



Candidate Recruitment Pack

SRB Lead Teacher Greyfriars Academy

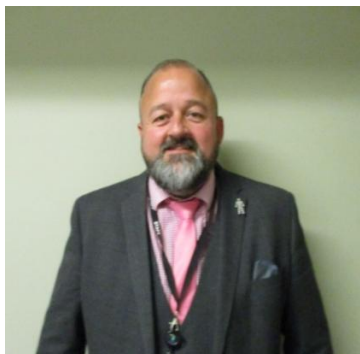
Applications considered upon receipt

www.unityeducationtrust.uk

head@grf.unity-ed.uk

A welcome from the CEO

Dear Applicant,



Thank you for your interest in our vacancy at Unity Education Trust (UET).

As Chief Executive of the UET, I am delighted to offer you a warm welcome to our Trust. These are exciting times for all those associated to Unity Education Trust a Multi-Academy built on developing like-minded schools to be outstanding education providers through collaborative working that develops a 'unity of purpose' in all that we do.

UET has expanded its family of schools and education professionals. We welcome outstanding teachers, subject specialists, tutors, support staff and experienced leaders with a record of transformation in education.

All of our staff share the ethos of raising aspirations, unlocking potential and securing the best possible future for the 2700 young people attending our schools.

Our schools' range in size from 20 to 1200 students and effective collaboration across our schools is an important part of who we are, whilst maintaining individual schools' identity within their community.

I am proud that we are working in 'Unity' to meet the challenges in education head on and spearheading new developments for the benefit of all the children in our care.

We look forward to receiving your application.

Best wishes

Glyn Hambling

CEO

Our Story



UET was established in March 2017. As of 2024, its family of schools have expanded providing education for 3 - 19 year olds across mainstream and alternative provision settings and now comprises the following:

Mainstream

- Northgate High School and Dereham Sixth Form College
- Grove House Nursery and Infant School
- Kings Park Infant School
- Beeston Primary School
- Garvestone Primary School
- Great Dunham School
- Greyfriars Academy
- Highgate Infant School
- Kings Oak Academy
- Magdalen Academy
- St Germans Academy
- Wimbotsham & Stow Academy

Specialist

Pathfinder School –
Brooklands, Danby Wood, Douglas Bader,
Hooper Lane, Brooklands, Rosebery

Compass –
Belton, Lingwood, West

- UET Earthsea
- Churchill Park Academy
- The Pinetree School

The Trust sets high expectations in every aspect of our work, providing pupils with the best opportunities through outstanding teaching, the development of 21st century facilities, inspirational leadership and a growth mindset approach.

We will ensure that each of our academies maintains its unique identity at the heart of their community and engaging with all partners and stakeholders and other high performing educational organisations.

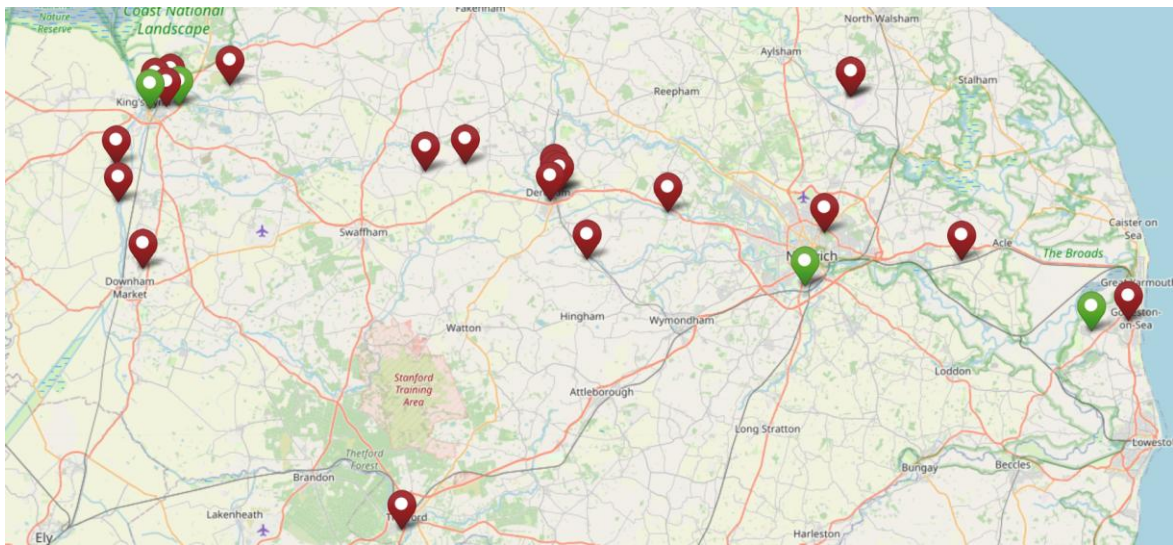
We have an unrelenting belief and focus that all students can achieve high standards, whatever their background and life experiences when given a positive climate of support, challenge and the development of Growth Mindset through outstanding teaching.

