



SIR JOHN NELTHORPE SCHOOL

RESPECT - RESILIENCE - INTEGRITY



JOB DESCRIPTION AND EMPLOYEE SPECIFICATION

Job title: ASPIRE Centre Manager	Service area: Children and Families
Post number:	Division: Education - Schools
Grade: Main Scale or UPS plus SEN Allowance	Section/team: Sir John Nelthorpe School

Overall purpose of job:

The ASPIRE centre manager is responsible for ensuring the provision of high quality teaching and support for all pupils in ASPIRE and the daily administration of the centre office including line managing administrative staff. They are also responsible for all administrative, and organisational processes within the centre, maintaining confidentiality at all times. They lead and coordinate all the planning and development of support services for the pupils in the centre.

Main responsibilities:

To lead the development of ASPIRE:

- Be responsible for the quality of Education: Learning, Teaching, Behaviour and Inclusion in ASPIRE.
- Lead and manage the work of ASPIRE on a day-to-day basis. Ensure the smooth and effective running of the centre and all administrative and communicative systems.
- Monitor the progress of the children and evaluate the effectiveness of teaching and learning.
- Ensure that parents/carers are well informed about the curriculum, targets, and children's progress and at annual reviews.
- Ensure effective supervision of pupils at free time, at times of transition between lessons and activities, and on arrival at school and before departure.
- Implement policies and practices, which reflect the school commitment to inclusion through effective teaching and learning
- 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 ASPIRE.



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Develop a bespoke learning package for each child within the provision to an inclusive program of learning which meets the specified needs identified within the Education and Health Care Plan and prepares them for the next stage of their educational journey:

- Develop, plan and evaluate a personalised curriculum for children in ASPIRE. Contributes to the development, implementation and evaluation of One Page Profiles and Behaviour Support Plan.
- Teach whole class, small group and 1:1 sessions to meet children's personalised curriculum and their individual needs. Supervises pupils in small groups if taking part in off-site educational visits following appropriate risk assessments and approval.
- Ensure good behaviour for learning of children within ASPIRE.
- Collate information and attend annual review meetings.
- Set and regularly review children's individual targets within ASPIRE.
- Regularly monitor and review data assessments and in-class provision for the children in ASPIRE.
- Liaise with curriculum leaders to advise on strategies and techniques, teaching and learning styles that enable ASPIRE pupils to better access the curriculum and to reduce barriers to learning
- To develop individual educational programs which enable pupils to access mainstream provision where appropriate.
- Implement, monitor and evaluate strategies to ensure that all ASPIRE children have the highest possible outcomes.
- Plan effective transition packages.
- To keep up to date with research resources legislation and LA policy by attending courses and network meetings.
- To keep up to date with developments in all Children's Acts, Education Acts, Codes of Practice, LA Strategic Plans and other relevant guidance.
- To co-ordinate the effective deployment of ASPIRE TAs
- Follow the behaviour management policy of the school.
- Establish and maintain a positive purposeful working atmosphere.
- Set high expectations for pupil's behaviour, establishing and maintaining a good standard of discipline throughout well-focused teaching and through positive and productive relationships.
- Establish a safe environment, which supports learning, and in which pupils feel secure and confident.
- Selecting and making good use of ICT and other learning resources, which enable teaching objectives to be met.
- Setting high expectations for all pupils notwithstanding individual differences, including gender, and cultural and linguistic backgrounds.



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To monitor, assess, record and report to ensure accountability:

- Assess and record each pupil's progress systematically and daily.

To promote, develop and sustain strong partnerships beyond the provision which include the whole school, the home and other agencies:

- To liaise with receiving schools to ensure successful integration and transition into and from the Specialist Resourced Provision.
- Attend network meetings and work with other provision leaders.
- Demonstrate best practice in teaching and learning for complex needs children.
- Work collaboratively with other professionals, parents/carers.
- To develop a range of specific resources for teaching.

