



JOB DESCRIPTION

Special Resource Provision (SRP) & Assessment Centre (AC) LEADER

School: Ruislip Gardens Primary School

Salary / grade: Leadership Scale – Range L3 - L7 (Outer London)

Responsible to: Headteacher

Responsible for: Inclusion and Safeguarding within the SRP & AC

Job Purpose:

To oversee the leadership and management of the SRP and AC at Ruislip Gardens Primary School, to be a member of the Senior Leadership Team, to be one of the school's deputy Designated Safeguarding Leads after the Headteacher and to be the SRP and AC SENCO.

To provide strategic leadership and management of Inclusion within the SPR and AC at Ruislip Gardens Primary, as defined by the Headteacher, to secure high quality teaching, effective use of resources and high standards of learning and achievement for all children.

To be the leading professional within the SRP and AC accounting for the outcomes of all the children.

To coordinate and manage the gathered provision in line with the recommendations of the SEN Code of Practice, and in liaison with the Headteacher and Local Authority.

Safeguarding:

Ruislip Gardens is committed to safe-guarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

KEY AREAS OF IMPACT

The following key areas of impact are to be conducted in addition to those of the main scale teacher.

Strategic Direction and Development of SEND

The SRP and AC Leader will:

- Exercise a key role in assisting the Headteacher and Governors with the strategic development of SEND Policy/Provision for the SRP and AC.
- Develop, plan and deliver the National Curriculum (suitably modified to take account of each child's special educational needs).
- To provide advice and support to other staff in the school, working with SRP pupils, focussing on a whole school approach.
- Support all staff in understanding the needs of SEND pupils and ensure that objectives to develop SEND are reflected in the School Development Plan (SDP).
- Analyse and interpret relevant school, local and national data and advise the Headteacher on the level of resource required to maximise achievements.



- As the SRP and AC SENCO, liaise with staff, parents, external agencies and other schools to coordinate their contribution to provide maximum support and ensure continuity of provision.
- Support and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.
- To raise awareness to staff of the main issues related to both ASD and the needs of other children within the SRP.
- Liaise with other agencies including Educational Psychology, School Health Service, Social care, Speech Therapy, E.W.O., child guidance, CAMHS etc.
- Organise and chair Review Meetings for parents to discuss progress of individual children.
- Line manage a team of staff within the SRP and AC; both teachers and non-teaching staff, as directed by the Headteacher.
- To disseminate advice and information regarding the educational implications of the needs of SRP pupils, identify the effects of these needs on learning styles and provide appropriate strategic advice to staff working with students.
- Evaluate the impact of all improvement activities on the quality of teaching and learning.
- Contribute to the relevant sections of any school evaluation i.e. SEF and other reports
- Report to the Local Authority as stipulated in the SLA
- Review, develop and implement policies and practices for all groups of pupils within the SRP and AC, which reflect the school's commitment to high achievement, effective learning and teaching.
- Ensure the smooth transition of SEND pupils across the school and to implement SEND transition plans when pupils move to other schools or join RGS.
- Keep abreast of changes to legislation and ensure this is translated into effective policy for the school and that these are approved and communicated through relevant channels.

Main Duties and Responsibilities:

Teaching and Learning

The SRP/AC Leader will:

- Monitor academic progress and prepare intervention strategies for pupils in line with their EHCP needs.
- Contribute to the design and development of curriculum provision for learners, to reflect personalised learning, assessment for learning and skills development, including monitoring, evaluating and reviewing as appropriate;
- Ensure that teachers are aware of the needs of Inclusion for all pupils and groups;
- Support the identification and dissemination of effective teaching approaches.
- Work with the Head teacher and staff to develop effective ways of bridging barriers to learning through
 - assessment of needs
 - monitoring of teaching quality and pupil achievement
 - target setting including IEPs
- Collect and interpret data from interventions to inform practice.
- Undertake day to day coordination of SRP and AC pupils' provision through close liaison with staff, parents and agencies.



- Liaise with other settings to ensure consistent identification of learning needs and ensure support is offered in line with best practice.
- Ensure appropriate plans are put in place for pupils to support their learning.
- Meet with teachers to set targets and discuss provision for children within the SRP/AC.
- Meet with parents/guardians to discuss their child's progress and take appropriate actions because of these discussions
- Provide teaching cover for SRP/AC teachers PPA time as directed by the Headteacher
- Ensure schemes of work are developed and implemented appropriately.

