Job Description: **Resource Base Teacher**

Salary: Main pay scale with Special Educational Needs (SEN) Allowance

Are you interested in personalised learning? Could you contribute towards the mainstream re-integration of pupils whose primary area of needs are influenced by insecure attachment and/or ADHD barriers?

Alongside preparing the right learning conditions through Assessment, Planning and lesson delivery, you will be supporting pupils with the development of skills in self -regulation and more positive long-term outcomes.

If you believe this role is right for you, you will need to demonstrate a clear understanding of the dynamics of a range of family structures and be able to utilise a holistic, trauma responsive approach.

**Using a therapeutic, nurturing approach**, the learning you plan for and deliver, will be guided by the pupils’ interests, the National Curriculum and a Psycho-Social Assessment tool that measures the social, emotional and mental health development of children and young people – The Boxall Profile

**You will have a high degree of emotional intelligence** where the proactive support that you offer to parents/carers, develop trusting relationships and allow non-judgemental, reflective conversations. This in turn will maximise the potential for pupils to be further supported, beyond the Resource Base.

**As a team player, you will be building mutual respect and trust** by working closely with the Assistant Headteacher for Inclusion, together with a therapeutic team consisting of Teaching and Learning Assistants, Psychotherapists and Educational psychologists,

**A strong admin background** and knowledge of the SEND process of Assess, Plan, Do and Review, is also desirable as contributing to referrals, assessments and reporting on progress would feature strongly within this role.

**Main purpose**

To work collaboratively with pupils and parents/carers to promote positive behaviour for learning among all pupils, and to help pupils overcome barriers to learning such as dysregulated behaviour that challenges. To coach, support and train support staff to implement behavioural approaches. To plan, deliver and evaluate cross curricular opportunities, in line with the National Curriculum and a range of assessment tools. To evaluate the impact of behaviour interventions. To work closely with external agencies as required.

**Duties and responsibilities**

**Support for pupils**

* In collaboration as a team, assess the needs of pupils and facilitate stimulating cross curricular and multisensory opportunities to support access to the National Curriculum and ‘stages’ of development.
* Plan, deliver and evaluate the impact of activities in a variety of settings, including one-to-one and small groups. Coach support staff to participate in delivery.
* Support the reintegration of pupils with Social, Emotional and Mental Health needs into mainstream classes.
* Lead supervision of pupils who are not working to a typical mainstream timetable.
* Build and maintain productive relationships with all pupils, acting as a role model and mentor.

**Working with support staff**

* Support the identification and training needs of staff with regards to managing pupil behaviour.
* Coach, support and train staff to implement behaviour interventions and appropriate strategies in the resource base and work with staff to adapt interventions to their classroom environment.
* Support staff with the use of individual behaviour plans, and any reviews of these plans
* Work closely with relevant staff to monitor pupil progress.

**Monitoring, reporting and administration.**

* Plan, deliver, monitor and evaluate the impact of interventions within the resource base, including any support that is provided to pupils through external agencies.
* Plan and promote strategies to encourage positive attitudes and behaviour across the school.
* Complete all paperwork linked to the role, including formative and summative assessments, individual education plans, contributions to annual reviews, curriculum design, personalised timetables and report writing.

**Work with parents/carers**

* Build and maintain positive relations with all parents/carers, to encourage families to take an active role in pupils’ learning.
* Liaise with parents/carers to discuss strategies that can help promote positive behaviour.
* Carry out home visits, as part of admission criteria to the Resource Base and to establish positive relationships.

**Work with external agencies**

* Participate in regular meetings with various outside agencies as appropriate, including social services, child mental health services (CAMHS), education welfare and educational psychologists.
* Support the referral of pupils to appropriate agencies.

**Other areas of responsibility**

* Safeguarding
* Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
* Promote the safeguarding of all pupils in the school.

**Person specification**

**Professional**

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| **Desirable** | **Essential** |
| NASENCo trained | Experience of co-ordinating provision and working with children who have Social, emotional and Mental Health needs |
| Addressing a wider audience through for example training and briefing sessions on specific topics including behaviour | Qualified Teacher Status (QTS) |
| Knowledge of emotion coaching, TEACCH approach, PACE and the theory behind zones of regulation | Experience of working with outside agencies and participating in meetings |
|  | Experience of assessing pupils needs using a range of assessment tools |
|  | Commitment to always maintaining confidentiality |
|  | A clear understanding of racial literacy and how it influences learning |

**Skills and knowledge**

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| **Desirable** | **Essential** |
| A well-developed understanding of insecure attachment including trauma informed strategies to manage and support young people with Social, Emotional and Mental health needs. | Strong listening skills and proven ability to deal with sensitive situations with integrity Proven ability to communicate effectively with adults and children, including thorough written and verbal communication. |
| Ability to review policies and procedures | Proven ability to create good relationships with pupils, staff and parents |
| Proven ability to be flexible to changing workload demands and new challenges | Proven ability to tailor interventions to individual pupils |
| Proven experience of working within a specialist provision for pupils with complex needs including SEMH | Understanding the six principles of nurture and how it influences learning |
| Experience of working within a multi-disciplinary team | Good understanding of safeguarding policies and procedures and their role in child protection |
|  | Ability to use IT systems and to conduct analysis and produce reports |
|  | Committed and dependable with excellent attention to detail |

**Personal**

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| **Essential** |
| Well-developed sense of empathy with an appropriate degree of playfulness and willingness to accept the behaviours observed, using authentic curiosity and engagement |
| Ability to self-reflect on personal value judgements and practise |
| Organised, proactive and self-motivated |
| Good time management skills |
| Commitment to upholding and promoting the ethos and values of the school |
| Able to maintain a high level of professionalism, including use of initiative under pressure |
| **Committed to safeguarding, equality, diversity and inclusion** |