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 Headteacher.
- Understand their professional responsibilities in relation to school policies and practices.
- Recognise that learning takes place inside and outside the school context and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare.
- Participate in staff training.
- Attend team and staff development meetings

Knowledge, skill and experience:

- Qualified Teacher Status
- Excellent communication skills
- Experience of organising, leading and motivating other staff
- Developing, managing and operating clerical/administrative and organisational systems
- Competent use of IT packages including word processing, spreadsheets, MS Teams and school MIS systems
- Excellent organisational skills to assist in the main teaching of pupils and the overall management of the centre.
- Time management and organisational skills
- Experience of subjects taught within the Key Stage 3 & 4 curriculum.
- Experience of child development and children's personal development needs



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- Experience of the implications of challenging behaviour in pupils for teaching and learning at school and for the families of pupils.
- Experience of strategies which promote good behaviour and discipline.
- Prior Team Teach accreditation or a willingness to undertake the training.
- Able to support staff and pupils with ICT.
- First Aid qualification or a willingness to undertake the training.

Creativity and innovation:

- Develop and promote the ethos and values of the school and ASPIRE to ensure the best outcomes for all pupils
- Create, monitor and evaluate solutions to pupil's personal needs and communication.
- Monitors and responds to pupil's learning by suggesting changes in targets or provision to the teacher
- Plans and review personalised learning plans based on knowledge and understanding of pupil needs.
- To proactively develop strategies to improve the attendance, behaviour and attainment of both individual and groups of pupils;
- Communicates effectively with teachers, other professionals and parents as appropriate and recognises the need to communicate.
- To supervise and deploy centre staff to ensure effective delivery and the positive engagement and progress of pupils.

Decision Making:

- Take all decisions in line with the vision and values of the school and ASPIRE and ensure others to do the same.
- Takes decisions on the daily workload of centre staff and directs accordingly
- Recognises situations where risk assessments are required and can follow appropriate Health and Safety procedures.
- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risks of pupil behaviour becoming disruptive or dangerous.
- Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress.
- Responds to on-the-spot incidents requiring immediate attention/decisions on/off the school premises and/or without direct contact with a senior member of staff
- Takes action to meet pupils' personal needs as they arise to avoid undue physical or mental stress.
- Responds appropriately to pupils' attempts to communicate needs.



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Contacts and Relationships:

Teachers (inc SENDCO)

- Ensuring the delivery of a Quality First Curriculum is provided.
- Ensure teachers monitor the progress and adapt provision of the curriculum accordingly -daily
- Liaises with SEND staff to identify appropriate support strategies for pupils (daily)

Pupils

- Enables access to the planned curriculum and meets personal and social needs - daily.
- Leadership group of the school
- Takes part in centre / departmental / whole school meetings - weekly.
- Provide reports as required.

Other staff

- Manages daily workload of Centre staff including Administrator - daily
- Ensures that all members of the Centre present, at all times, a positive image to the school to all pupils, staff, parents and visitors both internally and externally

Other Professionals

- Provides information about pupils progress, strategies and issues to outside agencies in conjunction with the SENDCo and implements joint recommendations - weekly

Parents/carers

- Shares information about class activities and pupil progress - daily
- Reporting information about pupil progress at each relevant review point. - as per plan

Responsibility for resources:

None

WORK ENVIRONMENT

Work demands:

- There are no specific deadlines other than implementing activities in school hours as directed. Time to complete activities will vary.
- Disruptions may be caused by unplanned absences of staff and pupils and unexpected visits by parents and professionals.



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Physical demands:

- Some light duties involving moving and carrying learning materials and resources.
- May be involved in physical interventions with pupils, following LA-approved Team-Teach techniques.

Working conditions:

Works in classrooms / office for most of the school day. These can be warm and pupils can be noisy.

Required to supervise pupils on off-site educational activities which may be inside or outside

Work Context:

At risk of verbal abuse and physical harm from a minority of pupils and parents/carers who may behave aggressively.

