

# Designated/Exceptional Provision Teacher (ASD) – Key Stage 3)

## Information for Applicants



**Birchwood**  
Community High School

Birchwood Community High School  
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# Letter from the headteacher



May 2025

Dear applicant,

I am delighted that you are looking to apply for a job here at Birchwood Community High School. I feel very lucky to be the headteacher at this vibrant school. BCHS is an amazing place to work, with a unique sense of spirit and community – it is warm and welcoming, people-focused and totally dedicated to the community that we serve.

Our staff are passionate about education and believe that all young people should be inspired to be the very best that they can be. Our vision and values articulate the things that we put importance on and also encapsulate the school's spirit: we are a team. The staff know this, our parents/carers know this and, most importantly, our students know this. Our vision at BCHS is to have students who understand the power of aspiration, knowledge and kindness.

We believe in the power of knowledge and the importance of a challenging, word-rich curriculum for all. That said, we are not all about the academic, we actively teach social responsibility and direct students in acts of kindness within the school setting but also in our wider community. We view it as our duty to ensure they leave us with high aspirations, secure knowledge and a kind heart.

We pride ourselves on the core ethos of our school being underpinned by the strongest foundations of discipline, respect, tolerance and compassion – we ensure our students are equipped with a strong moral compass. We offer a very strong extra-curricular programme with every member of staff offering a provision, it is an aspect of our school community that we are very proud of, and rightly so.

We know that our students are excellent people, and they thrive in a culture of achievement and success; we have high expectations, encouraging them to be aspirational in their learning and to enjoy all aspects of school life. Academic standards at BCHS are good for all students irrespective of their starting point. However, we know that we are all capable of even more. We continue to strive to improve levels of student achievement and move towards being recognised as outstanding in all areas.

It is essential that we appoint the right person to this role, and it is important that their values and views align with what we are trying to achieve as well as our philosophy on staff wellbeing and development. I would recommend that you read my personal blog (<https://leadership-life.co.uk>), our school blog (<https://www.birchwoodhigh.org/nexilis/>) and our Professional Growth handbook to really give you a more comprehensive insight into how these views and values translate into our day to day processes and habits.

Our website and this application summary can only give you a flavour of who we are, but I hope that it will inspire you to apply for the Designated Provision Teacher vacancy. If you have any questions or need any further information about this fantastic opportunity, please do not hesitate to contact the us on

[joinus@birchwoodhigh.org](mailto:joinus@birchwoodhigh.org)

**Vacancy details:****Salary Scale**

Teachers Pay Scale plus SEND allowance (To be negotiated depending on experience)

**Start Date:**

September 2025

**Contract**

Permanent.

**Method of Application**

The preferred method of application is electronically via email. All applications must be made using the school's application form. Applications will be shortlisted for interview and the HR Manager will contact those selected regarding the time and venue. Applicants who have not been contacted within two weeks of the closing date can assume that on this occasion their application was unsuccessful.

**Closing Date**

Applications received after the closing time of 9am on Tuesday 20<sup>th</sup> May 2025 will not be considered.

**Interview Dates**

Wednesday 21<sup>st</sup> May 2025.

**Safeguarding**

All staff who teach, train or work regularly with children aged up to 18 and vulnerable adults are required to comply fully with legislation and One Community Trust and Birchwood Community High School policies and practices to ensure learners are safeguarded and protected. The school is committed to safeguarding and promoting the welfare of children. (Rehabilitation of Offenders Act 1974).

Please feel welcome to come and have a visit before applying, but be assured that whether you visit or not, it will not affect the short-listing process. If you would like to have a look round, please email our HR Manager, Tina Wiegand ([twiegand@birchwoodhigh.org](mailto:twiegand@birchwoodhigh.org)) to arrange.

Thank you for considering our truly amazing school as the next chapter in your career, and hopefully I will be reading your application soon.

Yours sincerely,



Emma Mills  
Headteacher



**‘There is a ‘buzz’ of energy in classes, reflecting student’s positive attitudes to their learning.’**



## Our Vision

Team Birchwood believe in the power of aspiration, knowledge and kindness. We know that we achieve our best when we work together.

