal

Trinitas Academy Trust

Faith ✝ Family ✝ Flourish

Trinitas is a Multi-Academy Trust in South East London. We are a family of seven schools working together towards outstanding outcomes for all pupils. We want to give our children the best education, develop and value our staff, and do all within our capabilities to improve society.

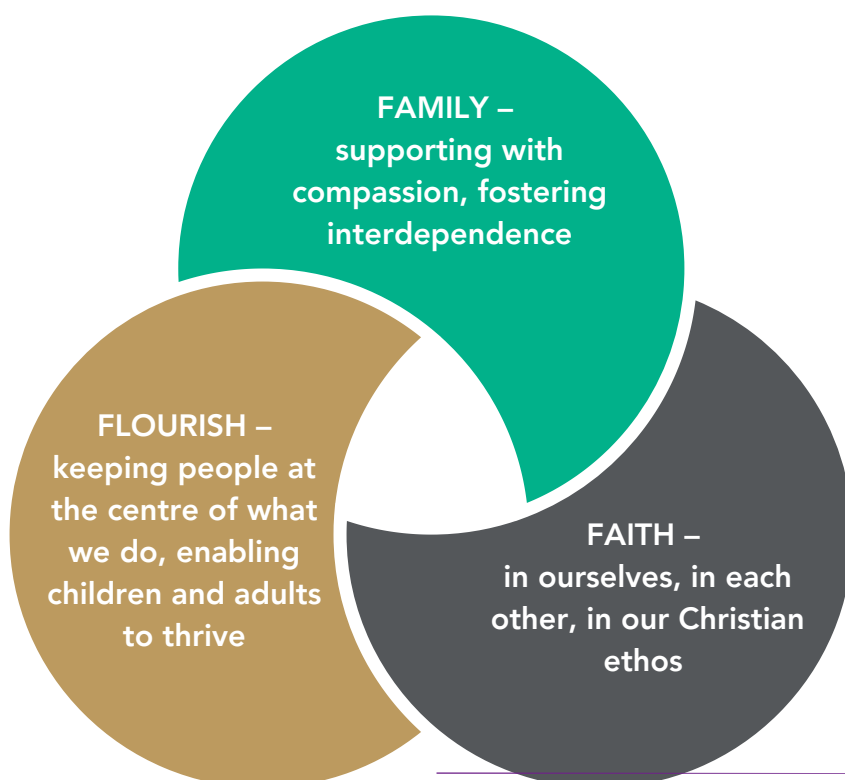
Our vision is central to the work we do, in all aspects, from the development of our curriculum, our approach to school improvement, how we conduct staff appraisal, to the way we prioritise the wellbeing of staff and pupils alike:

We believe that all children deserve the best education and all staff deserve to be valued and developed.

Our Trinitas family, Christian Faith, and an unrelenting desire to improve society underpin everything that we do.

Creativity, compassion and high expectations drive the Trust to ensure that every person within its community flourishes.

Central to achieving our vision are our three Trinitas pillars: Faith, Family & Flourish.



BEING A PART OF TRINITAS

TRINITAS PEOPLE STRATEGY

Our staff are our most important asset, and therefore it is vital that we do everything we can to attract, retain, engage and develop the very best people throughout Trinitas Academy Trust. Only then will we be able to deliver our Trust vision.

Our Trinitas People Strategy has three key strands:

- Attract & Recruit
- Engage & Retain
- Develop Talent

Our Trust people strategy is grounded in the unwavering commitment to foster a culture where equality, diversity and inclusion serve as the foundation, ensuring that every individual is valued, respected and empowered to contribute their unique strength to our collective success.

As part of our ongoing commitment to staff wellbeing, all Trinitas employees are entitled to one day leave each year for personal use - we call this 'Trinitas Time'!

Staff appreciate being able to use this day to support their family, or perhaps attend an important event during term time - it's for employees to use however they see fit.



PROFESSIONAL DEVELOPMENT

There are many reasons to work at Trinitas, not least our relentless focus on looking after and developing our staff - it's even in our Trust vision! We believe that every member of our community has immense potential, and deserves the opportunity to grow both personally and professionally, in a supportive and nurturing environment.

Our Trinitas CPD Programme ensures that all staff have this opportunity, both in terms of supporting wider school improvement and their own personal areas of interest. This approach also feeds into our appraisal system, which has a strong focus on staff aspirations and career progression. This ensures that colleagues have a strong sense of ownership and agency, and each and every member of our Trinitas family is valued.

PLEASE SEE THE TRINITAS PEOPLE STRATEGY AND CPD PROGRAMME THAT HAS BEEN SHARED WITH THIS APPLICATION PACK FOR FURTHER INFORMATION



"THE SCHOOL IS HIGHLY AMBITIOUS FOR PUPILS' LEARNING."
"ALONGSIDE THEIR ACADEMIC LEARNING, PUPILS LEARN
ABOUT THEIR RIGHTS AND WHAT IT MEANS TO BE A GOOD
GLOBAL CITIZEN."

