# JOB DESCRIPTION AND PERSON SPECIFICATION

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| Job Title: | APR Lead and Assistant SENDCO |
| JD Reference: |  |
| School/Academy: | Stratton Upper School |
| Salary: | L 1-5 |
| Responsible to: | Assistant principal (Inclusion)/SENDCO |

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| Role: | Strategic and operational management of the Additional Resource Provision (ARP) and oversight of whole school provision for communication and interaction needs. |
| Purpose of the job: | Strategic and operational running of the ARP. Wider responsibility for ensuring that provision is in place for students with communication and interaction needs. |

**Responsibilities and Accountabilities:**

* Strategic and operational oversight of the ARP.
* Accountability for ensuring that provision aligns with Section F of education, health and care plan (EHCPs) for students with an ARP placement.
* Creation and maintenance of an environment (both within the ARP and the whole school) that supports all students with communication and interaction needs.
* Ensuring that all students with an ARP placement have accurate and reflective assess, plan, do, review (APDR) documentation.
* Providing guidance and support to Teachers, HLTAs and Teaching Assistants in meeting the needs of students with communication and interaction needs.
* Working with Curriculum Leaders to adapt resources and curriculum materials to effectively support students with communication and interaction needs in specific subjects
* Modelling best practices and demonstrating up-to-date knowledge of current theory and practice relating to communication and interaction needs.
* Close liaison with the Special Educational Needs and Disability Co-ordinator (SENDCO).
* Devising and delivering training for staff and parents.
* Ensuring that regular contact is maintained with parents/carers of students with an ARP placement.
* Involvement with the local authority specialist placement panel.

**Outside Agencies**

Liaison with a range of external agencies and professionals, including (but not limited to):

* Local Authority Statutory Assessment Team
* Local Authority Specialist Teacher Team
* Colleagues from Health
* Colleagues from Social Care

**To liaise with parents**

* Maintain a positive working relationship with parents.
* Communicate with parents about specific interventions / support in place for their child.
* Involve parents in the APDR process.
* Prepare for and lead (overseen by the SENDCO) EHCP review meetings for students with an ARP placement.
* Effectively triage parental enquiries and/or concerns relating to students with an ARP placement.

**Provide support for students**

* Support transitions of students into/out of the ASC Provision.
* Oversight of planning and delivery of interventions for students with an ARP placement, both 1:1 and in small groups.
* Oversight of planning and delivery of whole school communication and interaction interventions.
* Track and monitor progress of students with an ARP placement.
* Track and monitor progress of students with communication and interaction needs.
* Ensuring that student voice is regularly collected from students with an ARP placement.
* Ensuring that student voice is regularly collected from students with communication and interaction needs.

**Support for School/Academy/Place of work:**

* Participation in staff events by arrangement.
* Contribute and participate in the middle leadership of the academy, working with other middle leaders to develop the curriculum and pedagogy in all subjects
* Contribute and participate in Trust events and activities where possible.
* Develop and maintain effective working relationships with other staff and parents/carers.
* Adhere to the Trust values.
* Follow school policies, practices, and procedures.

**Data security:**

* Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.

**Health and Safety:**

* 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 Trust on all issues to do with Health, Safety & Welfare.
* To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
* Contribute to the maintenance of a safe and healthy environment.

**Continuing Professional Development:**

* In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust.
* Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
* Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

**Child Protection and Safeguarding**

* The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
* To inform the Child Protection Officer of any issues relating to the safety and well-being of students.

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder’s professional responsibilities and duties.

***The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.***

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| **Person Specification:** | | Assessment Key:  A = Application Form  I = Interview | | |
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| **Education and Qualification** | | **Essential** | **Desirable** | **Assessment** |
| 1 | Qualified teacher status | ✓ |  | A |
| 2 | NASENCO |  | ✓ | A |
| **Experience** | | **Essential** | **Desirable** | **Assessment** |
| 3 | Previous experience of working with autistic young people. | ✓ |  | A/I |
| 4 | Previous experience of line management or leadership of a team |  | ✓ | A/I |
| 5 | Previous experience of delivery of Training and CPD for teaching and non-teaching staff |  | ✓ | A/I |
| **Knowledge and understanding** | | **Essential** | **Desirable** | **Assessment** |
| 6 | Knowledge of the Statutory Assessment process | ✓ |  | A/I |
| 7 | Understanding of curriculum construction and adaptation to meet specific needs | ✓ |  | I |
| 8 | Knowledge of specific adaptations and support for students with communication and interaction needs | ✓ |  | I |
| 9 | Understanding of coaching and staff development strategies to develop colleagues through direct and indirect management |  | ✓ | A/I |
| **Skills and abilities** | | **Essential** | **Desirable** | **Assessment** |
| 10 | High level of personal organisation skills. | ✓ |  | I |
| 11 | Able to deal with challenging situations in a calm and professional manner. | ✓ |  | I |
| 12 | Ability to contribute to team meetings and contribute ideas | ✓ |  | I |
| **Personal Qualities** | | **Essential** | **Desirable** | **Assessment** |
| 13 | High personal standards in terms of attendance, punctuality and organising workload. | ✓ |  | ! |
| 14 | Willingness to undergo further training and development. | ✓ |  | I |
| 15 | Positive and enthusiastic approach towards work. | ✓ |  | I |
| 16 | Ability to act on own initiative. | ✓ |  | I |
| 17 | Professional approach when dealing with all issues and staff. | ✓ |  | I |
| 18 | Ability to work as part of a team effectively. | ✓ |  | I |
| **Child Protection** | | **Essential** | **Desirable** | **Assessment** |
| 19 | Support the Academy policies on safeguarding and child protection. | ✓ |  | A/I |
| **Other** | | **Essential** | **Desirable** | **Assessment** |
| 20 | Flexibility of working hours | ✓ |  | A/I |