## Our Ethos

High aspirations, high expectations and high achievement rely upon a positive working environment based upon respect. For us, respect means consistent positive regard for everyone in our learning community. A strong moral purpose enables students in our school to grow into independent, responsible young adults who can access a happy and healthy future.

At Birchwood we strive to ensure that every lesson counts, for every child, every day. We expect teachers to deliver engaging lessons that ensure students acquire powerful knowledge and develop both essential and desirable skills. For this to happen, behaviour must enable every teacher to teach and every child to learn. We expect students to come ready each day to challenge themselves to be the very best they can be. We have a wide variety of extra-curricular activities to help children develop all their skills and talents and there are many opportunities to develop their leadership skills throughout their school life.

## Our Mission

We are 100% committed to our students. We seek to sustain a community that is rooted in respect and the belief that every student can succeed. We endeavour to equip our young people with the qualities, qualifications and values that will enable them to lead fulfilling lives and become responsible citizens. We want the children in our care to leave us with high aspirations, secure knowledge and a kind heart.

We maintain high standards of ethics and behaviour; one of the ways this is by embracing the British Values: democracy; the rule of law; individual liberty and mutual respect; and tolerance of those with different faiths and beliefs.

## Our Aims

We wish for our students to be:

- safe, happy and cared for in a secure and supportive environment.
- supported and challenged to do their best through excellent teaching, a broad and balanced curriculum and a wide variety of experiences.
- recognised, celebrated and rewarded for all their achievements that they develop confidence and independence.
- developed emotionally, intellectually and morally so that they are able to be successful in the rapidly changing, multicultural society in which we live.
- successful, whether through academic qualifications or a more vocational route, so they can move on to the next stage in their life.





# School Profile

- We joined One Community Multi Academy Trust on 1 September 2023
- The school is of an average size with 900 currently on roll.
- The most recent OFSTED inspection (December 2024) judged the school to be Good in all areas.
- The percentage of students on the Student Premium register is 39%, which is above the national average.
- The proportion of students with SEND (EHP) is in-line with the national average.
- Most students are of white British heritage.
- Students arrive at the school with outcomes broadly in line with national averages.



## JOB DESCRIPTION

|                                       |  |
|---------------------------------------|--|
| Job title                             | <b>Designated/Exceptional Provision Teacher (ASD)</b>  |
| Reporting to                          | <b>EP Lead/Deputy Head Teacher</b>   |
| <b>Job Purpose</b>                    | <p>The information contained below is to help staff understand and appreciate the nature of their post and the role they are to play in the organisation. However, it should be noted that, whilst every effort has been made to outline all the duties and responsibilities, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.</p> <ol style="list-style-type: none"> <li>1. You are required to carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.</li> <li>2. You are required to carry out such particular duties which form part of the current School Teachers' Pay and Conditions Document as the Headteacher may reasonably direct from time to time.</li> <li>3. To develop effective working relationships with professional colleagues</li> <li>4. Recognise that learning takes place inside and outside the school context, and understand the need to liaise effectively with parents and carers and with agencies with responsibility for students' education and welfare</li> <li>5. In addition, you are required to undertake the following responsibilities for which you are paid your management allowance:</li> </ol>   |
| <b>Key Tasks and Accountabilities</b> | <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>- Understand the purposes, scope, structure and balance of the National Curriculum as a whole at primary and secondary level</li> <li>- Understand how students' learning is affected by their physical, intellectual, emotional and social development</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>- Effectively plan to achieve progression in students' learning through:</li> <li>- Identifying clear learning objectives and content, appropriate to the subject matter and the students being taught, specifying how these will be taught and assessed</li> <li>- Setting tasks for whole class, individual and group work, that challenge students and ensures high levels of student interest</li> <li>- Setting appropriate and demanding expectations for students' learning, motivation and presentation of work</li> <li>- Setting clear targets for students' learning, building on prior attainment, and ensuring students are aware of the purpose of what they are asked to do and how to do it.</li> <li>- Provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, that maintain pace, motivation and challenge for students</li> <li>- Make effective use of assessment information on students' attainment and progress in their teaching and in planning future lessons and sequences of lessons</li> <li>- Plan opportunities to contribute to students' personal, spiritual, moral, social and cultural development</li> </ul> <p><b>TEACHING AND CLASS MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>- Ensure effective teaching of whole classes, groups and individuals within the whole class setting, so that learning objectives are met and best use is made of available teaching time</li> <li>- Establish and maintain a purposeful environment</li> </ul> |