OFSTED 2023



PUPIL WELCOME



We have been at St Paul's Church of England Primary school since Nursery, and now we are in Year 6.

St Paul's is an amazing school where we all care for one another. The teachers and staff are very supportive and kind. Sometimes, it feels like we are in a second home.

Our teachers are enthusiastic and make sure that everyone can join in with the learning. The teachers always have smiles on their faces and are very respectful.



At St Paul's (Slade Green) we form strong and lasting bonds with each other. We build friendships and show respect for everyone no matter their race, culture or religion. We are very passionate about our learning and everyone flourishes to be the best version of themselves, not just academically but also spiritually.

Learning at St Paul's is fun and throughout our time here, we have had countless opportunities for school trips and visits. For example, year 6 recently went on a residential trip to Kingswood, where we learned new skills and embraced new challenges. Our school trips are based on our learning quests. In Year 5 we visited Kent Life to learn about Victorian times.

Our school is a church school and every Wednesday Reverend Jim, from St Augustine's church, leads our worship. The school is also very eco-friendly with our own forest school and meadow, which help us to learn about the environment.



There are a variety of roles and responsibilities available to us such as being Eco-Warriors, Leading Lights and RRS Ambassadors. These help to build our confidence and prepare us for secondary school.

St Paul's has received positive reports from others. Ofsted said we are a 'good' school and Unicef recognised us as a 'gold' Rights Respecting School.

If you are looking for a friendly, calm and sociable school then this is the place for you! We would love to welcome you to St Paul's.

Sophia, Sanvi, Olivia-Grace and Nkeiru
Year 6 pupils



“THEY HAVE ESTABLISHED A POSITIVE SCHOOL CULTURE IN WHICH STAFF EMBRACE OPPORTUNITIES FOR ONGOING PROFESSIONAL DEVELOPMENT. STAFF SUPPORT THE SCHOOL’S VISION TO PROVIDE A HIGH-QUALITY EDUCATION FOR ALL AND WORK HARD TO ACHIEVE IT.”

OFSTED 2023



ABOUT THE SCHOOL

ALL DIFFERENT, ALL GIFTED, ALL PARTS OF THE SAME BODY



St Paul's is a two-form entry primary school including a school-based Nursery and Resource Provision, for pupils with speech, language and communication needs.

We are a diverse and inclusive school; valuing the many different cultures and backgrounds that enrich our school and its community. We pride ourselves in being a school that meets the needs of the local community and parents/carers value the additional support offered by the school. We have a strong Christian ethos and believe that our children are quite exceptional.

We strive to raise pupil aspirations and equip them with the skills to become independent, resilient and life-long learners. This is achieved through our dedicated and supportive staff team who are committed to raising standards and encouraging pupils to 'walk tall' as we celebrate their successes.

Our Early Years provision is well resourced, providing children with a learning environment that fosters stimulating learning opportunities both indoors and outdoors. The children experience a wide variety of engaging activities, supporting them to learn and make friends. We know that when children feel relaxed, safe and valued, it builds their confidence, develops independence and cultivates a positive disposition and natural curiosity to learn.

The St Paul's curriculum is based around rich learning experiences that are purposeful and meaningful to the children. We have designed the St Paul's Learning Quest curriculum which takes children on a learning journey, enabling them to acquire new knowledge, concepts, and skills across all subject areas. It is a broad, balanced and knowledge- rich curriculum.

At St Paul's we recognise the importance of building a secure foundation for pupil's learning and therefore place a strong emphasis on teaching oracy, phonics, early reading and mathematics, throughout Early Years and Key Stage 1.

We believe that education is about the development of the whole child and provide a rich variety of learning opportunities both in and out of school. St Paul's promotes character development and wellbeing through our RSHE curriculum, Christian values and our Right Respecting School's agenda. Our curriculum extends beyond the classroom offering wider cultural capital experiences through community engagement, local trips, visits from guest speakers and a variety of extra-curricular opportunities, including the Children's University.

In addition, we have an excellent resource provision for children with speech, language and communication needs staffed by skilled practitioners trained to meet the needs of pupils with SEND. This strong provision for SEND pupils has been recognised by Ofsted, noting that 'staff identify pupil's additional needs promptly, and there are clear plans in place for their support' which helps these pupils to develop their confidence.

At St Paul's, the school is committed to developing the talents of all children enabling them to 'walk tall' and flourish.





