



**Monmouth** | Ysgol Gyfun  
Comprehensive School | **Trefynwy**

# Teacher of Additional Learning Needs within the SRB

Full time post commencing 1<sup>st</sup> September 2024

1 year fixed term contract

## Recruitment Pack



## Introduction from the Headteacher

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Thank you for your interest in this role.

We are very proud of our inclusive and aspirational school, and we have exceedingly high expectations of every single one of our students. We take great pride in enabling them to grow and to flourish. In order for that to happen, our students need to do two simple things - work hard and be kind. Our students and staff thrive in a community where consistency and routines go alongside us knowing each student well and supporting them to reach their potential.

We have the benefit of a magnificent award-winning school building that was recently completed under the 21st Century Schools programme. It is a wonderful modern facility that has education at its heart. Located in the centre of Monmouth, we serve our local community as well as other nearby areas in both Wales and England. We number around 1,700 students and 200 staff, and we are over-subscribed in every year group.

We are absolutely determined to provide an exceptional standard of education for every child that comes to our school, so that they have the opportunity to lead happy and successful lives. Our approach to Curriculum for Wales is founded on the importance of subjects and on the principle of powerful knowledge. Our work on this is the subject of a recent Estyn case study to share our practice more widely. Our pedagogy is founded on the research evidence of learning and on how to maximise student progress.

We are fully comprehensive and provide for a wide range of learning needs. Currently there are 14% of the school population on the Register for Additional Learning Needs. We also have an integrated Specialist Resource Base, which is also the subject of a recent Estyn case study for its exceptionally strong provision. Students come from a wide range of socio-

economic backgrounds and the rolling average for FSM is 13.8%.

We welcome applications from candidates whose personal qualities and values reflect those in the person specification, and whose experiences also place them in a strong position to deliver the job description. A full induction programme and meaningful professional learning is offered to all staff.

You will find us to be a supportive, collaborative group of colleagues, who work to provide an exceptional standard of education for all of the students in our care. We take great pride in what we do, and we continue to be wildly ambitious for what we can achieve together in the future.

I look forward to reading your application, should you wish to apply.

Kind regards

**Hugo Hutchison**  
Prifathro / Headteacher



## Job Description

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**1 Title of Post:** Teacher of Additional Learning Needs within the SRB

**2 Salary Grade:** Teachers' Pay Scale + SEN allowance

### **3 Relationships**

- 3.1 The postholder is responsible to the Headteacher through the Lead Teacher of the SRB for all duties and responsibilities and will work alongside the Wellbeing and Inclusion Teams.
- 3.2 The postholder works on a professional level with all colleagues (externally and internally) as appropriate to establish and maintain productive relationships.
- 3.3 The postholder liaises with parents, carers, and students as appropriate.

### **4 Purpose of the Job**

- 4.1 To contribute to the teaching, and other work of the Specialist Resource Base and the Inclusion Team, as defined by the School Teachers' Pay and Conditions (Wales) document. As a Form Teacher, to undertake duties to support the progress of students in the Form.

### **5 Responsibilities**

- 5.1 To teach and participate in the development of schemes of work, materials and syllabuses of the Specialist Resource Base, attending meetings as necessary.
- 5.2 To take responsibility for your own professional development, using the Monmouth Comprehensive Performance Record and Development Sheet in the Performance Management Policy and professional Development Policy to guide and support progress with the aim of meeting professional standards.
- 5.3 To control and oversee the use and storage of books, stationery and other teaching materials ensuring that any Health & Safety Regulations are observed.
- 5.4 To carry out the duties of a Specialist Resource Base teacher in respect of students to include:
  - the development of positive learning relationships
  - the establishment of rapport with students to develop their social and academic potential and be a main source of reference for their problems
  - the marking of Form registers, ensuring absences and lateness are accounted for and taking appropriate action where they are not
  - the compilation of reports, profiles and references on students as required
  - tracking and monitoring of pupil progress in line with appropriate approaches to assessment
  - development and review of Individual Development Plans (Statements of SEN/EHCPs) for pupils accessing the SRB
  - To effectively record challenging behaviours and to develop strategies to overcome this barrier to learning

## Job Description

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- 5.5 To work alongside the SRB Lead to monitor students' progress and set targets, and ensure the needs of students are met.
- 5.6 To carry out supervision of students' duties as detailed by the Headteacher.
- 5.7 To ensure that students access the support they require from school and external agencies.
- 5.8 To uphold and comply with the statutory provisions of the Health and Safety Work Regulations 1999, The Monmouthshire Safeguarding and Child Protection Policy 2017 and any other relevant Council and School policies relating to Safeguarding and Health and Safety.
- 5.9 To follow school and LA policies and procedures on Safeguarding and Child Protection in all work with children and families.
- 5.10 Be aware of and comply with policies and procedures relating to Behaviour Management, uniform, confidentiality and data protection, reporting all concerns to an appropriate person.
- 5.11 Uphold and promote the vision and ethos of the school.
- 5.12 Participate in training, learning activities and performance development as required.