Leading and Managing Staff

The SRP/AC Leader will:

- Lead and manage the SRP and AC with a clear vision for the future of SEND children within the SRP and AC.
- Act as designated person for Child Protection matters and to make effective use of the Early Help Assessment and Inter Agency Referral forms.
- Attend Child Protection case conferences and core group meetings as appropriate.
- Advise on and contribute to the professional development of staff including whole school INSET.
- Organise the deployment of Teaching Assistants within the SRP and AC
- Participate in the school's Performance Management and, in collaboration with the Senior Leadership Team, to be responsible for planning your own professional training and development and that of other SRP/AC staff.
- Induct support and monitor new Teaching Assistants taking responsibility for their organisation and management.
- Provide regular information to the Head teacher, Governing Body and Local Authority on the evaluation of SRP/AC provision.
- Maintain personal expertise and share this with other teachers.
- Monitor the quality of Teaching and Learning and share judgements with teachers and support staff as appropriate.
- Plan and implement strategies to improve teaching where needs are identified.
- Lead professional development of staff through example and support; coordinate the provision of high quality professional development in the unit, school and elsewhere.
- Be responsible for the collection and interpretation of assessment data transposing to relevant media for dissemination at all meetings e.g. pupil progress meetings, governors meetings etc.
- Attend SEND panel meetings with the LA and discuss admissions to the SRP/AC with the Headteacher
- Be responsible for the maintenance and management of SEND data using the school's assessment system in order that it is accurate for collation at the time of data submission via the Census and other reporting procedures.
- Be an active member of the school's Leadership Team, attending weekly after school LT meetings.

Effective and Efficient Deployment of Resources

The SRP/AC Leader will:



- Advise the Headteacher, Governing Body and Local Authority of priorities for expenditure and deployment of staff and utilise resources with maximum efficiency.
- Maintain and develop resources, coordinate their deployment and monitor their effectiveness in meeting the objectives of the unit, school and SEND policies.
- Establish resource needs for Teaching and Learning and advise the Headteacher of likely priorities for expenditure. Allocate available resources with maximum efficiency to meet the objectives of the school and to achieve value for money.
- To make maximum use of the facilities in the provision and the facilities in the school and surrounding borough.

Quality Assurance:

- Work with other Leaders to establish common standards of practice, promoting strategies for the development of effective teaching and learning, and of behaviour management;
- Evaluate the quality of teaching and standards of achievement, setting targets for improvement;
- Monitor, evaluate and review practices for setting targets for SEND pupils and support teachers in working towards their achievement;
- Monitor the implementation of school policies and ensure nationally-determined priorities are addressed as appropriate;
- Conduct effective appraisal as directed;
- Establish common standards of practice and develop the effectiveness of teaching and learning styles;
- Monitor, evaluate and review the progress of SEND pupils in line with agreed school procedures including evaluation against quality standards and performance criteria (inc. Ofsted).

Other Professional Requirements:

The SRP/AC Leader will:

- Coordinate and chair all SRP/AC annual reviews and other meetings such as Team around the Family. Ensure that all relevant paperwork and statutory requirements are met.
- Coordinate and monitor the provision of Children In Need, including those Looked After or subject to Child Protection Procedures.

KNOWLEDGE AND SKILLS

The SRP/AC Leader should demonstrate knowledge and understanding of:

- School improvement and effectiveness strategies including the process of school self-evaluation (inc. appraisal and SEF);
- The current Code of Practice for SEND and the principles of inclusion;
- Principles and practices of education in a multi-racial society and of the role of community involvement in its development;
- Principles and practices of effective teaching and learning;
- Principles and practices of monitoring, assessment and evaluation;
- Processes and systems for quality assurance;
- Principles and planning of effective leadership and management of change;



- Principles of curriculum planning;
- Principles of cross-curricular planning and delivery;
- Financial planning, resource planning and resource management;
- The application of ICT to learning, teaching and management in line with the school's ICT strategic plan;
- Health and safety issues.

ADDITIONAL DUTIES

- Play a full part in the life of the school community, to support the school ethos and to encourage staff and learners to follow this example;
- Actively promote school policies;
- Sustain professional development in agreement with line manager;
- Actively engage in the staff review and development process;
- Alert the Designated Safeguarding Lead in the event of any suspected Child Protection issues that may be affecting a learner;
- The conditions of employment for school teachers specify the general professional duties of all teachers; the professional standards for teachers at the relevant level are applicable;
- Undertake any other duty as specified by school teachers' pay and conditions of service not mentioned in the above.

Additional Notes

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but in consultation with you may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.