



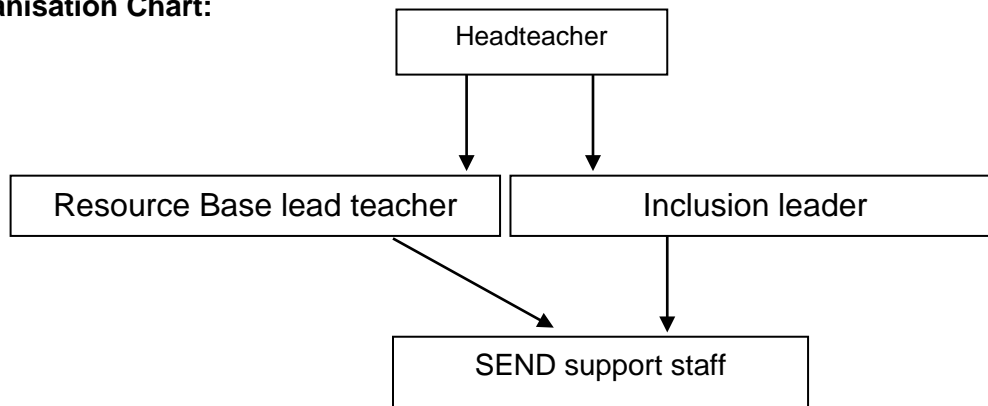
**WOKINGHAM
BOROUGH COUNCIL**



Loddon Primary School
Working together to realise the potential in everyone.

WOKINGHAM BOROUGH COUNCIL JOB DESCRIPTION

Job Title: Team leader (SEND Resource Base)	Job Ref:
School: Loddon Primary School	Salary: MPS £30,000-£41,333 UPS £43,266-£46,525 SEND allowance £5,009
Reports To: Headteacher	
Grade: MPS/UPS plus SEND allowance	
Employment Status: Permanent	
Hours of Work: Teachers pay and conditions	
<p>Job Purpose: This job exists to support the Headteacher and other senior leaders in ensuring consistent improvement in line with the aims and objectives of the school.</p> <ul style="list-style-type: none"> • Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document. • Meet the expectations set out in the Teachers' Standards. • The resource base teacher will provide day to day oversight of the school's SEND resource base; delivering high-quality teaching and effective use of resources. They will work to improve learning standards and achievement for EHCP pupils linked to the resource base. • As resource base leader, they will contribute to whole-school self-evaluation and school improvement planning, and mentoring and development of staff within the resource base. They will offer guidance and support to teaching staff, modelling best practices and showing up-to-date knowledge of current theory and practice. 	
<p>Departmental/Team Purpose: The purpose of the school is to meet the educational needs of children and young people within the local community.</p>	

Organisation Chart:**Scope****Financial Accountabilities**

NONE

Budgets directly controlled (please state if this has been delegated to the post-holder)

Budgets monitored on day-to-day basis:

Staff Responsibilities

NONE

Number of employees managed/supervised:

Number of FTE (Full Time Equivalent) employees managed/supervised:

Management of Physical Assets

NONE

Nature of physical assets directly controlled, (e.g. children's home):

Details of service contracts managed

Summary of Main Contacts.

- Resource base pupils
- Mainstream school pupils
- Teachers
- Parents
- Governors
- Other school staff
- Other professionals
- LEA

Safeguarding statement

We take our safeguarding responsibilities very seriously, and we work hard to make sure our school has effective safeguarding systems in place. We expect everyone working in the school to share a common objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn in
- identifying children and young people who are likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

