

Job Description:

SRP Lead Teacher

School:	Bromstone Primary School
Grade:	MS/UPS
Hours:	32.5 hours
Contract:	Full time
Responsible to:	Assistant Head - Inclusion

Main Purpose of the Role

The SRP Lead Teacher is primarily an excellent classroom practitioner who teaches and models outstanding practice for pupils with complex special educational needs, particularly those with Autism Spectrum Disorder (ASD) and Education, Health and Care Plans (EHCPs).

The role involves teaching within the Specialist Resource Provision (SRP) and leading the day-to-day work of the SRP team, ensuring pupils receive highly adapted, nurturing and ambitious learning experiences that enable them to thrive.

The SRP Lead Teacher will model high-quality teaching and inclusive practice, supporting colleagues to develop effective approaches for pupils with complex needs. They will work closely with the SENCO, Inclusion Lead and wider staff team, contributing to the effective running of the provision while maintaining a strong focus on excellent classroom practice and pupil progress.

This role is ideal for a teacher who is passionate about inclusion and wants to develop and model outstanding specialist teaching within a mainstream school setting.

Key Responsibilities and Duties

Teaching and Learning

- Plan and deliver high-quality, adaptive teaching within the SRP that meets the complex needs of pupils with EHCPs.
- Provide a structured, nurturing and supportive learning environment where pupils feel safe, confident and ready to learn.
- Plan a personalised curriculum that supports pupils' academic progress, communication skills, independence and social development.

- Use specialist approaches and strategies to support pupils with ASD and speech, language and communication needs.
- Assess pupil progress regularly and adapt teaching to ensure pupils make strong progress towards their EHCP outcomes.
- Work with mainstream teachers to support pupils' successful inclusion in mainstream lessons and wider school life where appropriate.

Leading Practice within the SRP

- Lead the day-to-day organisation of the SRP and support the smooth running of the provision.
- Provide clear guidance and direction to SRP teaching assistants, ensuring consistent and effective support for pupils.
- Model effective strategies and approaches for supporting pupils with complex needs.
- Support staff in understanding pupils' needs and implementing appropriate strategies within the classroom.
- Foster a positive and collaborative team culture within the SRP.

Working with Staff, Families and Professionals

- Work closely with the SENCO and Inclusion Lead to ensure the provision meets pupils' needs and statutory requirements.
- Build strong partnerships with parents and carers to support pupils' development and wellbeing.
- Liaise with external professionals such as speech and language therapists, educational psychologists and specialist teachers.
- Contribute to EHCP review meetings and provide clear information about pupil progress and support strategies.

Monitoring Progress and Provision

- Monitor and review pupil progress towards EHCP outcomes and personalised targets.
- Maintain appropriate records to support planning, assessment and review processes.
- Contribute to the ongoing development of the SRP through reflective practice and collaboration with colleagues.

Contribution to the Wider School

- Work as part of the wider school team to promote inclusive practice and high expectations for all pupils.
- Share strategies and practical advice with colleagues to support pupils with additional needs.
- Participate in staff meetings, training and professional development.

Safeguarding

The SRP Lead Teacher will uphold the school's safeguarding policies and statutory guidance, including Keeping Children Safe in Education.

The role includes:

- Promoting the safety, welfare and wellbeing of all pupils.
- Following safeguarding procedures and reporting concerns promptly.
- Working with the Designated Safeguarding Lead (DSL) when required.
- Maintaining a safe and supportive learning environment for pupils with complex needs.

Person Specification	Essential	Desirable
Qualifications	Qualified Teacher Status (QTS)	Additional training or experience related to SEND, autism or communication needs.
Experience	<p>Experience of teaching pupils with special educational needs, particularly autism or communication needs.</p> <p>Experience of adapting teaching and curriculum to meet a wide range of learning needs.</p> <p>Experience of working effectively with teaching assistants to support learning.</p> <p>Experience of working collaboratively with parents and carers.</p> <p>Experience supporting pupils with Education, Health and Care Plans (EHCPs).</p>	Experience working in a Specialist Resource Provision or specialist setting.
Knowledge and Understanding	<p>Understanding of the needs of pupils with Autism Spectrum Disorder (ASD).</p> <p>Knowledge of strategies to support pupils with speech, language and communication needs.</p> <p>Understanding of personalised learning approaches for pupils with additional needs.</p> <p>Awareness of the SEND Code of Practice.</p>	Understanding of sensory regulation strategies and structured learning environments that support pupils with autism.

<p>Skills and Abilities</p>	<p>Excellent Classroom Practice</p> <p>Ability to deliver engaging and well-structured lessons adapted to meet complex needs.</p> <p>Ability to create a calm, predictable and supportive learning environment.</p> <p>Strong behaviour support strategies that promote emotional regulation and independence.</p> <p>Leading Practice in the Classroom</p> <p>Ability to guide and support teaching assistants effectively.</p> <p>Confidence in modelling strategies that support pupils with complex needs.</p> <p>Ability to organise routines and structures that support learning and wellbeing.</p> <p>Communication and Collaboration</p> <p>Strong communication skills when working with pupils, staff and families.</p> <p>Ability to build positive relationships with parents and carers.</p> <p>Ability to work collaboratively with colleagues and external professionals.</p>	
<p>Personal Qualities</p>	<p>Patience, warmth and empathy when working with pupils with complex needs</p> <p>High expectations for all pupils</p> <p>Flexibility and creativity in adapting teaching approaches</p> <p>Resilience and a calm, reflective approach to challenges</p> <p>A strong commitment to inclusive education and ensuring every child can succeed</p>	