**Job Description**

**Post Title:** Lead teacher for ASC and Specialist Resource Provision (SRP-ASC) manager

**Grade:**  Main pay scale with TLR 2b (tbc)

**Responsible to:** The Headteacher

**Main Activities and Responsibilities**

* To lead and manage the specialist resource provision for children with autistic spectrum condition as an integral part of Hermitage Primary School
* To further develop and maintain a flexible process of inclusive learning for pupils with ASC
* To ensure best practice in supporting pupils with ASC through modelling effective teaching methods and providing high quality training

## 1 Duties

1.1 The current School Teachers’ Pay and Conditions document describes

duties which are required to be undertaken by teachers in the course of their employment. In addition, certain particular duties are reasonably required to be exercised, and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively

1.2 This job description sets out the duties to be undertaken and performed to the satisfaction of the headteacher and governing body by the post holder in the role of ‘Autism Resource Provision (SRP-ASC) Manager’.

**2 Specific Responsibilities and Duties**

2.1 To lead, manage and develop the SRP-ASC, ensuring a high standard of provision for all SRP-ASC pupils

2.2 To uphold and support the relevant policies and procedures for SEND and SRP-ASC

2.3 To ensure SRP-ASC children’s needs are met through inclusive practice, making full use of the additional resources available.

**3 Management, organisation and liaison**

3.1 To maintain, update and oversee records of support and progress for pupils with ASC and ensure these are shared with all relevant staff

3.2 To collect, interpret and make use of assessment data to inform provision for pupils and to provide accurate information for all staff and stakeholders

3.3 To monitor the impact of teaching and learning activities planned and delivered to meet the needs of ASC pupils across the wider school.

3.4 To liaise with internal staff regarding pupils needs and their provision

3.5 To plan, conduct and write up Educational Health Care annual reviews in accordance with the SEND code of practice 2014

3.6 To monitor and review SEND targets on a termly basis

3.7 To liaise with the bursar to ensure the maintenance of accurate financial records pertaining to the management of the SRP- ASC

3.8 To establish and maintain a high level of parental engagement and communication through various platforms such as workshops and parent meetings.

3.9 To manage and ensure the successful transition of pupils entering the SRP-ASC and then transitioning to other educational establishments.

 3.10 To prepare reports for the SRP steering group

3.11 To liaise and meet with external parties such as schools, local authority SEND officers and specialist professionals

3.12 To co-ordinate the planning, resourcing, and environments of all SRP-ASC learning groups

3.13 To line manage and lead the performance review cycles for the SRP-ASC staff body.

3.14 To create and manage provision maps and timetables for the SRP-ASC.

3.15 To contribute to the active monitoring and promotion of equal opportunities, with specific reference to pupils with ASC

**4 Leadership, development, and training**

4.1To line manage some of the Learning support staff with the support of the SENDCO and Deputy head

 4.2To oversee the management of ASC information to mainstream teachers and other relevant staff

4.3 To lead on whole school staff development and JPD concerning the teaching, learning and management pf pupils with ASC

4.4 To develop additional understanding of, and expertise in profiles and diagnoses such as PDA, OCD, ADHD

**5 General Responsibilities**

5.1 Teaching all pupils in the SRP- ASC according to their individual starting points and educational needs.

5.2 Creating a well ordered and secure environment that will ensure the educational well-being of individual children within the group.

5.3 Making effective use of ICT to enhance learning and teaching.

5.4 Undertaking careful planning and delivery of the curriculum, including adapting the curriculum to suit the needs of all learners.

5.5 Contribute to the annual review of pupils Education Health and Care Plans (EHCPs).

5.6 Ensuring careful and ongoing assessment of the pupils’ learning to inform further planning.

5.7 Work as part of a team to track the progress of individual children and intervene where pupils are not making progress.

5.8 Ensuring that the curriculum is differentiated to meet the needs of all learners, using the starting points of children as the basis for planning.

5.9 Work alongside the speech and language therapist and school leaders to incorporate relevant strategies into daily practice.

5.10 Plan, teach and review against the outcomes outlined in pupils Education Health and Care Plans (EHCPs)

5.11Participating in planning and staff meetings.

5.12 Contributing to the whole school ethos by taking a leading role in creating an autism friendly environment.

5.13 Contributing towards the development of the school and implementation of whole school policies.

5.14 Undertaking in-service training for further development as a specialist teacher and SRP manager.

5.15 Undertaking other duties, which may be reasonably assigned by the Headteacher to ensure the smooth running of the SRP and wider school.

Date of issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Post holder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Headteacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Person Specification**

**Post Title: SRP-ASC Manager**

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| --- | --- | --- |
|  | Essential | Desirable |
| Qualifications |  |  |
| Educated to degree level |  |  |
| Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS |  |  |
| SENCO Qualification |  |  |
| Experience |  |  |
| Must have taught in eitherKey stage1/Key stage 2 |  |  |
| Must have at least 2 years’ experience leading an element of SEN provision in a primary establishment |  |  |
| Will have had experience of teaching children with special educational needs, including autism |  |  |
| Must understand the expectations in the new Ofsted Framework regarding effective learning and teaching |  |  |
| Must have a sound knowledge of the National Curriculum Orders for the all subjects for both Key Stages |  |  |
| An excellent understanding of curriculum and pedagogical issues relating to learning and teaching, including the latest inspection and research findings |  |  |
| Familiarity with assessment systems for children that are working below key stage standards. |  |  |
| Understanding of and commitment to the school policies, in particular:* Participation and implementation of the School Behaviour Policy
* Awareness of Health and Safety implementation in the work place
* Implementation of the school Equal Opportunities Policy
* SEND information report
 |  |  |
| Knowledge of effective strategies to include, and meet the needs of all pupils, in particular those with autism spectrum conditions and speech and language needs.  |  |  |
| Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN |  |  |
| Professional Skills and Abilities |  |  |
| A teacher with good ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching |  |  |
| Must be able to plan for effective learning for all the pupils in SRP-ASC, setting clear learning intentions and differentiated tasks |  |  |
| Must be able to keep records of pupil progress in line with school policy |  |  |
| Must be able to use assessments of pupils learning to inform future planning |  |  |
| Ability to plan and work collaboratively with colleagues and external professionals  |  |  |
| Personal Qualities |  |  |
| Must be able to positively engage and work with parents and carers  |  |  |
| A proactive team member who is able to respond flexibly to differing circumstances  |  |  |
| Must have good communication skills both orally and in writing |  |  |
| Must be able to manage own work load effectively and respond swiftly to tight dead lines |  |  |
| Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships |  |  |
| Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit |  |  |
| Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others  |  |  |
| A commitment to equal opportunities in all aspects of the role and around the work place in  |  |  |
| Resilience  |  |  |