

Job Description

Job Title: **SRB Teacher**

Location: **Hewett Academy**

Job title	SRB Teacher
Salary Scale	Main Pay Scale / Upper Pay Scale
Hours of Work	Full time – 32.5 hours per week
Weeks Worked	52
Responsible to	SRB Lead Teacher
Location	Hewett Academy

Main purpose of the role

- To support the delivery of the School/Academy's Specialist Resource Base (SRB) in accordance with all relevant policies, procedures and in line with the School/Academy's Service Level Agreement with Norfolk County Council.
- To maintain the highest standards of teaching, learning, specialist support and safeguarding for the pupils within the SRB, enabling pupils to make accelerated progress and to meet their special educational needs.
- To support managing a staff team of teaching and support staff within the SRB, providing inspirational leadership which enables individuals to operate at their best, supporting their continued professional development in a cycle of continuous improvement

Organisational relationships

- Liaison with Assistant Principals, teachers and other support staff including, but not limited to, the Removal Room Manager, On Call staff, teachers at the academy, education specialists and parents/carers

Principal accountabilities and responsibilities

Overall	<ul style="list-style-type: none"> • All teachers are required to carry out the duties of a schoolteacher 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. • Deliver and support the statutory requirements to children with EHCPs within the SRB, 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 and SRB Lead Teacher, support the strategic development of practice, performance and quality within the SRB to ensure the continuous improvement of the provision using the most current evidence-based practice.
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	<ul style="list-style-type: none"> • Develop and review, in collaboration with SRB 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 SRB which reduces disagreement and promotes true partnership with parents and carers. • Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your 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
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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 any way possible, in accordance with the role, support students to achieve their potential
- In any way 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 and Barring Service) to be undertaken. It is essential you to 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 “spend” under the provisions of the Act.

Person Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status or working towards 	<ul style="list-style-type: none"> • Qualification in teaching students with ASD e.g. TEACHH
Experience	<ul style="list-style-type: none"> • Experience of quality 1st teaching / outstanding teaching in the relevant phases of education • Experience of successfully meeting the needs of students with SEND 	<ul style="list-style-type: none"> • Experience of multi agency working in a school context
Skills, Knowledge	<ul style="list-style-type: none"> • Knowledge and understanding of SEN CoP (2015) and the Equalities Act (2010) • Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school and those available through the SRB program • 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 SRBs and other schools • 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 • Experience of working with and providing intervention for pupils with ASD in an SRB 	<ul style="list-style-type: none"> • Strong knowledge of the 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.

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Signature

Date

Name