

JOB DESCRIPTION



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| Title | Teacher – Additional Resourced Provision (ARP) Lead |
| Grade | MPS/UPS + SEN point(s) |
| Hours | Full-time/Part-time |
| Contract Type | Permanent |
| Reporting to | Deputy Headteacher |

MAIN PURPOSE

- Fulfil professional teaching responsibilities (STPCD and Teachers' Standards).
- Lead ARP development, including inclusive curriculum and assessment.
- Ensure ARP children meet their needs and achieve the highest outcomes.
- Support SLT in raising school standards by providing CPD for all staff (ARP and mainstream).

SUMMARY OF RESPONSIBILITIES AND DUTIES

The duties in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions document, as well as the generic job description that applies to all teachers.

TEACHING

- Lead the education and welfare of all ARP children.
- Lead, manage, and efficiently deploy ARP teaching and support staff.
- Teach a class within the ARP.
- Collaborate with the school's SENCo for the benefit of all children.
- Lead and model expert teaching for children with ASD in the ARP and mainstream.
- Devise individualised, broad, balanced, and relevant programmes (including National Curriculum) addressing academic, social, and personal targets for children with ASD.
- Review and develop the ARP curriculum to broaden teaching and improve attainment.
- Be responsible for the progress and achievement of all ARP children, refining provision via ongoing outcome monitoring.
- Provide school-wide advice, support, and training for the inclusion of children with ASD.
- Ensure all staff and school policies promote complete inclusivity.

TEACHING AND LEARNING RESPONSIBILITY

- Lead the self-evaluation and planning for the ARP within the school's continuous development cycle.
- Provide formal written reports to the governing body and stakeholders on ARP outcomes.

LEADERSHIP

- Collaborate with the SLT on ARP priorities, including efficient staff deployment and resource use.
- Manage ARP resources efficiently, ensuring the learning environment has appropriate equipment/materials.
- Work with the local authority/SENCO on ARP admissions and transitions, adhering to the SEND Code of Practice.
- Support the school SENCO by leading ARP annual review meetings and providing necessary reports/gathering professional views.
- Establish partnerships with other ASD bases, services, and therapists to meet individual child needs.
- Build positive relationships with parents/carers, providing consistent home/school advice and support.
- Maintain current knowledge of ASD research and disseminate practice through staff meetings and whole-school CPD.

WHOLE-SCHOOL ORGANISATION, STRATEGY AND DEVELOPMENT

- Undertake other reasonable duties as directed by the Headteacher.
- Contribute to the development and evaluation of school policies, practices, and procedures, supporting the school's vision.
- Make a positive contribution to the wider school life and ethos.
- Collaborate on curriculum and child development to secure coordinated outcomes.
- Provide cover for absent teachers in unforeseen circumstances.
- Ensure ARP teaching aligns with the school ethos, addressing procedural issues with workable solutions.
- Provide leadership within the ARP and ensure whole school values are represented and understood.

HEALTH, SAFETY AND DISCIPLINE

- Promote the safety and well-being of children
- Maintain good order and discipline, managing behaviour effectively for a safe learning environment.

PROFESSIONAL DEVELOPMENT

- Participate in the school's appraisal procedures.
- Engage in ongoing training to improve personal teaching practice.
- Where appropriate, participate in the appraisal and professional development of others.
- Engage in subject and ARP-specific professional development, sharing best practices.
- Lead other teachers in maintaining subject knowledge and current pedagogical developments.