At risk of infection when dealing with unwell children.

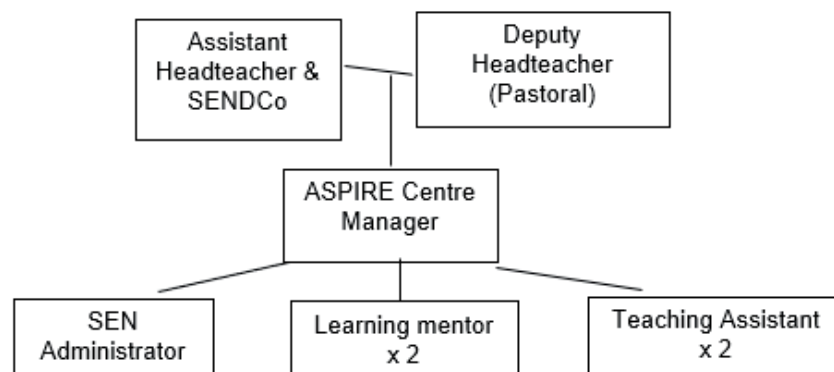
Position in organisation:

Indicate how many staff the post is directly accountable for: 2

Note:

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. This job description is provided for guidance only and does not form part of the contract of employment.

Date of Job Description: 27/01/25





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Post Number:

Job Title: ASPIRE Centre Manager

Hours per week: 37

	Essential	Desirable	How Measured
Experience	<p>Experience of working in education, either mainstream or specialist setting</p> <p>Experience of pupils who have both learning and/or behaviour needs (specifically SEMH) limiting their academic progress</p>	<p>Involved with planning & delivery of curriculum and planned interventions to comply with needs as outlined in provision mapping and personal targets.</p> <p>Working with SEND pupils, dealing with relevant paperwork</p> <p>Experience of working in a team</p> <p>Experience of supporting pupils with complex learning difficulties -</p> <p>Experience in the use of Team Teach interventions with pupils who present challenging behaviours</p> <p>Experience of working with children and families from a range of cultures represented locally</p> <p>Experience in the support of children and young people with specialist educational requirements</p>	<p>Application form</p> <p>Interview</p> <p>References</p>



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Post Number: Job Title: ASPIRE Centre Manager Hours per week: 37			
	Essential	Desirable	How Measured
Education, Training, Qualifications	QTS Some evidence of specialist training in areas of SEND or willingness to be trained	Recognised degree First Aid Qualification Team Teach Certificate Qualification in the support of pupils with SEND	Application Form Interview
Skills and Knowledge	To carry out your duties in accordance with the National Standards Excellent Interpersonal and communication skills Ability to participate in planned physical interventions Strong organisational skills ICT competency Ability to maintain confidentiality at all times Understanding of what safeguards are necessary to ensure the safety of children. Understanding of child development and personal needs	Excellent time management	Application Interview References



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Post Number:

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Hours per week: 37

	Essential	Desirable	How Measured
<p>Skills and Knowledge</p>	<p>Understanding of individual learning styles</p> <p>Good literacy and numeracy skills</p> <p>Knowledge of strategies which promote good behaviour and discipline</p> <p>Ability to respond to “on the spot incidents” as and when they arise</p> <p>Ability to adapt to changing situations</p> <p>Basic knowledge of child protection legislation, procedures and staff responsibilities</p>		
<p>Additional Aspects of the Post</p>	<p>Willingness to participate fully in the life of the school.</p> <p>Has a commitment to working with parents and other support agencies</p>		<p>Application Form</p> <p>Interview</p>



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Post Number:
Job Title: SENDO
Hours per week: 37

Essential

Desirable

How Measured

The post is subject to:

Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 Yes X No

Political restriction Yes No

The ability to speak fluent English under the Immigration Act 2016 Yes No

Employee:

(signed) _____

(print) _____

Date: _____

Manager:

(signed) _____

(print) _____

Date: _____