

JOB DESCRIPTION

JOB TITLE:	Lead teacher for Specialist Resourced Provision (specific responsibility ASD SRP)
RESPONSIBLE TO:	Deputy Headteacher for Inclusion
LOCATION:	Oakfield Primary Academy
SUPERVISORY RESPONSIBILITIES:	SRP Associate Teachers

OVERALL RESPONSIBILITY

- To follow the Teachers' Standards and hold Qualified Teacher Status (QTS).
- To be an effective lead teacher of the SRP team, providing clear direction, support and accountability to ensure high-quality provision for all pupils
- To lead, motivate and develop the SRP team, fostering a collaborative culture and ensuring consistent, high-quality practice across the provision
- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject area curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to relevant statutory and LA expectations
- To use Planning, Preparation and Assessment (PPA) time effectively for these purposes. At least 10% of timetabled time will be designated as PPA time, and it will be allocated in blocks of no less than 30 minutes.

MAIN DUTIES

- Lead and manage a team of Associate Teachers within the Specialist Resource Provision (SRP) to ensure a consistent and person-centred approach across the day.
- Plan and deliver highly individualised, engaging, and meaningful lessons that consider cognitive, communication, and sensory profiles.
- Model teaching and coach all members of the teaching and learning team within the classrooms
- Work collaboratively with therapists and other professionals to embed therapeutic strategies into daily teaching.
- Establish and maintain working relationships with outside agencies
- Use augmentative and alternative communication systems (AAC) including high-tech (e.g., communication devices/apps) and low-tech systems (e.g., PECS, Sign-Along, visual supports).
- Build strong relationships with families and contribute positively to home-school communication.
- Gather, collate and maintain robust evidence of pupils' progress, attainment and provision to support annual EHCP reviews and other statutory processes. This includes

working closely with class staff, therapists and external professionals to ensure evidence is accurate, up to date and Person-Centred.

- Plan, prepare and deliver annual review meetings for parents and carers of pupils with EHC plans, ensuring information is shared clearly, sensitively and professionally. Lead discussions around progress, outcomes and provision, contribute to review documentation, and liaise with the SENCO and Local Authority as required to meet statutory timescales.
- Act as a role model setting high expectations to children and staff alike
- Lead and deliver positive, structured activities that promote wider life-skills development, including supervised visits to local parks and shops.
- Contribute to the whole school inclusive ethos, environment and organisation both practically and as a positive role model for children and colleagues
- Establish and maintain relationships with families and carers to listen, support and discuss issues sensitively with parents and carers under the supervision of the Deputy Headteacher with responsibility for Inclusion.
- Deliver in-reach and out-reach opportunities both within the mainstream school and across the district, liaising closely with other SRPs with a designation of ASD.

MAIN ROLES AND RESPONSIBILITIES

SECTION 1 – GENERAL

Teaching and Learning

- Manage pupil learning through effective teaching in accordance with school schemes of work and policies.
- Teach a broad-based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
- Ensure continuity, progression, and cohesiveness in all teaching.
- Direct the use of support staff (to include prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- Plan and provide structured learning opportunities, which engage pupils' interest, and which take account their needs - particularly their developing physical, intellectual, emotional, and social abilities.
- Use the allocated PPA time to plan effective lessons which have clear learning aims, objectives and learning outcomes, and lesson content and appropriately structured subject matter that matches the needs of the pupils. Lesson time and resources should be used effectively.
- Have high expectations of the pupils' behaviour, academic and social abilities, and set clear targets that

	<p>are both realistic, measurable and which build upon prior knowledge or attainment.</p> <ul style="list-style-type: none"> • Establish and maintain a high standard of discipline using praise, rewards, and sanctions, and thereby create an environment in which pupils feel safe, secure and confident. • Employ home learning (where appropriate and in accordance with the School Homework Policy) to consolidate and extend learning and encourage pupils to take responsibility for their own learning. • Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness. • Develop in pupils a positive attitude towards themselves and others with a strong sense of self- respect. Also, to develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc. • Develop in pupils, positive attitudes towards, and concern for, the environment.
<p>Data Protection Responsibilities</p>	<ul style="list-style-type: none"> • Ensure that personal data of students and colleagues is collected, processed, and stored securely, following the school's data protection policy. • Use school-approved platforms and tools to communicate with students, parents, and colleagues to maintain data protection compliance. • Report any data breaches, potential breaches, or subject access requests (SARs) to the designated Data Protection Officer (DPO) and/or onsite data protection lead promptly. • Complete any required data protection training to maintain awareness of the relevant legislation and best practices.
<p>Monitoring, Assessment, Recording, Reporting</p>	<ul style="list-style-type: none"> • Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge. • Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful, and accurate reports to parents.