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| <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Communicate effectively with children, parents and carers. • Use the school's online communication programme. |
| <p>WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS</p> <ul style="list-style-type: none"> • Collaborate and work with colleagues and other relevant professionals within and beyond the school • Develop effective professional relationships with colleagues |
| <p>PERSONAL AND PROFESSIONAL CONDUCT</p> <ul style="list-style-type: none"> • Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. • Respect the school's ethos, policies, and practices, maintaining high attendance and punctuality. • Understand and act within the statutory professional frameworks. |
| <p>MANAGEMENT OF STAFF AND RESOURCES</p> <ul style="list-style-type: none"> • Directly supervise assigned support staff and, where appropriate, other teachers. • Contribute to the recruitment and professional development of staff. • Deploy delegated resources and manage the individual budget. |
| <p>EXPECTATIONS OF INDIVIDUAL SEN RESPONSIBILITY</p> <ul style="list-style-type: none"> • Lead the consistent whole-school approach as the ARP leader (e.g., break duties, inclusion timetables, events). • Enhance ARP teaching and learning by modelling good practice. • Investigate new and modern approaches to teaching to enhance the curriculum. • Report to the Governing Body. |
| <p>OTHER AREAS OF RESPONSIBILITY</p> <p>The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.</p> |

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.

EQUALITIES

Implementation of the School's equal opportunities policies and its statutory responsibility concerning other individuals and service delivery.

This job description may be amended at any time in consultation with the post holder.

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| Last reviewed by: | Governor and Headteacher | 26 January 2026 |
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| Headteacher/line manager: | Sign: _____ |
| | Print name: _____ |
| | Date: _____ |

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|--------------|-------------------|
| Post holder: | Sign: _____ |
| | Print name: _____ |
| | Date: _____ |

PERSON SPECIFICATION



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| Title | Teacher – Additional Resourced Provision (ARP) Lead |
| Grade | MPS/UPS + SEN Point(s) |

| | ESSENTIAL | DESIRABLE |
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| Qualifications | <ul style="list-style-type: none"> Qualified teacher status. Evidence of recent professional development relevant to children with ASD. | <ul style="list-style-type: none"> Middle Leadership or equivalent qualification. Additional SEND/autism qualification, Desire to undertake the SENCO qualification |
| Experience | <ul style="list-style-type: none"> Evidence of successful teaching of children with ASD/social communication disorders in the primary phase. Experience in planning and implementing individual programmes for children with ASD using specific interventions. Experience in advising others on strategies for successful inclusion. Experience of working with parents, other professionals and therapists to support children with SEND. Evidence of planning and/or contribution to the development of a suitable curriculum which responds to the needs of children with SEND. Ability to build effective working relationships with children. Ability to communicate a vision and inspire others. Ability to build effective working relationships with staff and other staff holders Experience in leading and managing a team of staff. Experience in teaching across the different primary phases. Evidence of a successful whole-school initiatives that has had a positive impact on outcomes. Experience of middle leadership | |

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| Knowledge and Skills | <ul style="list-style-type: none"> ● Knowledge of the National Curriculum from the EYFS to KS2. ● Knowledge of current research on autism and successful specific interventions ● Use of assessment procedures to gather appropriate data to monitor, review and evaluate achievement and progress and inform future planning. ● Knowledge of specialist resources and approaches to teaching children with autism, including TEACCH, PECs and Makaton. ● Ability to use ICT to enable children to gain access to the curriculum. ● Knowledge of the EHCP process and annual reviews, as well as running them. ● Knowledge of current research on autism and successful approaches. ● . | |
| Personal and Professional Skills | <ul style="list-style-type: none"> ● Enthusiastic and committed approach to working with children with ASD. ● Effective interpersonal and communication skills (written and oral) and the ability to relate to people at a variety of levels. ● High expectations for all children and a belief in bringing out the best in all ● Effective time management and organisational skills. ● Ability to remain calm in challenging situations. ● Empathetic and sensitive manner. ● Proactive approach to own professional development. ● Commitment to working in partnership with parents and carers. ● Commitment to maintain confidentiality. ● Commitment to equality | |
| Leadership and Management Skills | <ul style="list-style-type: none"> ● Ability to lead and enhance the performance of a staff team to secure high-quality provision for children with ASD. ● Ability to foster commitment from staff. ● Ability to work with the senior leadership team to contribute to school improvement. ● Knowledge of current and relevant inspection frameworks. ● Ability to work with the School Improvement Partner. | <ul style="list-style-type: none"> ● Experience in delivering autism-specific training within a school setting. ● Membership of networks or forums. ● Experience in producing progress reports to Governors and other stakeholders. |