

Job Description

Job Title:	Specialist Resource Provision Teacher
Grade:	M1-M4
School / Department:	Specialist Resource Provision
Hours:	Full Time
Reports to:	SRP Lead Teacher and Headteacher
Accountable to:	Trust Director of SEN

1. Job Summary

The Specialist Resource Provision Teacher will work closely with the Lead SRP teacher/ SENCO and the Headteacher as well as teachers in the school to lead the effective provision for children with autism within the Specialist Resource Provision. They will also support with ongoing collaborative whole school practices around SEN, in both the school and wider Trust community.

The SRP teacher will have high levels of expertise and experience in relation to meeting the needs of children with autism and/or speech, language and communication needs, particularly in the Early Years and Key Stage 1. They will work in collaboration with the Lead SRP Teacher and in partnership with the HLTA, liaising closely with mainstream teachers to ensure effective practices are in place to enable children in the SRP to participate meaningfully in mainstream activities.

All of the children in the SRP have an Educational Health and Care Plan and their place has been commissioned by the Local Authority. The SRP teacher will support the Lead SRP Teacher/SENCO in the preparation of Annual Review paperwork and other statutory paperwork including provision plans. The SRP teacher will also be required to work closely with outside agencies including Speech and Language therapy and Occupational Therapy, among others.

2. Key Working Relationships

- SRP Lead Teacher/SENCO
- SRP HLTA and Teaching Assistants
- Headteacher
- Teaching Colleagues
- Trust Director of SEN
- Other Trust SRP staff
- Parents and students
- External organisations and agencies
- Safeguarding and health and safety leads
- Visitors

3. Key Result Areas

a) Key Areas

- To support in the running of the SRP under the guidance of the Lead SRP Teacher/SENCO, working closely with the SRP HLTA and TA staff, mainstream teachers and the headteacher.
- To provide additional support and guidance to colleagues within the school context relating to SEN
- To model approaches to scaffolding and adaptation, modelling these within the SRP for others to observe.
- To keep up to date with training and new research/ approaches in relation to their area of need.
- To support with provision plan meetings for each pupil in the SRP their parents and any other professional who may be involved.
- To contribute to Annual Reviews as needed.
- To work with SRP staff and with other teachers in the school to implement individualized programmes and timetables for each pupil in the SRP.
- To accurately assess the progress and attainment of pupils in the SRP, including very small steps of progress, using this to inform provision.
- To support all staff so that they can fulfil their statutory responsibilities around SEN.
- To use agreed strategies to support the wellbeing and behaviour of SRP pupils.

a) Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision;
- Make a positive contribution to the wider life and ethos of the school;
- Readily engage with and follow up on relevant CPD, related to developing personal and team expertise.
- Supporting autism outreach and in-reach.

b) Health, safety and discipline

- Promote the safety and wellbeing of pupils;
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.

c) Communication

- Communicate effectively with pupils, parents and carers using established school platforms and processes
- To support with the compliance of the school website's SEN pages, further supporting with other information products, e.g. prospectus.
- In partnership with the SRP teacher, report to parents and other professionals on the development, progress and attainment of pupils.

d) Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school;

- Develop effective professional relationships with colleagues.

e) Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school and in line with the expectations of the Valley Invicta Academy Trust;
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality in line with the Valley Invicta Academy Trust;
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities.

f) Management of staff and resources

- If required by the Headteacher direct and supervise support staff assigned to your role and where appropriate, other teachers;
- Contribute to the recruitment and professional development of other teachers and support staff.

a. Safeguarding

- VIAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

b. Equality and Diversity

- The Trust is committed to valuing diversity in employment, service delivery practices and its general environment. An expectation of all leadership posts within the Trust is that each individual will take responsibility for promoting inclusive and accessible service provision, staff development and a culture that values and respects difference.

b) Statement

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job, and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be set out in the above job description, but please note that Valley Invicta Academies Trust maintains the right to update your job description from time to time, to reflect changes in or to your job. You will be consulted about any proposed changes.

Signed: Date:



Person Specification: SRP Teacher

AREA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none">• Qualified Teacher Status	<ul style="list-style-type: none">• Evidence of further study in an area related to autism and/or speech, language and communication
Experience	<ul style="list-style-type: none">• Experience of working with children with autism and/or significant SLCN• Evidence of recent professional development.	<ul style="list-style-type: none">• Successful teaching in specialist provision or SRP
Knowledge	<ul style="list-style-type: none">• Awareness of current initiatives in education, and their significance, especially those relating to children and young people with ASD needs.• Knowledge of the National Curriculum and early childhood development including the Early Years Framework	<ul style="list-style-type: none">• Experience with the EHCP Annual Review process and with individual provision plans.
Skills	<ul style="list-style-type: none">• Can demonstrate ability to deploy classroom support staff effectively;• Good communication skills- able to build and inspire positive approaches towards SEN throughout the school teams• Is able to positively contribute to the Valley Invicta Academy Trust Staff Teams.	
Attributes	<ul style="list-style-type: none">• Confident, flexible, adaptable, tenacious and kind mannered;• Empathy with pupils, parents and staff;• Empathy and understanding of wide community needs;• Possess a positive attitude towards change and its management;• Evidence of health and physical capacity to undertake the role.	