

Class Teacher Specialist Resource Provision



The Stour Academy Trust

Introduction

The Stour Academy Trust puts the needs of children at the heart of our decision making – children come first.

Established in 2012, The Stour Academy Trust are a primary school sector only Trust, for children aged 4-11 years. The well-being of our pupils is our number one priority. Our foundations have been grown first before expansion. We will only expand when we have the capacity to do so.

Core Purpose:

The Trust's ultimate goal is to improve outcomes for children. Therefore, we develop highly skilled back-office teams, using the latest technology, to support the teaching and learning team so they are free to focus on the core task of teaching, to ensure the best outcomes for all children

Values:

We value children's well-being and their education above all else. We put the needs of children at the heart of our decision making – children come first.

What drives us?

We have a moral obligation to provide children with the highest standard of teaching and learning.

Leading with a strong vision and clear direction gives our Trust a tremendous opportunity to build on our strengths, become more distinctive and in an ever-changing environment, remain relevant and strong.

The Trust prides itself on the ability to build effective teams which go on to support collaborative approaches to working at all levels, encouraging openness and sharing of ideas. As a Trust we have established a supportive ethos across the MAT promoting a culture of common accountability among all employees. We are not afraid to move out of our comfort zone and our pro-active 'can-do' philosophy seeks out solutions to overcome barriers with a sense of urgency. The Trust staffing structure focuses on high standards throughout the establishment, ensuring succession planning at all levels of leadership and within our outstanding teams.



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Post: Class Teacher - Specialist Resource Provision for Autism

Reports to: Headteacher

Liaising with: Headteacher, Senior Leadership Team, Staff, Parents and Pupils, and external agencies

Purpose:

Our specialist resource provision (SRP), is situated within the mainstream school. It supports up to 14 primary aged pupils (from Reception to Year 6) who have an Education and Health Care Plan with the primary area of need identified as Autism. All pupils in our SRP have access to quality, specialist small group provision with a high adult to child ratio. They also have opportunities to work alongside mainstream pupils on a daily basis where appropriate.

The main aim of the SRP is to teach and enable pupils with the necessary skills, socially and academically, to access their mainstream class through a carefully planned transition process taking into account their individual needs. The SRP operates as an integral part of the school, including after school activities and clubs as with any other pupil in the school. We aim to ensure there is a focus on developing the independence skills of pupils in preparation for adult life. The SRP is run on the basis of a nurture group which means that it is the 'Safe Base' for all our pupil. The pupils are encouraged to reintegrate into the life of the school as often as possible.

Specific Responsibilities:

The responsibilities of the post are in addition to the Teacher Standards.

- To ensure the SRP meets the statutory requirements of the SEN Code of Practice.
- Have a very secure understanding of the Autistic Spectrum. Including related behaviours and ways to successfully manage these, such as the use of de escalation strategies, in classroom practice – both within the SRP and within the mainstream classroom.
- To ensure that programmes devised for pupils are in line with their needs as laid out in their Education and Health Care Plan and contribute to towards the achievement of agreed outcomes.
- Have experience of teaching all subjects across the primary range, including being knowledgeable about ways to effectively tailor learning to take account of each pupil's special educational needs and learning styles.
- Be an effective communicator with pupils, staff, families and other professionals.
- To be able to effectively lead a team as well as work in collaboration.

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- To actively promote positive links and understanding between pupils within the mainstream classes and the SRP, including the development of social and nurture groups.
- To provide advice and support to other teachers in the school working with pupils from the SRP, focusing on a whole school approach in line with Trust policies. Including the dissemination of advice and information with regard to the educational implications of Autism, identifying the effects of the Autistic Spectrum on learning styles and provide appropriate strategic and practical advice to staff.
- To work closely with mainstream class teachers to plan, monitor and evaluate the provision for pupils transitioning back to mainstream; devising bespoke timetables where appropriate.
- To take responsibility for researching and applying knowledge of national legislation, regional policies and up to date research regarding pupils on the Autistic Spectrum, both within the SRP and within the mainstream school.
- To effectively plan and carry out transitions – both between other schools and the SRP and between the SRP and the mainstream classroom.
- Have secure knowledge of a range of evidence based, therapeutic, interventions and how they can be used to support pupils on the Autistic Spectrum
- Have an understanding of Boxall Profiling and how it can be used to support early identification, target setting, intervention and assessment.
- To be able to effectively write, review and carry out personalised education plans, including any associated risk assessments.
- Working collaboratively with the school SENCO, to be able to effectively lead annual reviews, input into the EHCP application process and apply for HNF, which may be required for in-reach pupils.
- To be able to effectively use special equipment and facilities, such as audiovisual materials and sensory equipment.
- To oversee the classroom budget for the SRP, seeking best value when ordering - both in terms of budget and greatest impact on the pupils' learning.
- To make maximum use of the facilities in the provision, within the wider school, the Trust and the local area.
- To identify continuous professional development for you as the teacher in charge of the provision and the support staff for whom you have responsibility for.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.



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