	<ul style="list-style-type: none"> • Make effective use of data to monitor and evaluate pupil progress across the curriculum and to inform teaching and learning planning. • Write high quality and informative annual reports to parents and carers and direct support staff in the collation process. • Discuss pupils' progress and welfare with parents and carers - both formally, e.g. at parent's meetings and informally at other times. • Assess pupils' work systematically and use the results to inform future planning, teaching, and curricular development, • Collate information from support staff in order to review provision plans three times' annually.
<p>Curricular Knowledge and Understanding</p>	<ul style="list-style-type: none"> • Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, the Pre-key stage standards and the Engagement model and any other relevant schemes of learning and specifications for all relevant areas of the Curriculum. • Have a good knowledge of any other statutory requirements related to pupils' education or welfare. • Keep up to date with research and developments in pedagogy and curriculum content. • Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold - thereby deepening the pupils' knowledge and understanding.
<p>Professional Standards and Development</p>	<ul style="list-style-type: none"> • Attend and participate in parent consultations and pupil performances. • Understand their professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies, e.g. anti-bullying, homework, etc. • Be aware of the role and functions of the Governing body. • Set a good example, not only to the pupils they teach, but also to all other pupils in the School, in their appearance and their personal conduct.

	<ul style="list-style-type: none"> • Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning. • Establish effective working relationships with other professional colleagues, not only those within the School, but also those from outside agencies concerned with pupils' education and welfare, e.g. educational psychologists. • Under the guidance of the Deputy Headteacher for Inclusion, promote, plan and deliver effective, relevant CPD for staff within the SRP, ensuring practice reflects current guidance, high-quality SEND provision and meets the needs of pupils. • Assist in the development of the School Curriculum in line with the School's Development Plan. • Assist in the maintenance of good discipline in and around the School. • Cover for absent colleagues as is reasonable and in line with present government regulations. Current regulations state that cover must be allocated on an equitable basis, and that no more than 38 hours of cover should be required within an academic year for any individual teacher. • Attend meetings within the constraints of directed time and contribute to the development of programmes of study, and any other relevant aspects of the life of the School.
<p>Health and Safety</p>	<ul style="list-style-type: none"> • Undergo relevant training, as directed, and update courses; adhering to any relevant timelines • Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. • Co-operate with the employer on all issues to do with Health, Safety & Welfare.
<p>Continuing Professional Development - Personal</p>	<ul style="list-style-type: none"> • In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning. • Undertake any necessary professional development as identified in the School Improvement Plan taking full

	<p>advantage of any relevant training and development available.</p> <ul style="list-style-type: none"> • Implement and develop pedagogic procedures introduced through school, local or government initiatives. • Implement the use of new technologies that enhance teaching and learning. • Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received. • Carry out reflective practice exercises to move classroom practice, teaching and learning, forward. • Up-date Child Protection training as a minimum every three years. • Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher. • Contribute to the professional development of colleagues, especially ECTs.
<p>SECTION 2 – SPECIFIC PASTORAL DUTIES</p>	
<p>Support, Guidance, Monitoring and Reporting</p>	<ul style="list-style-type: none"> • Consider the pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'. • Be responsible for creating, implementing and regularly reviewing risk assessments, ensuring pupil safety while enabling inclusive access to learning • Monitor the social progress of pupils, including the progress in PSHE lessons. • Use a counselling approach to help pupils explore thoughts, feeling and solutions to problems.
<p>Rewards and Sanctions</p>	<ul style="list-style-type: none"> • Inform, reinforce and implement the school's behaviour strategies and behaviour curriculum.. • Oversee the collation of records of all rewards and incidents of inappropriate behaviour relating to pupils in the class. • Have a detailed knowledge of the pupils in the class and play a central role in the negotiations involved in forming any necessary 'behaviour plans'.

<p>Liaising with Others</p>	<ul style="list-style-type: none"> • Consider carefully who is the most appropriate person to help in a specific situation and determining who should make contact, when and how, etc. • Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies. • Inform appropriate learning and behaviour managers about social or behavioural issues related to pupils. • Contact parents when an issue arises in order to form positive working relationships. • Be able to liaise with agencies responsible for pupils' welfare providing the appropriate accurate information. • Keep up-to-date with Child Protection Procedures and notify the Designated Safeguarding Lead of any concerns about a child.
<p>Representing Pupils</p>	<ul style="list-style-type: none"> • Take action on behalf of pupils when appropriate. • Speak for or act 'on behalf of' a pupil, e.g. at a disciplinary meeting.
<p>General Tasks</p>	<ul style="list-style-type: none"> • Set a prompt and structured start to the morning and afternoon sessions. • Ensure that the classroom is left tidy at the end of each lesson and to report damage promptly. • Participate in and deliver class and whole school assemblies, where required. • Attend the relevant assemblies as requested by the Headteacher - unless withdrawing on the grounds of conscience or religion. Some assembly times may be used to free certain staff to develop the Curriculum or for CPD. • Participate in the formulation and execution of teaching and learning policies. • Organise class participation in School events. • To organise and run two clubs per year.
<p>Administration: (Registration, Absences, Lateness)</p>	<ul style="list-style-type: none"> • Mark the register fully and accurately. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy on Attendance. • Report any absence communication to the School Attendance Officer for accurate recording. • Contribute to the monitoring of the pupils' attendance/absence and lateness records. • Distribute information at registration, such as newsletters, timetables, etc. • Collate any reports from other staff and check for accuracy, spelling and grammar. Pass the reports on to the Headteacher for his/her comments, and to finally distribute them to parents and carers.