- Set high expectations of students' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships
- Establish a safe environment that supports learning and in which students feel secure and confident
- Use teaching methods that sustain the momentum of students' work and keep all students engaged through:
  - Stimulating intellectual curiosity, communicating enthusiasm for learning, fostering students' enthusiasm and maintaining students' motivation
  - Matching the approaches used to the subject matter and the students being taught
- Structuring information well, including outlining content and aims, signalling transitions and summarising key points as the lesson progresses
- Clear presentation of content around a set of key ideas, using appropriate subject-specific vocabulary and well-chosen illustrations and examples
- Clear instruction and demonstration, and accurate well-paced explanation
- Effective questioning that matches the pace and direction of the lesson and ensures that students take part
- Careful attention to students' errors and misconceptions, and helping to remedy them
- Listening carefully to students, analysing their responses and responding constructively in order to take students' learning forward
- Encourage students to think and talk about their learning
- Selecting and making good use of books, digital resources/media and other learning resources that enable learning objectives to be met
- Providing opportunities for students to consolidate their knowledge and maximising opportunities, both within the classroom and through setting well focused homework if appropriate, to reinforce and develop what has been learnt
- Exploiting opportunities to improve students' basic skills in English and mathematics, and the individual and collaborative study skills needed for effective learning, including information retrieval
- Exploiting opportunities to contribute to the quality of students' wider educational development, including their personal, spiritual, moral, social and cultural development
- Setting high expectations for all students notwithstanding individual differences, including gender, cultural and linguistic backgrounds
- Providing opportunities to develop students' wider understanding by relating their learning to real and work-related examples

#### **MONITORING, ASSESSMENT, RECORDING, REPORTING AND ACCOUNTABILITY**

- Assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching and learning
- Mark and monitor students' classwork, providing constructive feedback, and setting targets for students' progress
- Assess and record each students' progress systematically, including through focused observation, questioning, testing and marking, and the use of records to:
  - Check that students have understood and completed the work set
  - Monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in students' learning
  - Inform planning
  - Check that students continue to make demonstrable progress in their acquisition of knowledge, skills and understanding



- Are familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents
- Recognise the level at which a student is achieving, and assess students consistently against attainment targets
- Understand and know how national, local, comparative and school data, including NC test data can be used to set clear targets for students' achievement
- Use different kinds of assessment appropriately for different purposes, including NC and other standardised tests

#### **SEND/ASD**

- An ability to develop positive relationships with parents
- An ability to manage and empower a small team
- A willingness to learn and be able to take advice from other agencies and staff
- Flexibility of approach to meet the individual needs of the students
- A willingness to attend further training
- Work with and form good relationships with local agencies including educational psychologists, school health service, social care, speech therapists, CAMHS etc.
- An ability to learn and then implement an ASD friendly approach to teaching and learning.

#### **OTHER PROFESSIONAL REQUIREMENTS**

- Have a working knowledge of current legislation and relevant national documents
- Have established, during work in schools, effective working relationships with professional colleagues
- Set a good example to the students they teach, through their presentation and their personal and professional conduct
- Are committed to ensuring that every student is given the opportunity to achieve their potential and meet the high expectations set for them.
- Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy
- Understand their professional responsibilities in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying
- Are aware of the role and purpose of school governing bodies

**The postholder is responsible for the safeguarding and promoting the welfare of children and/or vulnerable adults. The Child Protection Policy outlines the teacher's responsibility with regards to safeguarding.**

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

#### **All employees have the responsibility to:**

- Ensure any documentation produced is to a high standard
- Be aware and comply with policies, protocols and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required

- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To promote the area of responsibility within the academy and beyond
- To represent the academy at events as appropriate
- To support and promote the Trust's ethos
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post.

### **REVIEW ARRANGEMENTS**

The details contained in this job description reflect the content of the job at the date it was prepared. However, it is inevitable that over time, the nature of the jobs may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Headteacher will expect to revise this job description from time to time and will consult with the post holder at the appropriate time.

