

Crown Lane School: Job Description & Person Specification

Job Title:	Leader of Autism Resource Base (ARB)
Grade:	MPS/UPS (Inner London) plus TLR 2a
Reporting to:	Executive Head Teacher and Co Heads of School
Responsible for:	Curriculum and Standards of Achievement and Teaching and Learning

JOB DESCRIPTION

Purpose of Post
<p>To work in partnership with the Executive Head Teacher, Co Heads of School, Extended Leadership team and other stakeholders to assist with the development of an exciting curriculum to engage pupils in the ARB to secure progress for every child.</p> <p>To lead the strategic direction and development of the ARB existing provision.</p> <p>The duties of a Leader awarded a TLR include a significant responsibility that is not required of all classroom teachers, and that:</p> <ul style="list-style-type: none"> • is focused on teaching and learning; • requires the exercise of a teacher's professional skills and judgement; • requires the teacher to lead, manage and develop a subject area; or to lead and manage pupils' development across the curriculum; • has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; • involves leading, developing and enhancing the teaching practice of other staff.
Duties/Responsibilities
<p>The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. It may be modified by the Executive Head Teacher, after discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title.</p> <p>Leading Learning and Teaching:</p> <p><i>Leading, developing and enhancing the learning in the ARB to:</i></p> <ul style="list-style-type: none"> • develop an excellent, relevant autism-focused curriculum that utilises current ASD pedagogical approaches and is a model of good practice within the school and externally; • build on the existing culture which nurtures and values the individual and diverse learning needs of the pupils and adheres to the school values; • ensure sustained progress based on targets related to individual pupils' academic, social and emotional needs, in order to best prepare pupils for the next stage in their education by the time they leave Crown Lane; • plan and monitor tailored curriculum overviews and allocation and use of resources to ensure challenging learning outcomes and curriculum coverage; • devise internal targets and assessment procedures, based on incremental steps, suitable to all pupils in the ARB, that foster pupil progress • respond to external assessment procedures which not only meet externally imposed criteria; • monitor pupil standards and achievement against learning outcomes and school-based targets, identifying individual learning gaps. Plan and implement strategies where improvement needs are identified; • maintain a positive learning environment in line with whole school behaviour for learning policies. <p>Securing Accountability</p> <p><i>Leading, managing and developing ARB by working with other staff to:</i></p> <ul style="list-style-type: none"> • provide relevant subject, curriculum or pupils performance information;

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- critically monitor and evaluate the work of the subject area ensuring that information collected is used to identify precisely strengths and areas for development that will impact positively on pupil progress;
- ensure team meetings and staff development are informed by and align closely with information collected through agreed current good practice and monitoring exercises;
- work with other leaders within the school to define and agree appropriate school improvement strategies;
- evaluate the impact of all improvement activities on the quality of teaching and learning.

Developing Self and Working with Others

Show commitment to a research led pedagogy which promotes and directs high standards of learning, teaching and pupils achievement and progression through:

- promoting high standards of professional performance, modelling excellent teaching, mentoring and support for the professional development and induction of all staff;
- identifying and securing own and team members training needs in line with school's appraisal processes;
- active engagement in and contribution to the Continuing Professional Development of all staff.

Shaping the Future

Assisting in building a collaborative learning culture within the school through:

- developing and securing a positive and dynamic school ethos;
- leading by example and being an excellent role model for professional standards and integrity;
- working with colleagues to create a shared culture of learning within an inclusive environment;
- ensuring both self and others achieve an appropriate work/life balance.

Teacher's duties

To work in collaboration with all staff to:

- promote the general progress and well-being of individual pupils through ensuring the maintenance of good order and discipline among all pupils and safeguarding their Health and Safety, both on school premises and when they are engaged in authorised activities elsewhere;
- plan engaging lessons and home learning according to the educational needs, abilities and achievement of individual pupils which develop a culture of enquiry and dialogue;
- assess, record and report on the progress, attainment attendance and behaviour of pupils;
- promote high standards of learning, teaching and pupils achievement and progression through active engagement in and contribution to the schools' CPD program;
- work with Senior Leadership Team and SENCO, ensuring that the needs of all children are met;
- fully engage with the school's pastoral and behavioural approaches;
- create and promote positive strategies for challenging all forms of prejudice and harassment and promoting British Values.