Main Tasks/Accountabilities
1. To model and promote the values, ethos, vision and policies of the school ensuring the pursuit of high standards for all pupils including those with additional needs.
2. To organise and oversee all those activities concerning administration and the day to day operational management of the resource base (e.g. support staff rotas and deployment, cover for staff absence, time sheets, health and safety etc.)
3. Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and young people so that learners feel safe, secure, and sufficiently confident to make an active contribution to learning and to the school.
4. To lead the resource base team, and act as a role model across the school, in the promotion of learners' self-regulation, independence, and cooperation; through developing their social communication, emotional, prosocial, behavioural and sensory skills.
5. Work in partnership with parents keeping them informed and involved in pupils' learning. As part of this partnership ensure high standards of communication with parents/carers.
6. To ensure a positive and inclusive experience for children attending the resource base promoting good teaching, effective learning and high standards in all areas. Have an overview of individual timetables to ensure pupils receive the breadth of learning opportunities and emotional support to meet their needs and inclusion.
7. To monitor the planning and delivery of teaching and learning for pupils within the resource base to ensure the individual needs of pupils are met.
8. In partnership with other teaching staff, have responsibility for the observation, record keeping and assessment of children's learning in the resource base; using the information gained to inform future planning for individual children.
9. To monitor and support positive/pro-social behaviour and wellbeing through a therapeutic thinking approach.
10. To ensure EHCPs are implemented and timescales are met for annual reviews of pupils attending the resource base.
11. To be willing to draw on the expertise of colleagues, and to refer to sources of information, advice and support from external agencies and support teams in applying advice and guidance.
12. To be proactive in your own personal professional development and to contribute to the identification of colleagues' professional development needs as well as to the planning and delivery of agreed development programmes e.g. INSET and Action Research activities.
13. To participate in the performance management system established in the school specifically acting as a reviewer for the resource base teaching support staff. Taking a leading role in inducting new staff to the team and making sure they uphold expected values and teaching standards.

14. To make a positive contribution to the wider life and ethos of the school; for example, attending school educational trips (including residential) and special occasions, PTA events and other events (as and when appropriate) in the school's annual calendar.

PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

Knowledge/Qualifications:

- Qualified Teacher Status in the UK
- Excellent numeracy / literacy skills – equivalent to at least GCSE Grade A*-C in Maths and English
- Professional knowledge of the early years/national curriculum, including the age-related expectations of pupils and the main teaching methods in the appropriate subjects and age ranges.
- In-depth understanding of a wide range of learning needs including social communication needs (with or without a diagnosis of autism) and associated needs.
- Knowledge of strategies and interventions to successfully support children with social communication and associated needs.
- Have a detailed understanding and experience of Therapeutic Thinking Approach and how it is applied in education settings (or be willing to be trained in this approach).
- Hold a national SENDCO qualification (or be willing to complete this).

Skills/Abilities:

- Develops and maintains a culture of high expectations for self and others, taking appropriate action to support and improve as required.
- Excellent understanding of child development and learning processes.
- Excellent observation and assessment skills.
- Ability to balance high level of challenge with well-targeted and effective, individualised, scaffolding of pupils' learning.
- High ability to work within a team working environment, and lead others, coupled with ability to work independently on own initiative.
- High ability to use ICT effectively to support learning.
- Excellent oral and written communication skills.
- Outstanding interpersonal skills.
- Capacity to improve own practice /knowledge through self-evaluation and learning from others.
- Confidentiality at all times.

Experience:

- Successful completion of ECT/NQT induction essential.
- Experience of working with autistic children or children with social communication and social interaction difficulties.
- At least three years' experience in classroom teaching is desirable.
- Experience of leading, managing and supporting a team of professionals including teachers, teaching support staff as well as liaison with external professionals is desirable.

Personal Qualities:

- A caring and positive attitude.
- Resilient and hardworking.
- Calm under pressure, adaptable and energetic.
- Good listener and sensitive to pupils' and adults' needs.
- A sense of responsibility.
- Positive behaviour management.
- A good sense of humour.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt practice where benefits and improvements are identified.
- Clear commitment to safeguarding children and young people in all circumstances.
- Willingness to contribute more widely to the school through activities such as clubs and the PTA.

Special Factors:

Need to work flexibly to accommodate occasional evening commitments and educational trips (may include residential).

Note: This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Duties will inevitably develop as the work of the school changes to meet the needs of our school community and our aim for continuous improvement. Employees should therefore expect periodic variations to job descriptions. The school, in consultation with employees, reserves this right.

Signature of Post Holder----- Date -----

Signature of Head Teacher----- *Steeles* ----- Date April 2023