



Post Title	Specialist Resource Provision Teacher (SRP)
School / Organisation	Avanti Grange Secondary School
Location	Bishop's Stortford
Grade	MPS1 – MPS3 + SEN allowance of £2,679
Hours	Full-time
Contract Type	Permanent
Reports to	SRP Lead teacher
Preferred Start Date	September 2025

MAIN PURPOSES OF THE JOB

To plan, adapt, teach and review learning resources and interventions for students that are working significantly below ARE within the SRP at Avanti Grange Secondary School. The focus will be on literacy, numeracy and phonics interventions to support access to the mainstream curriculum for the students. The aim is to enable them to access up to 80% of their time in the mainstream classroom. There will also be some contribution to continuous provision activities such as LIFE skills, PHSE and wider curriculum topics. All students in the SRP have Speech Language and Communication Needs and or Autism. There are 4 spaces per year group, with a total of 20 spaces throughout the SRP.

The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.

All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils. The Primary teacher will have lead responsibility for teaching and learning for students working below ARE within the SRP and will be supported in that role by their line manager, the Lead Teacher.

RESPONSIBILITIES OF THE JOB

All teachers work within the statutory conditions of employment set out in the current School Teachers' Pay and Conditions Document. The duties listed below are not, therefore, an exhaustive list of what is required. They are the additional duties of a teacher in receipt of a teaching and learning responsibility payment

- Take overall responsibility for the quality and standards and coordination of teaching, planning, and learning across the Specialist Resource Provision for students working below ARE. This includes evaluating achievement, attainment and pupil progress data and providing reports to the senior management team, governors, or the Local Authority as required.
- Provide leadership across the Specialist Resource Provision in ensuring that all teaching is delivered to a high standard.
- Ensure the effective transition and progress of pupils from the Specialist Resource Provision to the mainstream school.
- Managing and facilitating the induction process of new Communication Assistants within the Specialist Resource Provision and contributing to the recruitment, selection, appointment and Continuing Professional Development of staff in the Specialist Resource Provision in collaboration with external partnership agencies as and when directed by the Lead Teacher.
- Communicating effectively with pupils, parents/carers, colleagues, wider school community and governors.

Teaching

- Be responsible for the quality of the teaching and learning of all pupils who are assigned to the post holder taking into account specialist literacy and numeracy teaching skills for groups of children within the SRP and the impact of their difficulties in accessing the curriculum.
- Plan and teach well-structured adapted lessons to assigned groups of children within the SRP, following the school's plans and curriculum.
- Assess, monitor, record and report on the learning needs, progress, and achievements of assigned pupils.



PERSON SPECIFICATION

Criteria		Requirement	
		Essential	Desirable
1.	Qualified Teacher Status at primary level	X	
2.	Experience of teaching children with speech, language, literacy, and social communication difficulties and autism	X	
3.	Evidence of continuing professional development and interest in speech, language, and communication difficulties		X
4.	Additional training in Speech, Language and Communication or other specific training for supporting children with Language disorders and/or Social Communication difficulties including Autism e.g., post graduate qualification		X
5.	Demonstration of awareness of Language Disorder & social communication difficulties and how these impact on daily living, learning, & relationships & emotional well-being and knowledge of where to find out more, knowledge of public awareness campaigns and key organisations		X
6.	Demonstration of interest in understanding more about speech sound disorders and their potential impact on Children and young people (CYP).		X
7.	Specialist literacy and numeracy teaching skills and awareness of / concern for impact of speech and language difficulties and social communication difficulties on literacy and learning	X	
8.	Experience of collaborative working with a range of external agencies e.g., advisory services, and therapies		X
9.	Experience of teaching and adapting teaching and learning resources for CYP with speech, language and literacy difficulties and social communication difficulties and training/supporting mainstream staff in this.	X	
10.	Experience of influencing whole school policies to support CYP with speech and language disorders and Social communication difficulties in the wider setting		X
11.	Experience or skills in engaging with parents around communication difficulties and their impact		X
12.	Evidence of additional training /CPD in speech, language and communication difficulties and autism and how to support and skill up staff.		X
13.	Commitment to the safeguarding and welfare of all students	X	

FURTHER INFORMATION

Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

For further information - <https://avanti.org.uk/wp-content/uploads/2024/09/Child-Protection-and-Safeguarding-Policy.Summer-24-2.pdf>