Strengthening Community

Contribute to:

- ensuring regular and effective communication with parents, governors and other key stakeholders in supporting and improving pupils' achievement and personal development;
- developing the school's partnerships with parents, the local community, businesses, other organisations and schools, to enhance and enrich the school and its values to the wider community;

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- building a school culture and curriculum that takes account of the richness and diversity of the school's communities;
- promoting the concept of lifelong learning and family engagement with learning through partnership.

Safeguarding and Promoting the Welfare of Children

- to support the Senior Leadership team, to ensure a safe and supportive culture in the school;
- to support the Senior Leadership team, to ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.

The main duties and responsibilities indicated are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment). Other duties of an appropriate level and nature may also be required, as directed by the Executive Headteacher and Co-Heads. Please note that the post holder may be required to work outside of normal school working hours for school events, meetings and emergencies. The job description will be reviewed annually in the light of those changing requirements and in consultation with the post holder and Executive Headteacher.

Further to this all leaders will be expected to comply with any reasonable requests from the governors to undertake work of a similar level that is not specified within this job description.

Data Protection

It is essential when working with computerised systems that you are fully aware of your responsibility at all time of the Data Protection Act for the security, accuracy, and significance of personal data held on the systems.

Equal Opportunities

To be aware of and actively support the school and local Education Authority Equality Policy, ensuring that all children have full access in order to maximise their achievement and minimise inequality. To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations and British values.

Health & Safety

Employees are required to work in compliance with the school's health & safety policies and under the Health & Safety at Work Act, ensuring the safety of all parties they come into contact in premises or sites controlled by the school.

Safeguarding

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Enhanced disclosure from the Disclosure & Barring Service is essential.

Signatures: Job Description agreed & discussed

Signature of Post Holder:

Date:

Signature of Executive Headteacher:

Date:

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PERSON SPECIFICATION

Leader of ARB	
Essential criteria is in bold text.	
Relevant Experience	
Qualifications & Experience	<ul style="list-style-type: none">• Qualified Teacher Status• Proven successful teaching and achievement of progress of pupils with ASD• Experience of teaching using current ASD focused pedagogy*• Experience of successful leadership skills or evidence of developing leadership skills at a primary school with specialist ASD or SEND provision or with primary aged children in an SEND specialist setting, within a multicultural community.• Evidence of relevant and recent continuing professional development.• An ability to be a creative and deep thinker about relevant developments and research in pedagogy and how these are used to develop strategies for

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	<p>enhancing, improving and sustaining high levels of engagement and progress.</p> <ul style="list-style-type: none"> • Experience of leading an ARB. • *Experience of the TEACCH approach.
Strategic Leadership	<p>The ability to contribute to:</p> <ul style="list-style-type: none"> • realising the professional leadership and management of a staff team that leads to high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils in the ARB and across the school; • elements of the school's vision, ethos, priorities and targets; • the work of other teams to secure all-round improvement in the school. • Developing the ARB as a model of practice to support specialist CPD for colleagues internally and externally • Ability to analyse data to monitor progress towards challenging targets. • Experience of using coaching and/or mentoring to improve the performance of others.
Pupils & Staff	<ul style="list-style-type: none"> • Knowledge of methods to ensure that specified teaching standards are harnessed and maintained by all teaching staff. • Knowledge of methods to ensure that the school's expected, agreed standards for support staff working within an ARB are harnessed and maintained by all support staff. • Experience in the principles of quality learning, teaching and assessment for pupils with ASD. • Ability to contribute to whole school review and self-evaluation.
Systems & Processes	<ul style="list-style-type: none"> • Understands the relationship between performance management, continuous professional development and sustained school improvement.
Self-Improving School System	<ul style="list-style-type: none"> • Some experience of developing and maintaining positive & effective relationships with members of the diverse school community, governing body, LA, and other organisations that has improved academic and social outcomes for all pupils. • Willingness to undertake further professional qualifications.
Personal Qualities	<ul style="list-style-type: none"> • Can articulate clear values and is focussed on providing a high level of education for all pupils. • Ability to communicate the school's vision and drive the strategic leadership to empower pupils and staff. • Ability to work under pressure and to deadlines • Ability to lead by example with integrity, creativity and resilience. • An optimistic personality able to demonstrate positive relationships with all stakeholders.

The person specification above outlines the key experience, skills and knowledge required for this position. The selection panel will assess each candidate against the essential criteria listed above. Candidates will be expected to demonstrate knowledge and understanding of each area and to show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context.

Shortlisted candidates will be selected entirely on the basis of the extent to which they meet the above selection criteria (**i.e. essential criteria in bold text**) in their supporting statement.

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