### **6 Professional Development**

The school is committed to supporting all in developing their practice to achieve the very best outcomes for all students. Our CPD policy outlines the provision and practice for this role. We take an Instructional Coaching approach to professional development, and run several Teaching and Learning conferences a year for our staff. We do not grade lessons.

### **7 Performance Management**

Our Performance Management policy and practice supports us in achieving the school's aims and objectives. Individual Performance Management is integrated into wider school improvement systems and priorities.

**8** The duties and responsibilities of the post are subject to those details in the Statement and Conditions of Employment and will count as directed time as detailed in such statement and as defined by the Headteacher.

**9** The job description does not define in detail all the duties/responsibilities of the post, will be reviewed at least once a year and may be subject to modification or amendment after consultation and agreement with the post holder.



## Personal Specification

	Requirement	Essential or Desirable	How Tested (S) used at Shortlisting
<b>Education/Qualifications</b>			
1.1	Degree	E	Application Form
1.2	Teaching Qualification	E	Application Form
1.3	Specialist qualification in Special Educational Needs Level 5 or above	D	Application Form
1.4	Training in the use of Team Teach and communication systems eg. PECS, Attention Autism, Widget online, Makaton etc.	D	Application Form / Interview
<b>Experience</b>			
2.1	Experience of workings with pupils with identified complex additional learning needs within a mainstream, specialist base or special setting	E	Application Form / Interview
2.2	Experience of working with and managing the needs of students with high levels of medical needs, including epilepsy	D	Application Form / Interview
2.3	Experience of reviewing Statements of SEN and Actions Plans (IDPs) and developing appropriate plans to meet need	D	Application Form / Interview
2.4	Experience of using and applying the use of therapeutic interventions to support classroom practice	D	Application Form / Interview
2.5	Experience and knowledge of a range of communication systems	D	Application Form / Interview
<b>Aptitudes and Skills</b>			
3.1	Ability to offer creativity and flexibility in teaching and learning in order to meet a range of additional learning needs	E	Application Form / Interview
3.2	Ability to contribute to the design of and offer a broad and balanced curriculum that meets the needs of learners with additional learning needs	E	Application Form / Interview
3.3	Ability to enthuse and motivate students with additional learning needs	E	Application Form / Interview / Micro-lesson

## Personal Specification

3.4	To maintain a high standard in teacher-student relationships in the classroom	E	Interview/Micro-lesson/ Reference
3.5	To have the ability to work successfully and effectively deploy teaching assistants	E	Application Form / Interview/Micro-lesson
3.6	To be able to provide extra-curricular opportunities to students	D	Application Form / Interview
3.7	Ability to remain calm and be flexible when dealing with students displaying challenging behaviours	E	Application Form /Interview/Micro-lesson
<b>Personal Attributes</b>			
4.1	Communicate effectively with students, families and other professionals both verbally and in writing, including recording, reporting and assessment documents	E	Interview
4.2	To be able to contribute enthusiastically to the school's vision and objectives and to work towards the goals of the SRB's Team Action Plan	E	Interview
4.3	To be an effective team member and to be able to act on personal initiative	E	Interview
4.4	To be well organised and able to implement school policies effectively	E	Interview
4.5	To be highly motivated	E	Interview
4.6	To be flexible in approach to work and people	E	Interview
4.7	To be committed to further personal development	E	Interview
<b>Safeguarding</b>			
5.1	Commitment to pupil wellbeing, safeguarding and child protection	E	Interview
5.2	Positive references	E	Post short-listing
5.3	Enhanced DBS	E	Post interview

## Faculty Information – Specialist Resource Base (SRB)

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Monmouth Comprehensive School hosts an inclusive Specialist Resource Base (SRB) which is overseen by Monmouthshire Local Authority. Students within the SRB are part of the Monmouth Comprehensive School community and experience education alongside their peers. The SRB provides specialised support for students with identified additional learning needs, allowing students to access elements of mainstream where appropriate, alongside specialist teaching, learning and wellbeing delivery. Provision is developed through person centred practice in order to identify barriers to learning and approaches to overcome these. Staff within the SRB work closely with the Local Authority ALN Team, Educational Psychology Service, Health and Social Care Professionals and the Monmouthshire Network of SRBs.