	<ul style="list-style-type: none"> Review any pupils currently attending SRP on reduced timetables, holding regular review meetings with parents and carers.
Wider Responsibilities	<ul style="list-style-type: none"> Understand and apply school policies in relation to health, safety and wellbeing Undertake professional duties that may be reasonably assigned by the Deputy Headteacher for Inclusion or Headteacher. Regularly check emails and other communication avenues for correspondence. Support the aims and ethos of the school, showing respect for self, each other and the environment. Promote equality for all individuals. Set a good example in terms of dress, punctuality, attendance and behaviour. Attend relevant training and take responsibility for own development. Attend relevant school meetings as required. Respect confidentiality at all times all information acquired in the performance of the job either verbally or in writing. Participate in the performance management activities, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. Comply with individual responsibilities, in accordance with the role, for health & safety and Safeguarding in the workplace. Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy. Present the school in a positive way in the community.
Other	<ul style="list-style-type: none"> Any additional duties that may be reasonably expected to be undertaken to support the attainment of pupil numbers across the whole school. This job description will be reviewed regularly and may be subject to modification and amendment after consultation.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. The job description will be reviewed from time to time to reflect the changes needs and circumstances of the school. Such reviews and any consequential changes will be carried out in consultation with the post holder.

The Golden Thread Alliance is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The duties above are neither exclusive, nor exhaustive and the post holder may be required by the Headteacher or Deputy Headteacher to carry out appropriate duties within the context of the job, skills and grade.

Postholder's signature:_____

Postholder's name: _____

Date:_____

PERSON SPECIFICATION

CRITERIA	QUALITIES
<p>Qualifications & Experience</p>	<ul style="list-style-type: none"> • Is a qualified teacher with proven SEN experience, ideally in a special school setting. • Has extensive experience with AAC systems – both high-tech and low-tech. • Has experience teaching students with complex and severe learning needs, sensory processing difficulties and managing behaviours positively using PBS principles. • Is skilled in multidisciplinary collaboration and confident embedding therapeutic and regulation strategies into teaching. • Can lead, inspire, and support a class team to deliver high-quality, consistent care and

	<p>education.</p> <ul style="list-style-type: none"> • Is confident in working with parents/carers and supporting EHCP processes.
<p>Communication</p>	<ul style="list-style-type: none"> • Ability to use clear language to communicate information unambiguously • Ability to listen effectively • Overcome communication barriers with children and adults • Establishing effective partnerships with parents/carers • Excellent interpersonal and communication skills at all levels • The ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents and professional teams and agencies
<p>Working with children</p>	<ul style="list-style-type: none"> • Understand and implement the school's behaviour management policy to ensure a productive and safe learning environment • Ability to understand and support children with special educational needs • Ability to plan and teach well-structured lessons based upon accurate assessment. • Understand and support the importance of physical and emotional wellbeing • Emotional resilience in working with challenging behaviours and a full commitment to inclusion on all levels • A passion for ensuring all children and young people achieve to the best of their abilities • The ability to provide a broad, balanced, relevant and creative curriculum that inspires pupils, promotes • positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence

<p>Working with others</p>	<ul style="list-style-type: none"> • Understand the role of others working in and with the school • Understand and value the role of parents and carers in supporting children • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults • Know when, how and with whom to share information
<p>Skills, Abilities and Knowledge</p>	<ul style="list-style-type: none"> • Positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence • The ability to demonstrate good subject and curriculum knowledge • Excellent organisational and time management skills and an ability to prioritise • A thorough knowledge and understanding of how children learn, develop and progress through life stages and events • How IT can be used effectively to motivate children to learn – and to have a level of IT skills. • How to plan, deliver, monitor and evaluate both teaching and the English curriculum • How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, Leaders and other professionals and agencies • Up to date knowledge of current developments in education
<p>General</p>	<ul style="list-style-type: none"> • Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools • Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil • Good understanding of and commitment to child protection procedures • Understand procedures and legislation relating to confidentiality • Be prepared to develop and learn in the role

Postholder's signature: _____

Postholder's name: _____



Date: _____