Furthermore we are committed to 'raising aspirations to fulfil potential' ensuring our learners are encouraged to build confidence, expand their leadership qualities and embrace British Values that enable all to thrive in an ever-changing society.

Our School – Greyfriars Academy



We are a happy, caring and busy school in King's Lynn.
We offer a lively and engaging curriculum and we want all our children to develop a love of learning and to achieve their very best.



Underpinning principles



Supporting Our Staff

Unity Education Trust is committed to supporting all staff in their personal, professional and career aspirations by providing a range of development opportunities. We foster a culture which encourages you to develop your talent and strengths throughout your journey with us.

We are committed to providing the highest quality support to ensure our schools excel and give our students the education they deserve. Our Headteachers have a good deal of autonomy as school leaders within a framework developed collaboratively with our Director of Education and the Education Directorate.

Each Unity Education Trust school benefits from a comprehensive programme of support and challenge, including a strong emphasis on CPD and a regular programme of training events to improve performance across all sectors within our schools.

We believe it is very important that each of our academies plans in such a way that financial and human resources are deployed to support their educational strategies fully. This is supported by our experienced Central Service team, who are available to advise on financial planning, audit, HR, legal and property matters.



Job Description

SRB Lead Teacher

JOB DESCRIPTION

Job Title	SRB Lead Teacher
Location	Unity Education Trust
Grade	MPS point 1 – point 6 + SEN
Responsible to	Headteacher/SENCo/Inclusion Manager
Responsible for	SRB Support Staff
Effective Date	1 September 2026

Role and Context

Job Purpose	<p>To lead the delivery of the School/Academy's Specialist Resource Base (SRB) in accordance with all relevant policies, procedures and in line with the School/Academy's Service Level Agreement with Norfolk County Council.</p> <p>To maintain the highest standards of teaching, learning, specialist support and safeguarding for the pupils within the SRB, enabling pupils to make accelerated progress and to meet their special educational needs.</p> <p>To manage a staff team of teaching and support staff within the SRB, providing inspirational leadership which enables individuals to operate at their best, supporting their continued professional development in a cycle of continuous improvement.</p>
Context	<p>The SRB forms part of a county wide programme of SRB provision as part of Norfolk's Local Offer to children, young people with special educational needs and their families. The SRB is a beacon of excellence in inclusive education, underpinned by our child centred approach and informed by evidence based practice.</p> <p>The SRB is an additionally resourced provision which provides differentiated learning, reduced class sizes and additional resources to support SRB learners effectively in a mainstream school.</p> <p>Our SRB caters for students with for identified students with a diagnosis of ASD and students who do not have a formal diagnosis but have barriers to learners associated with the triad of communication, socialisation and flexibility of thinking.</p> <p>The support offered by the SRB allows for the students on roll to access mainstream classes and integrate as much as possible into school life.</p> <p>The SRB environment and provision is adapted and conducive to the needs of students on the autistic spectrum. The SRB lead will play a key role in sensory audits to ensure provision continues to be an outstanding example of how to support students to thrive in mainstream.</p>

