

Job Description

Job Title: SRB Lead Teacher

Location: Cromer Academy

Job title	SRB Lead Teacher
Salary Scale	MPS/UPS + TLR2
Hours of Work	Full Time
Responsible to	SENDCo
Location	Cromer Academy

Main purpose of the role

- € To lead the delivery of the Academy’s Autism Base, part of Norfolk’s Specialist Resource Base (SRB) programme in accordance with all relevant policies, procedures and in line with the Academy’s Service Level Agreement with Norfolk County Council.
- € To promote and support communication between the Autism Base and the mainstream school to enhance understanding of and provision for autistic learners within the mainstream school.
- € To maintain the highest standards of teaching, learning, specialist support and safeguarding for the pupils within the Autism Base, enabling pupils to make accelerated progress and to meet their special educational needs.
- € To manage a staff team of teaching and support staff within the Autism Base, providing inspirational leadership which enables individuals to operate at their best, supporting their continued professional development in a cycle of continuous improvement.

Context

- The Autism Base forms part of a county wide programme of SRB provision as part of Norfolk’s Local Offer to children, young people with special educational needs and their families. The Autism Base is a beacon of excellence in inclusive education, underpinned by our child centred approach and informed by evidence-based practice. The Autism Base is an additionally resourced provision which provides more specialist support and resources that enable learners assigned a place in the base to access mainstream provision successfully.
- Our Autism Base caters for students with a diagnosis of Autism and students who do not have a formal diagnosis but have barriers to learners associated with the dyad of communication difficulties and ‘restricted/repetitive’ behaviours, as well as unusual sensitivity to sensory stimuli.
- The support offered by the Autism Base allows for the students on roll to access mainstream classes and integrate as much as possible into school life. The Autism Base environment and provision is adapted and conducive to the needs of students on the autistic spectrum. The Autism Base lead will play a key role in sensory audits to ensure provision continues to be an outstanding example of how to support students to thrive in mainstream education.

Principal accountabilities and responsibilities

Overall	<ul style="list-style-type: none"> € All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers’ performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school. € Deliver the curriculum as relevant to the age and ability of the group/subject/s taught by making adjustments and providing special educational provision appropriate to the needs of each child.
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	<ul style="list-style-type: none"> € Deliver the statutory requirements to children with EHCPs within the Autism Base, providing the SEN provision set out in the EHCP and following local policies and procedures relating to the assessment and review of pupils with EHCPs. € Under the direction of the school/Academy's Leadership, support the strategic development of practice, performance and quality within the Autism Base to ensure the continuous improvement of the provision using the most current evidence-based practice. € Develop and review, in collaboration with learners and parents and carers; individual learning plans that contain key information on individual children and young people to promote inclusion and tailored support to meet individual needs. € Uphold the principles of person-centred planning as set out in the SEN Code of Practice, providing behavioural leadership and guidance to teams, colleagues and partners ensuring a culture within the Autism Base which reduces disagreement and promotes true partnership with parents and carers. € Regularly review the effectiveness of teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining approaches where necessary responding to advice and feedback from colleagues € Have a clear understanding of all the needs of all pupils, including SEND and other vulnerable groups and be able to use and evaluate distinctive teaching approaches to engage and support them € Monitor the progress of students and adapt the curriculum to enable pupils to access excellent learning opportunities and develop independence skills € Implement effective transition for children when moving to/from Autism Bases and into the next phase of their education. € Clear understanding of safeguarding and their role in carrying out safeguarding approaches in their Autism Base / school. € Ensure the school is an active member of the Autism Base admissions panel which receives referrals for placements and actively engage in the process of decision making in placing suitable students across Autism Bases in Norfolk, including pre panel visits and observations. € Work in partnership together with other Specialist Partners, Educational Psychologists, other Autism Base schools, other schools and parent and carers to ensure consistent, evidence-based best practice is delivered and system leadership is provided to ensure positive experiences for children, young people and families accessing provision. € Maintain and update knowledge and skills in meeting the needs of students with special educational needs and disabilities, line with current research, frameworks and approaches. € Implement working practices as set out in the SEND Code of Practice 2015 and any subsequent legislation/statutory guidance
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Employee commitments

All employees will commit to the following key areas:

- € [The vision, values and key principles of the Trust](#)
- € [Equality, Diversity and Inclusion](#)
- € In anyway possible, in accordance with the role, support students to achieve their potential
- € In anyway possible, in accordance with the role, improve standards of education
- € [Support the inclusion agenda](#)

Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure & Barring Service) to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Trust.

Person Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none">€ Degree€ Post graduate qualification in teaching e.g. PGCE	<ul style="list-style-type: none">€ Training specific to supporting young people with autism€ QTS€ Additional qualifications in relation to SEND, e.g. NASENCO, NPQ SENCO
Knowledge/ Experience	<ul style="list-style-type: none">€ Experience of quality 1st teaching / outstanding teaching in the relevant phases of education€ Knowledge and understanding of SEN CoP (2015) and the	<ul style="list-style-type: none">€ Knowledge and understanding of the criteria for meeting the National Autism Education Trust Standards€ Strong knowledge of the

	<ul style="list-style-type: none"> € Equalities Act (2010) € Experience of successfully meeting the needs of students with SEND 	<ul style="list-style-type: none"> € area's local offer of provision for children with special educational needs € Knowledge and understanding of Education, Health and Care Plans and the statutory regulations that are involved € Understanding of the health and social care landscape in Norfolk including relevant legislation which impacts on SEND delivery € Experience of multi-agency working in a school context
Knowledge & Understanding	<ul style="list-style-type: none"> € Theory and practice of providing effectively for the individual needs of all students € The monitoring, assessment, recording and reporting of pupils' progress € The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection € The positive links necessary within the Academy and with all its stakeholders € Effective teaching and learning pedagogy € Preparation for public examination 	<ul style="list-style-type: none"> € Understanding of the links between Academies, especially partner Academies.
Aptitudes/ Behaviours	<ul style="list-style-type: none"> € Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school and those available through the SRB programme € Ability to be objective, manage personal pressures and is open and receptive to support and feedback € Model solution focussed approaches through building and promoting networks of best practice in school, across Autism Base and other schools 	<ul style="list-style-type: none"> € Ability to develop strategies for creating community links

	<ul style="list-style-type: none"> € Promote and uphold the view that effective leadership and management at all levels is pivotal for schools to meet the needs of all children € To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality € Suitability to work with children at a level requiring an Enhanced Disclosure and Barring Service check 	
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This Job Description may be subject to modification or amendment at any time after consultation with the Post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the Post holder's professional responsibilities and duties.

Name.....

Date:.....

Signed.....