



Lead Teacher Resourced Provision

Salary / grade range	MPS/UPS + TLR 2c (£7,490) (£30,000 - £46,525)
Location	Co-op Academy Grange
Reports to	Assistant Headteacher - SEND

Purpose of role:

To lead and support the effective management of the Resourced Provision at Co-op Academy Grange. Creating and developing an effective curriculum for students allocated a place in the Resourced Provision. The curriculum designed will need to be a mixture of core subjects and interventions that can appropriately meet the needs of a diverse cohort.

• Key accountabilities (and specific duties / responsibilities):

- To have oversight of the curriculum for the Resourced Provision students, manage LSA's working with RP students and manage resources and finances relating to the RP. The role will also require the individual to work closely with the LA, external agencies and individuals.
- To be accountable for the strategies put in place to support the improvement of the progress of targeted students and the monitoring of the effectiveness of these.
- To support staff to develop teaching strategies, assessment and feedback across all key stages.
- To review the work on assessment and make/suggest changes in discussion with subject leads to improve mainstream provision.
- To develop and sustain relationships with others both within and outside of school.



For the agreed focus:

- To lead the Resourced Provision by developing the vision for meeting the aims and objectives of the school.
- To ensure that the vision, strategy, aims and objectives of the school and the Resourced Provision are effectively communicated.
- Establish a clear set of principles that maximises student's progress in line with school policy.
- To plan, implement, monitor and evaluate strategies to support students allocated to the Resourced Provision
- To remain up to date with any current practices or changes in legislation and guidance in relation to the Resourced Provision and to undertake and lead training as appropriate.
- To support staff in developing strategies.
- Identify and share good practices.
- To effectively manage delegated human, physical, environmental and financial resources within the area to achieve educational priorities and goals.
- Analyse and interpret data to identify underachieving and non-moving groups of students/individuals.
- To engage staff in conversations about targeted individuals/groups of students on a termly basis.
- To attend weekly post holders' meetings feeding back on progress and actions.
- To report to the Assistant Head teacher about the quality and the impact of the intervention strategies for identified students.
- Actively participate in the Quality Assurance process of teaching and learning for RP students.
- To coach and mentor other colleagues as and when needed.
- To liaise with subject staff and year team in order to support student attainment.

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Therefore, broad headings may have been used above, in which case all the usual associated routines are naturally included in the job description



Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none"> • Qualified teacher status • A Postgraduate Qualification, Diploma or Masters in Special Education Needs and/or substantial relevant experience as a SENCO • Autism- specific Training • Commitment to CPD. 	D	A A/I A/I A/I
Experience <ul style="list-style-type: none"> • Working with a wide range of young people with SEN. • Assessing and tracking pupil progress and of producing concise and accurate written reports • Leading and managing support staff • Planning and delivering training to teachers and/or support staff 		A/I A/I A/I A/I
Skills, Ability, Knowledge <ul style="list-style-type: none"> • Knowledge of relevant legislation relating to Inclusion. • Extensive knowledge and understanding of ASD and social, communication needs. • Knowledge and experience of planning interventions and reviewing the success of these interventions. • An understanding of and commitment to safeguarding and promoting the welfare of children and young people. 		I I I I



Personal Qualities

- A commitment to Inclusive education
- The ability to develop a positive spirit and to lead and support others
- The ability to motivate and enthuse young people

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Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.