Principal Accountabilities

- All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.
- Deliver the curriculum as relevant to the age and ability of the group/subject/s taught by making adjustments and providing special educational provision appropriate to the needs of each child.
- Deliver the statutory requirements to children with EHCPs within the SRB, providing the SEN provision set out in the EHCP and following local policies and procedures relating to the assessment and review of pupils with EHCPs.
- Under the direction of the school/Academy's Leadership, support the strategic development of practice, performance and quality within the SRB to ensure the continuous improvement of the provision using the most current evidence-based practice.
- Develop and review, in collaboration with SRB learners and parents and carers; individual learning plans that contains key information on individual children and young people to promote inclusion and tailored support to meet individual needs.
- Uphold the principles of Person Centred Planning as set out in the SEN Code of Practice, providing behavioural leadership and guidance to teams, colleagues and partners ensuring a culture within the SRB which reduces disagreement and promotes true partnership with parents and carers.
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Have a clear understanding of all the needs of all pupils, including SEND and other vulnerable groups and be able to use and evaluate distinctive teaching approaches to engage and support them
- Monitor the progress of students and differentiate the curriculum to enable pupils to access excellent learning opportunities and develop independence skills
- Implement effective transition for children when moving to/from SRBs and in the next phase of their education.
- Clear understanding of safeguarding and their role in carrying out safeguarding approaches in their SRB / school.
- Ensure the school is an active member of the SRB admissions panel which receives referrals for placements at the SRB and actively engage in the process of decision making in placing suitable students across SRBs in Norfolk, including pre panel visits and observations.
- Work in partnership together with other Specialist Partners, Educational Psychologists, other SRB school, other schools and parent and carers to ensure consistent, evidenced based best practice is delivered and system leadership is provided to ensure positive experiences for children, young people and families accessing or considering SRB provision.
- Maintain and update knowledge and skills in meeting the needs of students with special educational needs and disabilities, line with current research, frameworks and approaches.
- Implement working practices as set out in the SEND Code of Practice 2015 and any subsequent legislation/statutory guidance

Person Specification

This should describe the qualifications, experience, skills and knowledge which are essential to do the job to a fully competent level.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ Honours Degree ▪ Post graduate qualification in teaching e.g. PGCE 	<ul style="list-style-type: none"> ▪ Qualification in teaching students with ASD e.g. TEACHH
Experience	<ul style="list-style-type: none"> ▪ Experience of quality 1st teaching / outstanding 	<ul style="list-style-type: none"> ▪ Knowledge and understanding of the criteria for meeting the

	<p>teaching in the relevant phases of education</p> <ul style="list-style-type: none"> ▪ Knowledge and understanding of SEN CoP (2015) and the Equalities Act (2010) ▪ Experience of successfully meeting the needs of students with SEND 	<p>National Autism Education Trust Standards (www.autismeducationtrust.org.uk)</p> <ul style="list-style-type: none"> ▪ Strong knowledge of the area's Local Offer of provision for children with special educational needs ▪ Knowledge and understanding of Education, Health and Care Plans and the statutory regulations that are involved ▪ Understanding of the health and social care landscape in Norfolk including relevant legislation which impacts on SEND delivery. ▪ Experience of multi agency working in a school context
<p>Aptitudes/Behaviours</p>	<ul style="list-style-type: none"> ▪ Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school and those available through the SRB programme ▪ Ability to be objective, manage personal pressures and is open and receptive to support and feedback ▪ Model solution focussed approaches through building and promoting networks of best practice in school, across SRBs and other schools. ▪ Promote and uphold the view that effective leadership and management at all levels is pivotal for schools to meet the needs of all children. ▪ To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality ▪ Suitability to work with children at a level requiring an Enhanced 	

	Disclosure and Barring Service check.	
An enhanced DBS check is required. A full driving license is required		

General Information

- The job descriptions detail the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job
- Job holders must be aware of and comply with all current guidance, policies and procedures relating to safeguarding and ensure that they are in accordance with statutory and school safeguarding requirements at all times.
- All work performed/duties undertaken must be carried out in accordance with relevant Academy policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.



