



## Job Description

As well as the responsibilities set out below there may on occasion be reasonable requests for other duties not listed. These will always be within the scope of your role and capability.

<b>Job Title</b>	Access Centre Lead	<b>Location</b>	Lyde Green Primary	<b>Hours</b>	32.5
<b>Reports to</b>	Headteacher	<b>Line Manages</b>	Access Centre staff	<b>Grade</b>	L4 - 8
<b>Qualifications:</b> QTS					
<b>Role Profile</b>					
<p>You will be accountable for the day to day operation of the Access Centre and coordinate provision for EYFS and KS1 children diagnosed with AS, complex and severe learning needs including most that are pre-verbal, in receipt of an EHCP and awarded a place at the centre by South Gloucestershire LA. You will be responsible for the recruitment, training and line management of staff, safeguarding across the Centre, liaison with the CSET Finance team on deployment of the Centres' budget, delivery of the specialist curriculum and monitoring and evaluating the quality of the teaching, learning and assessment for pupils as well as ensuring resources meet pupils' needs effectively.</p> <p>As Access Centre Lead you will provide professional guidance to colleagues, working closely with staff, parents and other agencies. The postholder will be expected to act as an adult role model and has a responsibility to promote and safeguard the safety and welfare of pupils and students in accordance with CSET/School policies and procedures and any associated guidance.</p>					
<b>Person Specification</b>					
<p>It will be essential that:</p> <ul style="list-style-type: none"> <li>• You have experience of specialist settings and an in-depth understanding and passion for good quality ASD teaching.</li> <li>• You understand barriers to learning and the impact vulnerabilities can have on progress and attainment for children with an ASD profile</li> <li>• You are committed to maintaining and furthering your own knowledge and understanding of ASD/SEND and best practice in its support and remediation.</li> <li>• You have experience of managing a team and/or working closely with stakeholders and are able to inspire both adults and young people from a wide variety of backgrounds.</li> <li>• You have excellent communication skills so as to build effective relationships across the Trust, with colleagues, students and parents, as well as with external stakeholders.</li> </ul>					



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- You have practical ICT skills, analytical skills and an understanding of progress in order to use and analyse the impact of data on learning at a strategic level.
- You are a flexible and creative thinker with a willingness to enable and empower your colleagues and support your team.
- You can work under pressure, manage difficult situations and be able to prioritise and work to tight deadlines.

### Responsibilities

#### Operational development of the provision

- Have an operational overview of provision for pupils within the Centre, monitoring and reviewing the quality of provision
- Contribute to the Centre's self-evaluation, particularly with respect to provision for pupils
- Maintain up-to-date knowledge of national and local initiatives that may affect the Centre's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

#### Operation and coordination of provision

- Maintain an accurate provision map for all Centre pupils
- Provide guidance to colleagues on teaching pupils with ASD and/or a disability.
- Advise on the use of the Centre's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils within the Centre
- Model best practice for colleagues that require support

#### Support for pupils in the Centre

- Coordinate provision that meets the pupil's needs and monitor its effectiveness
- Secure relevant additional services for the pupil
- Ensure records are maintained and kept up to date



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- Review the education, health and care plan (EHCP) with parents or carers and the pupil in annual reviews
- Communicate regularly with parents or carers
- Maintain and develop current systems including Edukey and B Squared
- Ensure when the pupil transfers to another school, all relevant information is passed on and support a smooth transition for the pupil
- Identify students who may be in need of additional support
- Model best practice in delivering interventions for specific pupils, both 1:1 and in small groups

### Leadership and management

- Work with the mainstream school's Headteacher and Senior Leadership Team to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Contribute to the school development plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Lead and manage Centre teaching assistants (HLTAs)
- Promote an ethos and culture that supports and promotes good outcomes for pupils within the Centre

### Teaching and learning

- Set high expectations of the learning of pupils within the Centre and ensure teachers set targets that accelerate progress
- Advise on the use of assessment for learning approaches to improve the progress of these pupils, and help them and their teachers understand where they are in their learning and their next steps