The SRB has an admission number of fifty five, with an age range of 11 to 19 years old. The designation of the SRB is identification of complex needs in one or more of the following areas:

- Severe learning difficulties;
- Autistic spectrum disorder;
- Speech, language and communication challenges;
- Physical and medical challenges

Admission to the SRB is determined by a team of professionals and has to be agreed by the Local Authority ALN Panel. In nearly all cases, students will be in receipt of a Statement of SEN / Education Health Care Plan / Individual Development Plan and will require specific additional learning provision in order to secure a place in the SRB.

The Lead for the SRB is Mr Michael Hobbs. There are a further six specialist teachers, one HLTA and a team of teaching assistants who work across the SRB. Each member of the team has a specialist skillset and on-going development in order to fully meet the needs of the students placed within the SRB. This includes training in areas such as ELKLAN, Step Back, Attention Autism, Word Aware, Makaton, Numicon, and Precision Teaching.

Our school is designed to allow the SRB to be at its centre. We have a suite of five classrooms within the SRB Hub, alongside small group rooms, a sensory room, sensory garden and a fully equipped hygiene room. There are small class rooms in our Core Faculty areas and smaller group rooms accessible throughout the building. This supports our inclusive ethos. Students within the SRB access all of the key facilities in the school, for example Catering, Design Technology, PE and the outdoor spaces.



## Faculty Information – Specialist Resource Base (SRB)

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Students within the SRB experience the same opportunities as students across the mainstream setting, with adjustments as required. Timetables are developed around individualised needs through person centred practice, with bespoke support in the identified areas, for example, speech and language therapy input, precision teaching. Students accessing the SRB are supported, as required, throughout their day, from point of entry into school each morning, through break and lunch times until they leave at the end of the school day. A focus is placed on developing functional skills, independence and resilience in-line with individual student progress. Access to the wider school environment and local community supports further development of essential skills to support our students as they progress into adulthood.

Progress is tracked in a variety of ways to ensure success for each individual student. B Squared is used as a method of tracking progress in key skills areas, including literacy and numeracy. Each student will have targets which are tracked, monitored and reviewed on an on-going basis.

Learning programmes are reviewed on a least an annual basis. They take into account the student's stage of development and aspirations. A range of qualification routes which support the development of personal and social, as well as functional and academic skills are considered at Key Stage 4 and 5. The content of qualifications, as well as the assessment routes, are reviewed to ensure skill development, success and that we provide every opportunity to secure the next pathway. In order to ensure a holistic pathway, work placements and further experiences are explored at Key Stage 5.





## The Recruitment Process

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### 1. Application

Application forms can be downloaded via [www.eteach.com](http://www.eteach.com) – we do not accept CVs.

Completed paper applications should be returned to: Mrs Laura Claypole, Monmouth Comprehensive School, Old Dixton Road, Monmouth NP25 3YT.

Emailed applications may be sent to: [mon.recruitment@monmouth.schoolsdu.org.uk](mailto:mon.recruitment@monmouth.schoolsdu.org.uk)

**Closing Date: Monday 15<sup>th</sup> April 2024 at 12.00 noon**

### 2. Interview Process

**Interview Date: Friday 19<sup>th</sup> April**

### 3. Additional Information

Please contact: Mrs Laura Claypole [mon.recruitment@monmouth.schoolsdu.org.uk](mailto:mon.recruitment@monmouth.schoolsdu.org.uk) for any further information.

### 4. Safeguarding

Appointment to this post is exempt from Rehabilitation of Offenders Act and is subject to an Enhanced Disclosure Check. Candidates must be aware of and comply with policies and procedures relating to child protection and safeguarding, health, safety and security, confidentiality, and data protection, reporting all concerns to the appropriate person.

Monmouthshire County Council is an equal opportunities employer and welcomes applications from all sections of the community. Applications are welcome in English or in Welsh, and will be treated equally.