Joining Us

LOCATION

The post will be located at Greyfriars Academy. The Unity Education Trust reserves the right to transfer staff to alternative posts appropriate to the grade and/or alternative work places as is considered reasonable.

PROBATIONARY PERIOD

New employees of The Unity Education Trust will be required to serve a probationary period of six months.

REMUNERATION

The current salary for the post is within the range:

Salary: Main Pay Scale - £32,916 to £45,352 per annum plus SEN Allowance £2,787 if QTS.

This post is MPS Point 1 – Point 6. Subject to satisfactory service, salaries will rise within the scale by annual increments up to the maximum of the scale. Salary is paid in 12 equal instalments on or just before the 19th of each month. Payment is by credit transfer

Teachers will receive not less than one-third of a year's salary for each full term's service in any school maintained by the Authority. For the purpose of these arrangements the three terms in each year shall be constituted as follows:-

The Summer Term from 1 May to 31 August

The Autumn Term from 1 September to 31 December

The Spring Term from 1 January to 30 April

NOTICE PERIODS

Other than in short-term temporary, fixed term or special educational needs contracts where a shorter notice period is specified in the letter of appointment, you are required to give two months (and in the Summer Term three months) notice of termination of employment, to terminate at the end of the (notional) school term. You are entitled to receive a similar period, or the minimum statutory provision under the Employment Rights Act 1996.

DRESS CODE

The post-holder will be expected to wear appropriate business attire and will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify UET colleagues.

BENEFITS

- Comprehensive induction
- Commitment to your ongoing training and career progression
- Pension scheme
- Eye care vouchers (if criteria are met)
- Paid for enhanced DBS
- Wellbeing support
- FastTrack treatment service including physiotherapy

Terms and Conditions

HOURS OF WORK

This post is 1.0FTE and is governed by the provisions of the School Teachers' Pay and Conditions Document

PRE-EMPLOYMENT CHECKS

All staff must be prepared to undergo a number of checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.

EQUAL OPPORTUNITIES

UET has a policy that seeks to ensure that all employees are selected, trained and promoted on the basis of ability, the requirements of the post and other similar and objective criteria. The gender, marital status, ethnic origin, age, religion or sexual orientation of an applicant or employee does not affect the employment opportunities made available except as permitted by legislation. UET also requires full and fair consideration to be given to people with disabilities in the recruitment process. Applicants declaring a disability who meet the minimum (essential) criteria for the vacancy will be invited for interview.

DISCLOSURE AND BARRING SERVICE CHECK

This post is subject to a Disclosure and Barring Service Check. Disclosure and Barring Service and Disclosure of Convictions Policy for employment of persons with criminal convictions – refer to our website www.unityeducationtrust.uk

Immigration, Asylum and Nationality Act Information – refer to our website www.unityeducationtrust.uk

How to apply

Click on the **Apply Now** button. You can save your application and return to it later. Please ensure you have completed your application before the end date.

No CVs accepted – please complete an application form if you wish to be considered for this role.

Candidates are advised that they may be subject to an online check from information in the public domain.

We aim to be an equal opportunities employer and welcome applications irrespective of race, gender, religion, disability, sexual orientation and/or age. We value the individuality and creativity that every worker potentially brings to the workforce.

This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

Unity Education Trust is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with Disclosure & Barring Service and at least 2 references which cover the last 3 years; for all our services we will request references from where you have worked with either children or vulnerable adults. Please be advised that references may be requested prior to interview for roles within our schools.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement for this role.

We reserve the right to withdraw this vacancy at any time ahead of the closing date if there is a sufficient level of response. Therefore, we recommend you submit your application as early as possible.

We also reserve to right to interview shortlisted candidates ahead of the closing date.

Interview process

Application will be considered upon receipt.

Interview process

- Candidates will be shortlisted
- References will be requested

The interview process will include:

- Tour and Task
- Interview
- Classroom Familiarisation

If you would like an informal discussion. Please contact Aiden McGovern, Head of School by emailing head@grf.unity-ed.uk



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