JOB DESCRIPTION

Job Title:	Teacher – Specialist Resourced Provision and Leading Practitioner - SEN
Job Category:	Teacher
Hours of work:	100% Fte
Grade:	Outer London Teacher's pay scales inclusive of Outer London Weighting, plus £500 Welcome to Trinitas Bonus + SEN Allowance
Responsible to:	Principal
Links with:	All staff, parents/carers, pupils, stakeholders, external agencies or provisions

MAIN PURPOSE OF THE JOB

- Lead the provision of the Specialist Resource Base for children with ASD and Moderate Learning Difficulties.
- To provide high quality, effective, flexible support for children placed in the Specialist Resource Base.
- To support all staff in identifying the needs of SEN pupils and to disseminate effective teaching approaches.
- To work with pupils, class teachers and parent/carers to ensure realistic and challenging expectations of SEN pupils.

MAJOR DUTIES & RESPONSIBILITIES

- a) Strategic direction and development of the Specialist Resourced Provision
 - Be responsible and accountable to the Principal for the quality of Education: Learning, Teaching, Behaviour and Inclusion in Specialist Resource Base.
 - Lead and manage the work of the Specialist Resource Base on a day to day basis.
 - Support the vision, ethos and policies of the school and promote high levels of progress and achievement in the Specialist Resource Base.
 - Monitor the progress of the children and evaluate the effects on teaching and learning.
 - Ensure that parents/carers are well informed about the curriculum, targets, and children's progress and at annual reviews.
 - Implement policies and practices which reflect the school commitment to inclusion through effective teaching and learning.
 - To liaise with external advisers or professionals to ensure that professional development opportunities are fully utilised.
 - To work with Strategic partners, advisers or external bodies as critical friends to raise standards in the Specialist Resource Base.
 - To manage all aspects of budget allocation for the Specialist Resource Base effectively and efficiently.
- b) Teaching and Learning
 - Develop, plan and evaluate a personalised curriculum for children in the Specialist Resource Base.
 - Adhere to and action the strategies and requirements set out in each pupil's EHCP.
 - Teach whole class, small group and 1:1 sessions to meet children's personalised curriculum and their individual needs (e.g. life skills, social skills, literacy, numeracy, speech and language).
 - Ensure good behaviour for learning of children within the Specialist Resource Base.
 - Organise, conduct and report on annual review meetings.
 - Set and regularly review children's individual targets within the Specialist Resource Base.
 - Regularly monitor and review data assessments and in-class provision for the children in the Specialist Resource Base.
 - Liaise with curriculum leaders to advise on strategies and techniques, teaching and learning styles that enable the Specialist Resource Base children to better access the curriculum and to reduce barriers to learning.
 - To develop individual educational programmes which enable pupils to access mainstream provision.

- Implement, monitor and evaluate strategies to ensure that all Specialist Resource Base children have the highest possible outcomes.
- Plan effective transition packages.
- To keep up to date with research resources legislation and LEA policy by attending courses and/or SENCO Forum Groups.
- To keep up to date with developments in all Children's' Acts, Education Acts, Codes of Practice, LA Strategic Plans and other relevant guidance.
- To co-ordinate the timetable and allocation of Specialist Resource Base TAs.

c) Leading and Mentoring Staff

- Provide support and advice on teaching children with SEN and complex needs.
- Demonstrate an excellent ability to advise and support other teachers by providing clear feedback, good support and sound advice to others.
- Provide examples, coaching and training to help others become more effective in their teaching of SEN children.
- To be mindful of reports and recommendation from external bodies and to use their advice or guidance to raise standards within the Specialist Resource Base.
- To keep up to date with curriculum changes and recent SEND research to ensure children's progress and enhanced teaching and learning across the school.

d) Outreach Roles

- Provide outreach support to, and liaison with home schools or receiving schools to ensure successful integration and transition into and from the Specialist Resourced Provision.
- Attend network meetings and work with other provision leaders.
- Demonstrate best practice in teaching and learning for complex needs children.
- Work collaboratively with other professionals, parents/carers.
- To develop a range of specific resources for teaching.
- To provide mentoring and coaching opportunities for staff.

Additional Responsibilities:

You may reasonably be expected to perform duties of a similar nature to those outlined in the job description. To undertake any tasks deemed appropriate by the Principal.

Review:

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

This description should be seen as supplementary to the basic job description as set out in the statutory instruments within education (school teachers pay and conditions document) which is updated on a yearly basis.

PERSON SPECIFICATION



QUALIFICATIONS

- Qualified to degree level
- Evidence of professional development relevant to the Advanced Skills Teacher (now Lead Practitioner) standards.
- Qualified Teacher Status
- SEN qualification

EXPERIENCE

- Excellent classroom practitioner with consistent record of delivering outstanding lessons
- Experience of working with SEND pupils
- Evidence of continued relevant professional development
- Experienced in the use of performance data to track student progress and monitor achievement
- Evidence of contribution to whole school improvement
- Involvement in a key departmental/professional development.
- Evidence of providing professional development to teachers including coaching, mentoring and training in order to improve the teaching practice of others.
- Experience of leading training sessions both in school, and to other schools/organisations.

