

JOB DESCRIPTION

Post Title: **LEAD TEACHER - Specialist Resource Base for Students with Autism, Key Stages 3 and 4**

Post Purpose:

- To lead the provision of the Specialist Resource Base (SRB) for autism at Key Stages 3 and 4 at Open Academy
- To provide professional leadership and management of all activities in the SRB in order to satisfy the expectation of provision as stated in the Service Level Agreement for the SRB as commissioned by Norfolk County Council
- To provide high quality, effective, flexible support for SRB students in partnership with their home school in order to effect sufficient improvement for the individual learner to sustain their place at their home school

Reporting to: **DESIGNATED MEMBER OF THE LEADERSHIP TEAM**

Responsible for: All staff within the Specialist Resource Base

Areas of Responsibility and Key Tasks

a) Strategic direction and development of the Specialist Resource Base and role within the Academy under the direction of the Principal and Senior Leadership Team

- Be responsible and accountable to the Principal for the quality of Education: Learning, Teaching, Behaviour and Inclusion in the SRB;
- Lead and manage the work of the Specialist Resource Base on a day to day basis;
- Support the vision, ethos and policies of the Academy and promote high levels of achievement in the SRB;
- Support the creation and implementation of the Academy Improvement Plan, especially as it relates to the SRB and to take responsibility for appropriately delegated aspects of it;
- Convey an enthusiasm for working with students with autism which motivates and supports other staff and encourages a shared understanding of the contribution focused special need support can make to all aspects of students' lives;
- Develop plans for the SRB which identify clear targets, timescales and success criteria for its development and/or maintenance in line with the Academy Improvement Plan;
- Monitor the progress of SRB students and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes;
- Ensure that parents/carers are well informed and involved in planning for the curriculum, targets, children's progress and attainment and IEP planning;
- Support the Principal in developing links with parents/carers of children in the Academy;
- Develop and implement policies and practices which reflect the Academy's commitment to inclusion through effective teaching and learning.

b) Outreach Roles

- Work in partnership with an identified specialist partner to contribute to ensuring a shared understanding of the autistic cohort in Norfolk Schools and develop skills across a wide range of autistic difficulties;
- Attend network meetings with other SRB lead teachers and relevant professionals such as autism EPs, to develop consistent practice across the County;
- Demonstrate best practice in teaching and learning for autistic students;
- Contribute to building the capacity of other academies and high schools to support the needs of autistic students;

- Work collaboratively with other professionals, parents/carers and the voluntary and community sector to promote the inclusion of autistic students within schools;
- To develop a range of specific resources for teaching autistic students in order that the base can be at the fore front of knowledge, skills, and technology in autistic teaching students;
- To manage the activities of the SRB in relation to providing direct support for specified students referred via the local Children's Service's Panel;
- To work alongside other professionals in the delivery and support for INSET related to autism;
- To provide mentoring and coaching opportunities for colleagues in other schools

c) Teaching and Learning

- Support the Principal and the Leadership Team in the monitoring of the quality of teaching and children's achievements within the SRB, including the analysis of performance data;
- Develop, plan and evaluate a personalised curriculum for students in the SRB making full use of alternative provision when and where appropriate;
- Have regard for the SEND Code of Practice and to identify, assess and support all autistic students;
- Teach whole class, small group and 1:1 sessions to meet students' personalised curriculum and their individual needs (e.g. life skills, social skills, literacy, numeracy, speech and language);
- Monitor standards of behaviour from SRB students and develop with staff a menu of approaches to support behaviour;
- Liaise with the Vice-Principal in order to assist in the coordinated provision for autistic students across the academy;
- Create, monitor and review IEPs and IBPs for SRB students;
- Organise, conduct and report on annual review meetings;
- Regularly monitor and review data assessments and in-class provision for autistic students;
- Liaise with curriculum leaders and subject teachers to advise on strategies and techniques, teaching and learning styles that enable autistic students to better access the curriculum and to reduce barriers to learning;
- Ensure special arrangements are in place for examinations for SRB students;
- Draw up SRB Improvement plans which link to the Academy Improvement Plan;
- Liaise with appropriate staff both within and outside the Academy to ensure that information is logged and shared appropriately;
- Attend planning or review meetings;
- Lead on the development and work as a team to provide highest possible quality of education, inclusion and independence for all students in the SRB;
- Identify appropriate attainment/achievement targets for SRB students;
- Implement, monitor and evaluate autism friendly strategies to ensure that all students in the SRB have the highest possible outcomes;
- Motivate staff and colleagues by example;
- Plan effective transition packages;
- Keep Leadership Team, curriculum leaders and Pastoral Leaders informed of students in the SRB, relevant targets and/or action plans and provide information to inform decision making and policy review;
- To keep up to date with research resources, legislation and LEA policy by attending courses and/or SENCO Forum Groups;
- To keep up to date with developments in all Childrens' Acts, Education Acts, Codes of Practice, LA Strategic Plans and other relevant guidance;
- Ensure the SRB is a whole Academy issue;
- To act as a mentor to TAs, NQTs, PGCE students and raise awareness of autism within the Academy and to identify and disseminate good practice;
- To manage the SRB budget and to purchase, organise and catalogue resources;
- To co-ordinate the timetable and allocation of TAs, SRB support staff;
- Appropriately enable in-class, small group and withdrawal groups where required;
- To fully track, monitor and review individual and/or group progress for SRB students;
- To liaise regularly with the Vice-Principal and SENCO of the Academy.