### Person specification

| JOB TITLE                                | GRADE                                  |
|--|--|
| Designated/Exceptional Provision Teacher | Teachers Pay Scale plus SEND Allowance |

NOTE TO APPLICANTS: Whilst all points on the specification are important, those marked 'E' are the key requirements. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited to interview.

|  |   | Essential   | Desirable  |
|--|---|---|------------|
| <b>Qualifications or Training:</b>     | <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree in relevant subject</li> <li>• Evidence of recent continual professional development</li> <li>• Additional qualification/or training in special education needs/ASD</li> <li>• Team Teach training or a willingness to undertake this training.</li> </ul>  | E<br>E<br>E<br><br>E  | D          |
| <b>Experience:</b>                     | <ul style="list-style-type: none"> <li>• An excellent classroom practitioner</li> <li>• Experience in teaching students with special needs and ASD</li> <li>• Experience of working in small teams, able to involve teaching assistants in the teaching and learning process</li> <li>• Experience of working with a wide range of partners</li> <li>• Experience of working successfully in a team</li> <li>• Evidence of commitment to own professional development</li> </ul>  | E<br><br><br>E<br>E<br>E  | D<br><br>D |
| <b>Knowledge and Practical Skills:</b> | <ul style="list-style-type: none"> <li>• Ability to adapt and respond to the varying needs and challenges children with ASD can sometimes display.</li> <li>• Knowledge of the National Curriculum in KS3 and KS4</li> <li>• Knowledge of the primary curriculum</li> <li>• The ability to plan and deliver stimulating teaching experiences in a range of settings</li> <li>• Knowledge of approaches and interventions to use when teaching children with ASD (e.g. TEACCH methods)</li> <li>• Understanding of positive behaviour management techniques/strategies</li> <li>• Knowledge and experience of teaching the primary and secondary curriculum</li> <li>• Ability to implement EHCPs</li> <li>• An excellent understanding of inclusion, making the curriculum accessible to all learners</li> <li>• Ability to form and maintain appropriate relationships and ensure personal boundaries with children are maintained.</li> <li>• Demonstrate effective skills in working with vulnerable children</li> <li>• Responsible attitude to use of authority and maintaining discipline</li> <li>• The ability to plan for, assess, report and record student progress</li> </ul> | E<br>E<br>E<br>E<br><br>E<br><br>E<br>E<br>E<br><br>E<br>E<br>E | D<br><br>D |



|   |  |  |        |
|---|--|--|--------|
|   | <ul style="list-style-type: none"> <li>• Confident in the use of technology in the classroom</li> <li>• A commitment to high academic standards</li> <li>• Knowledge of strategies used with children with social communication difficulties</li> <li>• An interest in helping school develop extra- curricular provision</li> </ul>   | E<br>E   | D<br>D |
| <b>Personal Qualities &amp; Attributes:</b> | <ul style="list-style-type: none"> <li>• Enthusiasm, flexibility and willingness to respond to new challenges</li> <li>• To build and maintain effective relationships with children and adults</li> <li>• Excellent communication skills</li> <li>• Effective organisational skills</li> <li>• The ability to work under pressure and prioritise effectively</li> <li>• A positive attitude and willingness to contribute to whole school development</li> <li>• A commitment to involving parents in the life of the school</li> <li>• A desire for high expectations and standards for self and others</li> <li>• The ability to work in partnership with the whole community</li> <li>• Good health and attendance record</li> <li>• Sense of humour and a positive outlook</li> </ul> | E<br><br>E<br><br>E<br>E<br>E<br><br>E<br><br>E<br><br>E<br><br>E<br>E |        |
| <b>Other</b>                                | <ul style="list-style-type: none"> <li>• Enhanced DBS Disclosure is required</li> <li>• An ability to safeguard and promote the welfare of children</li> <li>• Excellent presentation</li> <li>• Fully committed to expectations that all students, including students with SEND/ASD, can achieve</li> <li>• Fully committed to whole school development and inclusion.</li> </ul>   | E<br>E<br><br>E<br><br>E<br>E  |        |