KNOWLEDGE & UNDERSTANDING

- Familiar with recent developments in teaching and learning including strategies for raising achievement
- Statutory curriculum knowledge and awareness of curriculum changes
- Maintaining good records of pupils' work

SKILLS/ABILITIES

- Excellent knowledge of classroom skills and Teachers Standards
- Excellent understanding of the SEND Code of Practice
- Excellent understanding of the Ofsted framework and what constitutes effective teaching and learning
- Positive pupil behaviour management skills
- Effective team member and leader

PERSONAL QUALITIES

- Resilient attitude and ability to handle difficult situations
- Ability to inspire trust and confidence
- Ability to engage and motivate pupils and staff
- Be sensitive to children's needs and have empathy with pupils of all abilities
- Good organisational skills
- Have a positive and flexible approach
- Ability to work as part of a team
- Ability to maintain confidentiality
- Confidently deliver/present to a variety of stakeholders

HOW TO APPLY

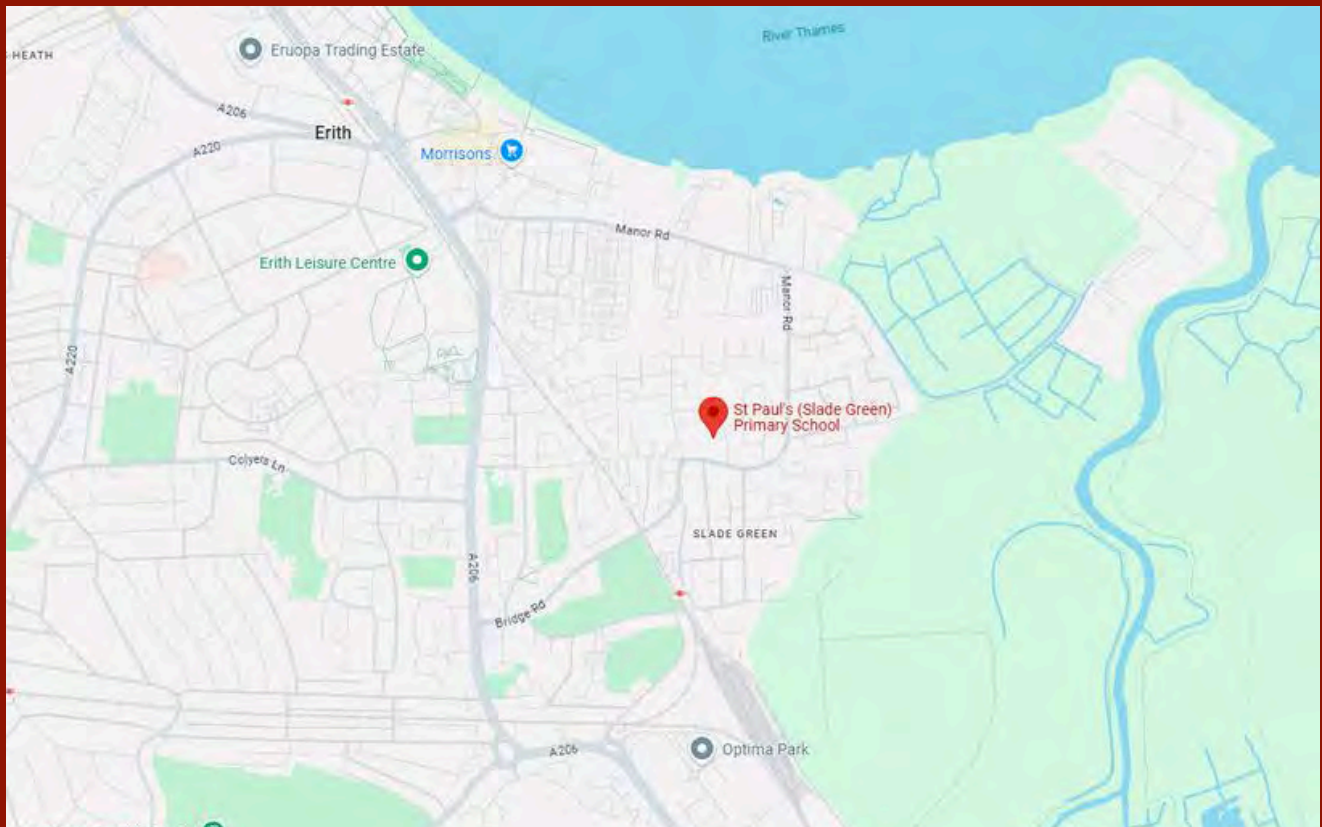
To apply, please click here: <https://mynewterm.com/jobs/145011/EDV-2025-SPSGCEPS-83308>

Closing Date for Applications: Midday 21st May 2025

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