d) Leading and Managing Staff

- Support the performance management process as a team leader to develop the personal and professional effectiveness of staff in the SRB;
- Provide support and advice on teaching autistic students to NQTs, supply teachers, teachers and teaching assistants who may be new to the Academy;
- Enable all teachers to achieve expertise in planning for and teaching autistic students through example, support and by leading or providing high quality professional development opportunities;
- Demonstrate an excellent ability to advise and support other teachers by providing clear feedback, good support and sound advice to others;
- Provide examples, coaching and training to help others become more effective in their teaching of autistic students;
- Help others to evaluate the impact of their teaching on raising autistic students' achievement;
- Ensure that the Principal, SLT and Governors are well informed about any new policies, plans, priorities and targets affecting autism and that these are properly incorporated into the Academy Improvement Plan;
- To ensure priorities in the SRB are informed by the whole Academy Improvement Plan and needs of the SRB as identified in monitoring processes and procedures and the effective use of performance management;
- To report on progress of the SRB to governors;
- To report on progress of the SRB Improvement Plan regularly to the line manager (Vice-Principal);
- To be mindful of reports and recommendation from external bodies and to use their advice or guidance to raise standards within the SRB.

e) Performance Management

- To act as Team leader in accordance with the principles and practise as determined by the Academy's Performance Management Policy.
- To lead, manage and be accountable for all staff within the SRB:
 - to ensure that there is an annual review of targets;
 - to ensure that suitable and challenging professional targets are set and monitored;
 - to ensure that professional development opportunities that both develop individual staff and the SRB are utilised. These targets should be discussed with the Line Manager and/or the member of the Leadership Team with responsibility for continued professional development;
 - to liaise with external advisers or professionals to ensure that professional development opportunities are fully utilised.
- To work with strategic partners, advisers or external bodies as critical friends to raise standards in the SRB;
- To keep up to date with curriculum changes and recent research to ensure student progress and enhanced teaching and learning in the SRB;
- To manage all aspects of budget allocation for the SRB effectively and efficiently;
- To organise and oversee the collation and dissemination of all data and information relating to Students in the SRB;
- To foster and maintain high quality interagency approaches and collaboration;
- To ensure that suitable provision, support strategies, IEPs are disseminated to all relevant staff;
- To regularly monitor, review and evaluate progress towards targets and to take remedial action where appropriate;
- To write reports and attend review meetings or similar as necessary;
- To support and develop individual educational programmes which enable pupils to access mainstream provision;
- To foster links and the involvement of parents/carers.

Entitlement

The Principal and Local Governing Body are fully committed to ensuring the professional effectiveness of the teacher in this role through support for the provision of professional development opportunities

All staff may be expected to undertake a stated or published period of duty. This duty may be extended upon reasonable request of the Principal or senior member of staff in situations where the health, safety or well-being of students is of concern.

This appointment is subject to the current conditions of employment for Core Subject Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description may be amended at any time following discussion between the Principal and member of staff and will be reviewed annually.

This description should be seen as supplementary to the basic job description as set out in the statutory instruments within the education (School Teachers' Pay and Conditions Document) order which is updated on annual basis.

Additional Responsibilities

You may reasonably be expected to perform duties of a similar nature to those outlined in the job description.

- To undertake any tasks deemed appropriate by the Principal.

Review

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties.

Please note that the above job description is in addition to the role and responsibilities of a Subject Teacher. A Subject Teacher job description is available on request.

Values and ethos

DNEAT has been established to provide excellent education for children and young people helping all to have high aspirations and to achieve of their best both academically and in preparing them effectively for life in modern multi-cultural Britain.

Our values are based on those demonstrated by the teachings and life of Jesus and include service, humility, respect, love and perseverance. Our academies are inclusive, welcoming those of all faiths and none. Our focus is on serving the local community and enabling our family of academies to work effectively together.

Safeguarding

The safety and well-being of our children is central to our ethos and we expect all staff and volunteers to share this commitment. Successful applicants will be required to provide references and undertake the Independent Safeguarding Authority checks including an enhanced Disclosure and Barring Service disclosure and comply with the Safeguarding Policy and child protection practices of DNEAT.

Lead Teacher - Specialist Resource Base – Person Specification		
Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree Status • Qualified Teacher Status 	<ul style="list-style-type: none"> • Further relevant qualifications • Further training, including In-Service Training
Experience	<ul style="list-style-type: none"> • Secondary School teaching or teaching practice across the age and ability range • Specialist experience with SEN students, including those with autism • Experience of working in teams • Familiarity with and involvement with the National Curriculum, assessment, reporting and recording procedures across the age and ability range • Familiarity with SEN regulations and local authority procedures • Commitment to community and parental involvement • Experience in helping with extra-curricular activities 	<ul style="list-style-type: none"> • Innovative practices to encourage positive relationships within a range of settings • Evidence of leading a teaching initiative • Experience of other work with children
Skills	<ul style="list-style-type: none"> • Evidence of subject knowledge • Commitment to the practice of individual target setting in order to raise achievement • Commitment to staff development • Excellent skills in the use of Microsoft Office, software and MIS packages • Ideas for implementing the school's vision • Commitment to anti-discriminatory practice • Excellent communication skills, both verbal and written • Efficient time management • Ability to lead a team • Ability to be flexible and adapt quickly to changing circumstances • Ability to report clearly and thoroughly on work completed • Commitment to parental involvement in education • Ability to motivate young people • Ability to plan efficiently • Effective classroom management 	<ul style="list-style-type: none"> • Knowledge of issues related to teaching in a multi-ethnic environment and EAL • Experience of partnership working and dissemination of ideas/materials • Experience of report writing
Personal Qualities	<ul style="list-style-type: none"> • Ability to develop good relationships with students, colleagues and community members • Good interpersonal skills • Cultural awareness • Good listener • Good at influencing others • Strong drive, determination and enthusiasm to work effectively • Commitment to equal opportunities • Sense of humour • Good attendance record 	