**Job Description**

**SRP Lead** **Teacher**



The following list is typical of the level of duties which the postholder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time given that we are a new and evolving school.

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| **Qualifications** |
| * Experienced teacher * Experience working with children with ASD * Experience supporting others with professional development * Has/is committed to attaining a PGCERT or MA in ASD |
| **General Responsibilities** |
| * To develop, plan and deliver the National Curriculum (suitably modified to take account of each child’s special educational needs). * To work as a member of the school team, attend weekly staff meetings and training. * To liaise with the mainstream staff to plan, monitor and evaluate the provision for each student in the SRP. * To work with external agencies to provide maximum support for pupils, staff and parents. * support class and subject teachers in the planning and delivery of curriculum when pupils supported by the SRP are unable to attend their lessons. * support class and subject teachers to retain responsibility for the progress of all pupils on their class list/roll. * To take part in moderation and able to model effective teaching. |
| **Specific post requirements** |
| * To co-ordinate and manage the gathered provision in line with the recommendations in the SEN Code of practice, and in liaison with the Headteacher, Inclusion Leader and Local Authority. * To have a specialist knowledge in ASD and a commitment to developing and disseminating this . * To provide advice and support to other teachers in the school working with resource centre students, focusing on a whole school approach. * To disseminate advice and information with regard to the educational implications of Autism, identifying the effects of autistic spectrum disorders on learning styles and provide appropriate strategic advice to staff working with students. * To lead the delivery of the school based in-service training around ASD. * To raise awareness of staff and mainstream students of the main issues related to autistic spectrum disorders. * To ensure that programmes devised for children are in line with their needs as laid out in their Statement of Special Educational Need or EHCP and contribute towards the achievement of agreed outcomes. * To assess progress towards meeting outcomes for each child and take appropriate action as a result of these assessments. * To meet with parents/guardians to discuss their child’s progress and take appropriate action as a result of these discussions. * To keep abreast of new developments/initiatives in both special needs education and mainstream education. * To provide reports to the Headteacher, governors and steering group on the development and progress of all pupils in the SRP. * To make maximum use of the facilities in the provision and the facilities in the school and surrounding borough * Participate in the school’s Performance Management and, in collaboration with the Senior Leadership Team, to be responsible for planning his/her own professional training and development and that of other Resource Centre staff. * Take responsibility for researching and applying knowledge of national legislation, regional policies and up to date research regarding children on the Autism Spectrum, both within the Centre and within the mainstream school. * Track and provide evidence of pupil progress from provisions to parents SLT and steering groups. * To liaise with the SENCO to develop the use of the ASD provision in a way that is consistent with the needs of all pupils with an ASD within the school. * To support the development of in reach and outreach services. * To work with the SENCO in the effective and efficient deployment of LSA’s. * Work proactively with parents to include them in decisions, seek their views and supporting them with advice, training or other help through running groups, signposting or holding meetings * Ensure specialist technology/equipment is used effectively. * Ensure that there is a focus on developing the independence skills of the pupils and preparation for transitions. * Actively engage with Local Inclusion Forums (LIFT) and STLS dimension groups for school professionals, demonstrating expertise in need type. * Attend ASD SRP network meetings * Support SLT to develop staff expertise through nationally recognised quality assurance measures such as the Balance System © Scheme for Schools or national standards for SRPs. * Maintain a focus on the quality standards necessary to obtain external accreditation e.g. National Autistic Society Accreditation, NAPLIC and ICAN. * Ensure SRP staff have professional development based on an audit of need. * Support SLT to ensure all school staff have an ongoing programme of professional development of their understanding of how the needs of the pupils in the SRP may impact on their experience of school, learning and development. |
| **Person Specification** |
| * A thorough understanding of the SEND Code of Practice with the ability to strategically plan its implementation. * A record of high quality, effective teaching with proven impact * Experience of teaching across EYFS, KS1 and KS2. * Proven leadership experience at middle or senior level. * Proven success at enabling children with SEND to access the curriculum. * A history of / or commitment to supporting all staff in delivering high quality C.P.D. aimed at developing all staff’s understanding of meeting children with SEND needs. * An understanding of universal provision. * Vision of successful, inclusive and personalised classroom practice. * An understanding of enabling environments (specifically in relation to supporting children with A.S.D. / D.L.D.) * A deep awareness of the barriers to learning children with SEND can experience and strategies that can be used to remove them. * Ability to create an action plan working within a clear vision in order to meet specific goals. * A commitment to keeping abreast of current best assessment practice. * Ability to communicate to a wide range of stakeholders including resource and mainstream teachers, support staff, parents and outside agencies. * Specific understanding of the safeguarding requirements of children with SEND. * A sound understanding of effective positive behaviour techniques to promote social and learning behaviours. * To have a strong commitment to promoting independence and the deployment of strategies to enable self-regulation. * A passion for on-going development and either has or is committed to gain a postgraduate or masters level qualification in ASD’s * A commitment to equality of opportunity for all and a passion for championing inclusive education. |
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