**SRB Teacher - LCN**

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| **School Name** | Hillcrest Primary School |
| **Key Stage(s)** | Either KS1 OR KS2 |
| **Grade** | MPS/UPS |
| **Reports to** | Headteacher & Assistant Headteacher/SENDCo |
| **Responsible for** | SRB support staff |
| **Start Date** | September 2023 |
| **Deadline for Applications** | Thursday 23rd March |
| **Interview Date** | Wednesday 29th March |

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| **Job Purpose** |
| To deliver quality first teaching at the School’s Specialist Resource Base (SRB) in accordance with all relevant policies, procedures and in line with the School’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 to meet their special educational needs and successful transitions in and out of the SRB.To manage a team of support staff within the SRB, providing inspirational and exceptional teaching which enables individuals to operate at their best. |
| **Overview/Context** |
| The SRB 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 SRB is a beacon of excellence in inclusive education, underpinned by our child centred approach and informed by evidence based practice. The SRB is an additionally resourced provision which provides differentiated learning, reduced class sizes and additional resources to support SRB learners effectively in a mainstream school.  Our SRB caters for students assessed needs which primarily relate to learning difficulties, but which may also encompass a range of secondary needs such as speech language & communication, specific learning difficulty, or physical, medical or sensory needs. Pupils may have emerging or unmet social, emotional and/or mental health needs in addition to learning difficulties.  The support offered by the SRB allows for the students to benefit from a differentiated mainstream curriculum and enable them to successfully reintegrate back to their home-school following an SRB placement. |

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| **Principal Accountabilities** |
| * All teachers are required to carry out the duties of a schoolteacher as set out in the current [School Teachers Pay and Conditions Document](https://www.education.gov.uk/publications/). Teachers should also have due regard to the Teacher Standards (2012). Teachers’ performance will be assessed against the teacher [standards](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011) 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 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’s Leadership, 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. |
| Develop and review, in collaboration with SRB learners and parents and carers; individual learning plans that contains 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 |
| * Monitor the progress of students and differentiate the curriculum to enable pupils to access excellent learning opportunities and develop independence skills |
| Implement effective transition for children when moving to/from SRBs and in the next phase of their education including essential joint working and communication with the home schools, including liaising with parents and carers, to ensure good practice is shared and adopted by the home school during SRB placement and at transition. |
| * Clear understanding of safeguarding and their role in carrying out safeguarding approaches in their SRB / school. |
| * Ensure the school is an active member of the SRB admissions panel which receives referrals for placements at the SRB and actively engage in the process of decision making in placing suitable students across SRBs in Norfolk, including pre panel visits and observations. |
| Work in partnership together with other Specialist Partners, Educational Psychologists, other SRB school, other schools and parent and carers to ensure consistent, evidenced based best practice is delivered in an inclusive environment and system leadership is provided to ensure positive experiences for children, young people and families accessing or considering SRB 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 |
| * Provide remote learning support to the SRB pupils in the event that the centre is closed due to weather, social distancing requirements, etc |
| * Play their part supporting colleagues in the main school buildings on those rare occasions where a partial closure of the school and a closure of the SRB coincide, results in children requiring support in the main school who are not part of the SRB |

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| **Person specification** | | |
| **Qualifications:** | **Essential (X)** | **Desirable (X)** |
| * Honours Degree * Post graduate qualification in teaching e.g. PGCE * Qualification (s) in teaching students with special educational needs e.g. TEACHH | X  X | X |
| **Knowledge/Experience** | **Essential (x)** | **Desirable (x)** |
| * A consistently outstanding practitioner in their current setting * Knowledge and understanding of SEN CoP (2015) and the Equalities Act (2010) * Experience of successfully meeting the needs of students with SEND * Knowledge and understanding of the criteria for meeting the National Autism Education Trust Standards ([www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)) * 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. * Experience of multi-agency working in a school context | X  X  X | X  X  X  X  X |
| **Aptitudes/Behaviours** | **Essential (x)** | **Desirable (x)** |
| * 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 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 * Suitability to work with children at a level requiring an Enhanced Disclosure and Barring Service check. | X  X  X  X  X  X |  |
| **An enhanced DBS check is required. A full driving license is required** | | |

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| **Other Job Information** (special factors or constraints andphysical requirements or environmental conditions that the job holder will encounter, including how long they last and how often they occur) |
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| **General Information**   * The job description details the main outcomes of the job and will be updated if these outcomes change. * Job holders will be expected to understand what is meant by safeguarding vulnerable groups (children, young people and adults) and how to raise concerns.   Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management. |