

ST EDMUND'S CATHOLIC SCHOOL

'A learning community, a faith community, a vibrant, forward looking community'



ST EDMUND'S CATHOLIC SCHOOL JOB DESCRIPTION Lead Teacher for Specialist Resourced Provision (ASD and SLCN)

Aims of the school:

To be:

- A learning community
- A faith community
- A vibrant, forward-looking community

Job purpose:

Lead a high-quality SRP within a supportive mainstream school environment, working closely with senior leaders, families and external professionals and, Carrying out the professional duties of a teacher as circumstances may require.

Responsible to:

SENCo (day to day operationally) and the Headteacher/SLT (strategic and performance management)

Salary:

MPS/UPS (plus an allowance based on experience)

All Staff Responsibilities:

- To be committed to safeguarding and promoting the welfare of children and young people within the school
- To act in a loyal and professional manner around school and to contribute to the overall ethos/work/aims of the school
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To be aware of and support difference, and ensure equal opportunities for all
- To attend and support appropriate meetings/courses and to undertake any training as deemed necessary to keep abreast of development

Responsibilities

Catholic Ethos, Mission and Vision

- To ensure that the Catholic Ethos of the School is actively encouraged.
- To actively promote equality and diversity in the school.
- To view each student as unique and special and to help them reach their potential.

Purpose of the job

To plan and provide, alongside the SENCo, a high-quality provision of effective and inclusive support for children with an Education, Health and Care Plan (EHCP) who require highly specialist provision for their autistic spectrum disorder (ASD) and/or speech, language communication needs (SLCN) and to ensure children are fully included in the provision.

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To work with the mainstream school team to ensure maximum integration, inclusion and enrichment opportunities for children attending the SRP, alongside their peers in the mainstream school and for out of school learning.

To manage support staff working in the SRP.
To work in meaningful partnership with families.

The postholder will ensure the provision operates in full accordance with:

- The Children and Families Act 2014
- The SEND Code of Practice (2015)
- The Equality Act 2010
- Relevant local authority SEND procedures

Main duties and responsibilities:

To work with the SENCo and other school leaders to ensure that the needs of the SEN profile of children placed in the SRP with SLCN and /or ASD are included in the strategic direction of the school, and that the associated outcomes for the children in the SRP are in line with their peers in the mainstream school.

Lead responsibility for the planning and implementation of high-quality provision for children who are placed within the SRP, in collaboration with the SENCo and mainstream colleagues. Ensure maximum possible integration into the mainstream setting, and alongside the peer group in the mainstream school for children who are placed within the SRP.

Ensure that the SRP base environment meets the needs of pupils with SLCN and or ASD. Develop the whole school environment to be a communication friendly and ASD friendly school.

To plan and ensure access to all statutory frameworks, e.g. writing framework, careers advice and guidance, and PSHE for children who are placed within the SRP.

Lead the planning for target setting support for each pupil/student and manage pupils who are part of the SRP cohort. Provide data and report progress of pupils (accessing the curriculum and mainstream class teaching) using the school recording systems and raise any pupil concerns with the SENCo.

Lead responsibility for the implementation, monitoring and review of EHCP outcomes for children who are placed in the SRP, including preparation, delivery and reporting for Annual Reviews and phase transfers, in collaboration with the SENCo and Local Authority officers.

Work with the SENCo and other senior leaders to prepare reports for governors and other governance activities to report on EHCP outcomes for children, including onward destinations.

Establish meaningful home to school partnerships to support the provision in school and support onward destinations for children who are placed in the SRP.

Work effectively with other outside agencies to support the children placed in the SRP. To represent the school's vision, aims and ethos as required at external meetings.

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Establish effective working with mainstream staff across the school. Promote the expectation that the children placed in the SRP will engage in mainstream settings and provide, as needed, the training for mainstream staff to work with these children. This may include delivery of pupil support, whole school training (including Continuous Professional Development) and the management of inreach. Offer, subject to Headteacher/Trust approval, specific SEN training to other schools and settings.

To attend staff meetings/parents' evenings and any other events in accordance with directions from the Headteacher. Support access arrangements for assessments and examinations where appropriate.

Promote equality of opportunity for all pupils in line with the Equality Act 2010, ensuring that reasonable adjustments are made and that pupils with SEND are not disadvantaged in access to the curriculum, assessment, or wider school life.

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ST EDMUND'S CATHOLIC SCHOOL PERSON SPECIFICATION Lead Teacher for Specialist Resourced Provision (ASD and SLCN)
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	Criteria
Qualifications	Qualified teacher with 3 years or more experience Post-graduate qualification in SEN (e.g. NASENCO, Autism, SLCN) (or working towards) or demonstrable equivalent specialist experience.
Experience	<p>An understanding of teaching pupils with Autism Spectrum Disorder (ASD) and Speech Language and Communication Needs (SLCN).</p> <p>An understanding of the use of a range of effective strategies to support pupils with ASD/SLCN SEN in lessons and learning activities across the curriculum.</p> <p>Experience of working with a range of other professionals.</p> <p>Experience of working closely with SENCo and Class teachers to achieve high quality provision for children.</p> <p>Enable children to access learning through teaching engaging and inspiring high-quality lessons; whilst developing their independent skills.</p> <p>Experience of leading provision, projects, or staff within an SEN or specialist setting.</p>
Skills and Abilities	<p>A commitment and ability to work in partnership with pupils, parents and families with self-resilience and sensitivity for others. To develop positive, reciprocal relationships with pupils, staff and parents.</p> <p>Good planning and organisational skills with a flexible approach to the management of work.</p> <p>An ability to work as part of a team and with initiative but also to know when to seek advice and support from others.</p> <p>Lead and support Teaching Assistants working within the provision and within mainstream classes to support children with ASD and/or SLCN.</p> <p>Excellent communication skills, both written, oral and digital.</p>

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	<p>Good interpersonal skills, with the ability and experience to enthuse and motivate others.</p> <p>Able to look at a problem and produce creative, efficient and effective solutions.</p>
Knowledge	<p>Minimum of 12 months recent experience of working with a wide ability range of children with ASD and SLCN SEN in either a mainstream or special school setting.</p> <p>Participate in and commit to training and professional development.</p> <p>Share an enthusiasm and passion for developing children's potential and resilience within learning.</p>