

North Walsham High School

Job Description

Name:	
Job Title:	Lead Teacher of the Specialist Resource Base
Salary point range:	L1-5 + SEND allowance
Responsible to:	Headteacher
Responsible for:	To lead the delivery of the Academy's Autism Base
Effective Date:	Easter 2025

Role and Context	
Purpose:	<p>To lead the delivery of the School/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 School/Academy's Service Level Agreement with Norfolk County Council.</p> <p>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.</p>
General Duties and Responsibilities:	<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 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 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 Autism Base 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 wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues

	<ul style="list-style-type: none"> • 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 Autism Bases and in 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 • Adhere to Autism Operational Guidance by following established procedures and completing Local Authority-directed tasks, such as annual returns and participating in half-termly planning meetings • Collaborate effectively with the 'Team around the SRB,' including Specialist Partners, Educational Psychologists, and the Base Adviser for Autism
General Duties	<ul style="list-style-type: none"> • To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority. • To be a trained first aider • To maintain Staff and Pupil confidentiality • To undertake training as appropriate • To participate in the performance management programme

General Information and review:

- The job specification details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes for the job. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder.
- All work performed/duties undertaken must be carried out in accordance with relevant school policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
- Post 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.

Signature:

Date: