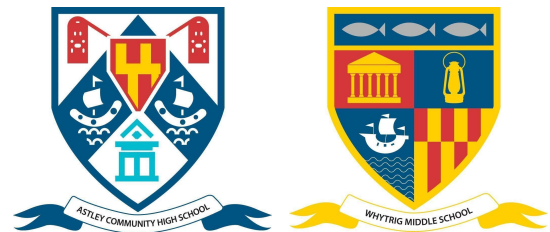


ASD ARP LEAD TEACHER & SENCO

Full Time, Permanent Candidate Information Pack



Small enough to care, big enough to deliver a positive impact

Executive Headteacher's welcome

Thank you for your interest in this opportunity to join Astley Community High School and Whytrig Middle School as **ASD ARP Lead Teacher and SENCo for Astley Community High School**. This post offers an excellent opportunity in our schools for an experienced SEND Teacher looking to move into a leadership role. This candidate information pack will tell you much more about our school and the role.

Astley Community High School and Whytrig Middle School, which are co-located on Elsdon Avenue in Seaton Delaval, form the Seaton Valley Federation of Schools together with Seaton Sluice Middle School. The three schools share a single governing body.

We are about to embark on an exciting new chapter. Northumberland County Council has recently announced plans for a multi-million pound investment to create a brand new building on our Elsdon Avenue site. Part of this will be a purpose built ARP (Additionally Resourced Provision) for 20 pupils with a focus on ASD. The ARP will be in place from January 2021 and we are looking for someone to be part of our journey as we move forward in our continual development.

I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community. Astley Community High School is rated as 'Good' by Ofsted. I strongly believe that the relatively small size of all three schools provides a great environment in which to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed. We are very inclusive and this role is vital to our core beliefs and philosophy.

Our staff are very focused on ensuring students achieve their best without losing sight of those individual needs. We have developed an excellent relationship with other schools across the north-east to ensure teachers have access to strong Continuous Professional Development. Developing the skills and capacity of support staff is also a key priority.

I hope that the information within this pack will encourage you to apply for this opportunity. If you would like an informal discussion about the post then please contact my PA Angela Small on **0191 2371505** or angela.small@svf.org.uk



John Barnes, Executive Headteacher – Seaton Valley Federation of Schools

Our ethos and values

We have three main themes to our ethos:

- 1. To know every child academically and pastorally as a complete young person.**
- 2. To treat everyone and everything with respect.**
- 3. To strive for everyone to be as good as they can be and to be proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.



All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- develop their self-knowledge, self-esteem and self-confidence
- respect the laws of England and will know right from wrong and ensure their actions reflect this
- accept responsibility for their behaviour
- show initiative and contribute in a positive way to the school community, the local community and society in general
- show respect for each other and all other people
- show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures or traditions are abused or attacked
- show respect for the rule of democracy and respect for the democratic principles of England.

About our schools

School	Age range	Total number of pupils	Number in sixth form
Astley Community High School	13-18	564	137
Seaton Sluice Middle School	9-13	316	N/A
Whytrig Middle School	9-13	247	N/A

Astley Community High School attracts a number of students from outside the Seaton Valley area. There is a strong sixth form and we typically retain 75% of our Year 11 students for further study. More information about sixth form including our prospectus is available from: <http://www.svf.org.uk/sixthform>

About our performance

School	Overall effectiveness	Last Ofsted inspection
Astley Community High School	Good	November 2019
Seaton Sluice Middle School	Good	January 2018
Whytrig Middle School	Requires Improvement	June 2018

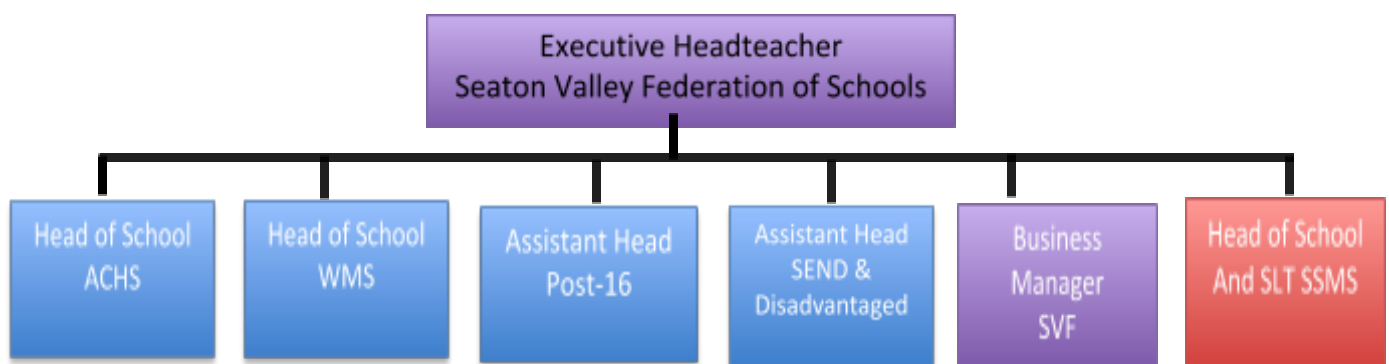
Latest Ofsted report for Astley Community High School

Leadership and management	Good
Outcomes for pupils	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
16-19 Study Programmes	Good

“Pupils say that they are very proud of their school. They struggle to think of anything they would want to improve about it. One pupil said, ‘There are too many good things and I would not have time to tell you about them all.’ Staff and school leaders care deeply about the pupils and have high expectations of them. This is an inclusive school. Relationships in classrooms are excellent. Teachers say that they love working here because they can really teach. Pupils feel safe here. There is little bullying. If bullying does happen, pupils are confident that it will be swiftly sorted out. Pupils have a range of staff to talk to if they have a problem. They say that their health, including mental health needs, are a priority. Pupils say that they make friends quickly when they join the school.” Ofsted November 2019 (ACHS)

“Teaching assistants are respected, valued and extremely effective in their role. They provide superb support for pupils who have special educational needs (SEN) and/or disabilities.” Ofsted January 2018 (WMS)

About our structure



About the SEND Provision

Over the next few pages you will find the advert, job description and person specification for the post of **ASD ARP Lead Teacher & SENCo for Astley Community High School**, but we know that you will want to know more about our SEND provision.

Across Astley Community High School and Whytrig Middle School we have a very experienced and dedicated team of Teaching and Learning Assistants who work closely with all staff to ensure the best outcomes for our more vulnerable and less able students. The team is coordinated on a day-to-day basis by an experienced SEND Support Officer. The SENCo line manages the Teaching and Learning Assistants within Astley Community High School and will report to the Assistant Headteacher - SEND & Disadvantaged.

We have excellent facilities in terms of SEND teaching and intervention rooms and an extensive range of intervention programmes to cater for the individual needs of our SEND students. The team has a regular time slot one evening per week where professional development takes place in the form of training sessions, team meetings or individual planning/work time in order to constantly improve the service we provide for the young people in our care.

The Local Authority has identified us as a place to establish the first of the new ARPs. We are looking for the right person to join our small but very dedicated to be ASD ARP Lead teacher and SENCo ACHS. This is a very important role as we want to make sure that this provision is a success.

The ARP is for pupils who have an ECHP for ASD or similar related diagnosis. The pupils who attend the ARP are expected to attend mainstream lessons for the majority of their timetable and use the ARP for specific interventions and as a support base.

The initial size of the ARP is for 10 pupils and it is planned that this will grow to 20 pupils over the next few years.

We are looking for a lead teacher who will plan, deliver and develop lessons within the ARP provision, and ensure pupils can be in as many mainstream lessons as possible. They will also ensure the smooth safe running of the ARP on a day to day basis. You will also be SENCo for Astley Community High School. You will be supported by The AHT for SEND and Disadvantaged.

Until the new school is built the ARP will be housed in mobile units provided by the Local Authority. The ARP is planned to open in January 2021 for pupils from year 7 to year 11.



Jon Souter, Head of School - WMS



Graham Scott, Head of School – ACHS



Astley Community High School & Whytrig Middle School

Eldon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 237 1505

ASD ARP Lead Teacher & SENCo

Main/Upper Range + TLR 2.1 + SEN 1
Permanent, 1.0 FTE

Small enough to care, big enough to make a positive impact

As a middle and high school in south east Northumberland with good standards of teaching and behaviour and a strong commitment to improvement, we believe passionately that every student should be enabled to succeed in all aspects of school life. Building on our recent 'Good' rating by Ofsted, we continue to strive for further improvements.

An exciting opportunity has arisen for an enthusiastic and talented Teacher to join the schools to focus on our SEND provision as lead teacher within the ARP for Whytrig Middle School and Astley Community High School and SENCo for Astley Community High School. With a strong sense of purpose and drive to improve student attainment and progress, you will join a small but committed team and will be supported to further develop your career and professional practice.

The schools have a well founded reputation for their inclusivity and support for SEND pupils and we want to build on that. The Local Authority has identified us as a place to establish the first of the new ASD ARPs. We need a highly motivated individual who can enable our students to exceed their expectations and have high aspirations for their futures.

This post is to work across both Astley Community High School and Whytrig Middle School, as Lead teacher in the ARP; you will also be SENCo for Astley Community High School on a day to day basis.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

Interested in applying? A completed application form and criminal records declaration form must be submitted **by 12 noon on Sunday 7th March 2021 by e-mail to vacancies@svf.org.uk**

Interviews will be held as soon as we can safely organise when school re-opens.

Further information about all of our current vacancies is available at: <http://www.svf.org.uk/vacancies>

NORTHUMBERLAND COUNTY COUNCIL
JOB DESCRIPTION

Post Title: ASD ARP Lead Teacher and SENCo for ACHS	School: Astley Community High School
Payscale: Main/Upper Range + TLR 2.1 + SEN 1	Date: Easter 2021
Responsible to: AHT SEND and Disadvantaged and Executive Headteacher	Responsible for: ARP TAs, SEN TAs and ACHS SEND support officer
<p>Job Purpose: Provide leadership on a day to day basis for the ARP based at ACHS and WMS. This will include the leadership, management, monitoring, review and development of the ASD Provision on a day to day basis and working with the AHT SEND and Inclusion on the strategic development of the ARP. To provide leadership on all areas relating to Special Educational Needs and Disabilities at ACHS. To line manage all Learning Support Assistants in the identified school.</p>	
<p>Duties and key result areas:</p> <p>General Carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with relevant policies, departmental guidelines, schemes of work and the National Curriculum.</p> <p>Daily Leadership for the ASD ARP</p> <ul style="list-style-type: none"> ● To plan, deliver, evaluate and develop the curriculum within the ARP Provision and also ensure pupils can be in as many mainstream lessons as possible. ● To liaise with Heads of Faculties and teachers in order to coordinate and provide suitable curriculum opportunities, teaching strategies and differentiation for pupils with ASD. ● To be responsible for all elements of the day-to-day management of the Provision. ● Create and manage a positive learning environment and a supportive culture and behaviour management strategy that enables learners to achieve their potential. ● Plan effectively in the short; medium and long term, identify clear learning objectives for students. ● Prepare and augment lessons when necessary to ensure coverage of the curriculum and the differentiated needs of learners are met. ● Apply teaching and learning strategies, ensuring that the diverse needs of all learners are met and progress for individuals is achieved ● Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations of learners and target expectations and actions to raise learners' achievements ● Prepare, implement and monitor Individual Plans for all pupils, ensuring specific areas of development are identified and targets are agreed with pupils and parents and deliver upon the outcomes in Educational Health and Care Plans. ● Demonstrate ongoing development and application of teaching expertise and specialism in ASD to enrich the learning experience within and beyond the Provision. ● Work collaboratively within and beyond the Provision with support staff (including directing their day to day work), teachers, other professionals, parents, agencies and communities, to enhance teaching and learning and promote the positive contribution and well being of learners. ● Contribute to the development and application of priorities, policies and activities in order to enable the achievement of whole Federation aims. <p>Specific Managerial Duties working alongside the AHT SEND and Disadvantaged..</p> <ul style="list-style-type: none"> ● To ensure that an appropriate and flexible curriculum is in place to meet the needs of all students ● Produce a development plan for the Provision which is consistent with the Federation plans ● Produce relevant information documents and policies for all stakeholders ● Manage and coordinate entry, transition and exit points for ASD pupils ● Attendance at Annual Reviews when invited and other appropriate meetings 	

- Arrange and chair Annual Review meetings for students within the Provision
- To prepare and deliver INSET within school and for the wider community
- Attend any meetings or other business that may be held in locations other than the school
- To represent the ASD Provision within the faculty management structure of the school
- Working with the Local Authority to ensure SLA arrangements and collaborative work with the Northumberland Inclusive Education Services and High Incidence Needs Team are being met, upheld and are delivering a high quality service to our students in the relevant school.
- In conjunction with the Business Manager, AHT SEND and Disadvantaged and Finance staff, supporting the budget setting process for SEND and ensuring variances to income and expenditure are notified for budget monitoring purposes.
- Setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control.
- Managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations

Leadership of SEND

- Ensuring that SEND provision within the school meets the requirements of individual children and also the statutory and non-statutory requirements as set out in the 2014 SEND Code of Practice.
- Ensuring that the statutory provision as set out in all EHC plans is in place and reviewed regularly, liaising with relevant staff and professionals to do so.
- Monitoring and evaluating SEND provision in the school and use the outcomes of this to further improve provision and support for SEND students.
- Creating and writing SEND Information reports for ACHS for publication on the websites ensuring compliance.
- Securing the commitment of staff, pupils, parents and the wider community to the vision and direction of ACHS in regards to SEND.
- Forming effective relationships with parents in order to inform them of additional support and interventions in place for their children.
- Liaising effectively with professionals who support the schools, parents and students in achieving excellent outcomes.
- Ensuring all intervention programs are monitored, evaluated and reviewed regularly to measure impact and evaluate effectiveness.
- Liaising with staff to disseminate necessary information which will support them in delivering Quality First Teaching to all students.
- Providing training opportunities for both teaching and non-teaching staff which may support students in their learning.
- Identifying priorities which ensure high standards for students, increase teacher effectiveness and secure school improvement.
- Developing and monitoring strategies that eliminate discrimination, harassment and victimisation; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations.
- Being accountable for all areas of SEND, including staff recognition of the requirements and needs of all students identified in need of additional support.

Teaching and Learning within the Schools for SEND and ASD

- Promoting and securing good teaching, effective learning, and high standards of achievement, good behaviour and discipline for SEND students.
- Implementing and monitoring the curriculum and its assessment for SEND students as agreed with Executive Headteacher, Heads of School and AHT SEND and Disadvantaged.
- Assess, record and report on the development and progress of SEND and analyse relevant data to promote the highest possible aspirations for SEND, students and target expectations and actions to raise SEND, students' achievements. Provide timely, accurate and constructively feedback on SEND, students' attainment, progress and areas of development.
- Monitoring and evaluating the quality of teaching and standards of learning and achievement of pupils with special educational needs or disabilities, in order to set and meet challenging, realistic targets for improvement
- Using data to provide accurate information to the AHT SEND and Disadvantaged on the attainment and progress of all SEND.
- Working with the Exams Officer for ACHS/WMS to ensure suitable access arrangements for SEND students for exams and tests.

Leading and Managing School Staff for SEND and ASD ARP

- Assisting the SLT in the selection and appointment of the SEND/ARP support staff.
- Ensuring safe working practices to protect vulnerable pupils are implemented by staff including undertaking risk assessments.
- Deploying and managing all SEND and ASD ARP support staff and ensuring their training and development needs are met.
- Working as a performance management team leader and adhere to the policy for performance management and ensure that objectives are addressed through the provision of high quality coaching and mentoring. Implementing and sustaining effective systems for the staff performance, incorporating targets for SEND support staff, including targets relating to pupils' achievement.

Safeguarding for SEND and ASD ARP students

- Taking the lead responsibility for promoting and safeguarding the welfare of SEND children within the school and liaise with ACHS/WMS DSLs.
- Providing advice and support to staff, liaising with the local authority and working with other agencies in order to ensure SEND child protection concerns are dealt with promptly and effectively.

- Ensuring safeguarding policies in relation to SEND students and procedures are fully implemented and adhered to by all staff.
- Ensure all staff and volunteers are able to raise concerns about poor or unsafe practice with regard to SEND children, and such concerns are handled sensitively and effectively in accordance with appropriate procedures.
- To maintain good order and discipline among pupils safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Generic Teaching and Learning Responsibilities

- Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the agreed behaviour policy.
- Plan effectively in the short, medium- and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and that the needs of all learners are met. Plan and prepare homework and other out of class work.
- Be aware of and apply a range of teaching and learning approaches which identify, build upon and develop pupil learning styles, and the ability to learn independently.
- Teach across a range of abilities and ages commensurate with the teacher's experience and skills.
- Assess, record and report on the development, progress and attendance of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Set accurate targets for pupil improvement and monitor progress towards these. Provide timely, accurate and constructively feedback on learners' attainment, progress and areas for development.
- Liaise effectively with parents/carers through informative oral and written reports on pupils' progress and achievements according to the agreed assessment and reporting schedule. Discuss appropriate targets with parents/carers and encourage them to support their child's learning, behaviour and progress.
- Demonstrate ongoing development and application of teaching practice, expertise and subject competence to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
- Attend continuous professional development activities when required to update knowledge of the National Curriculum, syllabus changes and national initiatives which impact upon teaching, pastoral or other responsibilities.
- Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work and planning lessons), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well being of learners.
- Contribute to the development and implementation of priorities, policies and activities in order to enable school development plan priorities to be achieved.
- Promote and implement policies and practices that encourage mutual tolerance, respect for diversity and the core values of the Seaton Valley Federation of Schools.
- Undertake the role of form tutor, if required to do so, and follow the guidance given by the Heads of School and Student Progress Leaders.
- Carry out supervisory duties before school, at break or after school as required.
- Attend Faculty and other school meetings as required.

In addition, Upper Pay Range teachers are expected to:

- Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- Give advice on the development and wellbeing of children and young people, if required.
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Make a significant contribution to school improvement planning and evaluation.

Whole School Responsibilities

- Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.

- Ensure that whole school policies are effectively implemented including health and safety, equal opportunities, e-safety, confidentiality and data protection.

These schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. You are therefore under a duty to use the schools' procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the school: the pay level has been established on this basis.

Work Arrangements

Transport requirements:	None.
Working patterns:	As identified in the relevant School Teachers' Pay & Conditions Document
Working conditions:	Normally based indoors other than teaching roles requiring significant work outdoors e.g. PE.

Person specification

Post Title: ASD ARP Lead and SENCO	Criteria	Essential	Desirable	Evidence*
Qualifications	1. Has qualified teacher status	✓		A
	2. Has recent professional training relevant to the post	✓		A
	3. Willingness to undertake CPD relevant to the post	✓		A
	4. Has up to date designated safeguarding training		✓	A
	5. Has achieved the SENCo qualification or willing to achieve it	✓		A
	6. Has a Masters Degree or equivalent in SEND or ASD		✓	A
Experience	7. Has experience of teaching within the 9 – 18 age range and also teaching ASD pupils	✓		A
	8. Has experience of leading teams		✓	A
	9. Has been part of a successful SEND team, with measurable improvements in student behaviour and/or attendance and/or academic performance	✓		I
	10. Knows, understands and applies knowledge of the English education system especially in all matters relating to SEND and ASD	✓		A/I
	11. Knows, understands and applies knowledge of ASD and all the issues associated with it.	✓		A/I
	12. Has experience of developing and delivering in-service training for staff		✓	A
	13. Has experience of working with ASD pupils resulting in measurable improvements in these pupils.	✓		A
	14. Has experience in working in ASD		✓	A
Knowledge	15. Knows, understands and applies knowledge of partnership working between schools	✓		A/I
	16. Knows, understands and applies knowledge of SEND legislation and the code of practice.	✓		A/I
	17. Understands data and tracking procedures across a range of measures	✓		A/I
	18. Understands practical methods for improving learning behaviours across a variety of age ranges and SEND issues	✓		A/I
Skills/attributes	19. Teaches at least to a good standard.	✓		R
	20. Has high levels of communication and interpersonal skills including building positive relationships with adults and children	✓		I
	21. Has a sound knowledge and understanding of ICT applications		✓	A/I
	22. Has sound judgement, shows determination and initiative and is hard working	✓		R

	23. Able to inspire challenge, motivate and empower others	✓		R
	24. Able to effectively prioritise, monitor and evaluate initiatives		✓	R/A
	25. Able to lead a team using a collaborative style whilst ensuring a high level of performance from all		✓	R/A
	26. Good level of oral and communication skills and interpersonal skills including building positive relationships with adults and children	✓		R/A/I
General	27. Fully subscribes to the Vision, Values and Aims of the schools and federation	✓		A
	28. Has high expectations of self and others	✓		R/A
Other	29. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	✓		R
	30. No disclosure about criminal convictions or a safeguarding concern that makes applicant unsuitable for this post	✓		R

Working in the Seaton Valley Federation of Schools

We always look to strengthen our highly dedicated team of staff with people who have high expectations of students and themselves, can work cooperatively and make a positive contribution to the life of the school. In return we can offer:

- opportunities for continuing professional development
- membership of the Teachers' Pension Scheme (for teachers and tutors) or the Local Government Pension Scheme (for support staff), which the school also contributes to on your behalf
- between 25 and 30 days' annual leave for support staff who work full year
- good transport connections from the A1 and A19 for easy access to Seaton Delaval and Seaton Sluice
- ample staff car parking
- shared premises with Northumberland County Council's Seaton Valley Library

Living and working in Northumberland

If you are new to the area, we can assure you that south east Northumberland is a great place to live and work. Seaton Delaval has its own National Trust property, Seaton Delaval Hall, and Seaton Sluice overlooks the coast with its beautiful sandy beaches. It is only a short drive from the Seaton Valley area to enjoy the spectacular scenery of the Cheviot and Simonside Hills and the Northumberland National Park beyond. We are also conveniently located within ten miles of both Newcastle City Centre and Newcastle Airport.



Take a look at www.visitnorthumberland.com for more information.

Our commitment to professional development

We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- North-East Teaching Schools and Durham County Council provide a range of CPD opportunities so that we can learn from, and develop our professional practice with, other professionals.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

Our commitment to equal opportunities

We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our recruitment and selection process is designed to be fair and avoid discrimination. Our Equality and Diversity in Employment Policy is available from:

<http://svf.org.uk/our-federation/policies>

Our commitment to safeguarding children and young people

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.

How to apply

Please read the job description and person specification for the post carefully before completing an application form.

Your completed application form including the names and contact details of two referees and your criminal record declaration form must be **e-mailed by 12 noon on Sunday 7th March 2021** to: vacancies@svf.org.uk . Please quote ASD ARP Lead in the subject of the email. In exceptional cases we will accept applications by post however please contact us to discuss this in advance.

Please note that we do not accept CVs.

Contact us

Address: Seaton Valley Federation of Schools, c/o Elsdon Avenue, Seaton Delaval
NE25 0BP Telephone: 0191 2371505
Website: <http://www.svf.org.uk>