**Job PROFILE**

Autism Resource Centre Manager

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| Post Title | **Autism Resource Centre Manager** |
| Place of Employment | **Based at Swinton Academy**Aston Community Education Trust |
| Hours of Work | **37 hours per week (Monday to Friday), term time** Term time includes working 2 out of 5 INSET days each academic year as directed, with availability to work any or all of the remaining 3 INSET days at short notice should the need arise. |
| Salary | **Band I Pro rata salary £28,390 – £30,588**points 28 – 31 (based on a full time salary of £32,234 - £34,728)*(plus an additional 1 week of pay if the appointee has 5 years or more continuous service with the Local Authority)* |

**Main Purpose and Responsibilities:**

Under the direction and guidance of the SENDCo, Vice Principal and ACET Inclusion Lead, you will be responsible for supporting the personal development, behaviour and welfare of students through the efficient and effective deployment of resources in the Autism Resource.

The role will complement the professional work of teachers by taking responsibility for agreed learning activities under the established system of supervision. This may involve the efficient and effective deployment of teaching assistants and reviewing student provision on a regular basis.

The role will also include the leading of, and attendance at, a range of meetings with families and professionals to support our most vulnerable learners. These may include multi-agency meetings, CIN, TAF meetings and Safeguarding meetings for which you will prepare and complete relevant academy and SEND documentation.

You will plan, prepare and deliver differentiated learning activities for individuals and small groups, monitor students and assess, record, evaluate and report on achievement, progress and development.

You will be an active member of the safeguarding and transition teams and will also organise and supervise lunchtime provision for vulnerable children.

**Main Duties**

* To lead, manage, and develop the Autism Resource Centre, ensuring a high standard of provision for all students
* To have an impact on educational progress for the cohort of students who have access to the Autism Resource Centre
* To liaise with internal staff regarding students’ needs and their provision
* To monitor and review SEND targets on a termly basis
* To plan, conduct and write up Educational Health Care annual reviews
* To establish and maintain a high level of parental engagement and communication
* To manage and ensure the successful transition of students entering the Autism Resource Centre and then transitioning to other educational establishments.
* To make a significant contribution to transition processes for other students identified with SEND
* To be a visible and active member of the academy’s safeguarding team
1. **Support for students**
	* Assess the needs of students and use detailed knowledge and specialist skills to support their learning
	* Establish productive working relationships with students, acting as a role model and setting high expectations
	* Promote the inclusion and acceptance of all students within the Resource
	* Support students consistently whilst recognising and responding to their individual needs
	* Encourage students to interact and work co-operatively with others and engage all students in activities.
	* Promote independence and employ strategies to recognise and reward achievement of self-reliance
	* Provide feedback to students in relation to progress and achievement.
	* Ensure any identified safeguarding issues are responded to in a timely manner
2. **Support for the Teacher**
	* Organise and manage appropriate learning environments and resources
	* Within an agreed system of supervision, plan challenging learning and teaching objectives to evaluate and adjust lessons/work plans as appropriate
	* Monitor and evaluate students’ responses to learning activities through a range of assessments and monitoring strategies against pre-determined learning objectives
	* Provide objective and accurate feedback and reports to the Teacher, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
	* Record progress and achievement in lessons / activities systematically and provide evidence of range and level of progress and attainment.
	* Work within the established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
	* Support the role of parents in students’ learning and contribute to / lead meetings with parents to provide constructive feedback on pupil progress / achievement, etc.
	* Produce lesson plans, worksheets, behaviour support plans, etc.
3. **Support for the Curriculum**
	* Deliver learning activities to students, within the agreed system of supervision, adjusting activities according to pupil responses / needs.
	* Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of students’ skills
	* Use ICT effectively to support learning activities and develop students’ competence and independence in its use
	* Select and prepare resources necessary to lead learning activities, taking account of students’ interests, language and cultural backgrounds
	* Advise on the appropriate deployment and use of specialist aid / resources / equipment
4. **Support for the Academy**
	* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with the policy
	* Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
	* Contribute to the overall ethos / aim of the academy
	* Establish constructive relationships and communicate with other agencies / professionals, in liaison with the Teacher, to support achievement and progress of students
	* Establish positive links with contributory feeders and post 16 providers
	* Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting students
	* Recognise own strengths and areas of expertise and use these to achieve and support others
	* Deliver out of school learning activities within the guidelines established by the school
	* Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class
	* Manage preparation of SEND documentation for students within the Resource.
5. **Line Management**
* Line manage Teaching Assistants within the Resource
* Undertake induction / appraisal / training and mentoring of Teaching Assistants

The role is based at Swinton Academy, however, it may involve working at other academy locations within the trust.

*The post holder will be expected to work in a flexible manner undertaking any reasonable duties commensurate within the range and grade of the post, or indeed lesser duties as directed and whether detailed within this profile or not, but as required by the Academy. This is an outline job profile to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility.*