

Role Profile & Person Specification



Job Title: Autism Base Lead Teacher

Responsible to: Headteacher / SENCo / Senior Leader

Terms and Conditions: All year round

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

To lead the delivery of Alderman Peel High Schools' 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 Agreements with Norfolk County Council and The National Autistic Society (NAS) Cullum Centre.

To act as the primary lead in the partnership between Alderman Peel High School, Norfolk County Council, the National Autistic Society, and the Cullum Family Trust, ensuring the vision of enabling autistic students to thrive in mainstream is realised.

To maintain the highest standards of teaching, learning, specialist support and safeguarding for the pupils within the Cullum Centre, enabling pupils to make accelerated progress and to meet their special educational needs.

To lead and manage a staff team of teaching and support staff within the Cullum Centre, providing inspirational leadership which enables individuals to operate at their best, supporting their continued professional development in a cycle of continuous improvement.

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Key Areas of Responsibility

Strategic Leadership

- Lead the design and adaptation of the Centre's curriculum, working in collaboration with the National Autistic Society (NAS) and Norfolk County Council.
- In conjunction with the Academy's Leadership, support the strategic development of practice, performance and quality within the Cullum Centre to ensure the continuous improvement of the provision using the most current evidence-based practice.
- Lead and drive the strategic direction of the Base to achieve the Autism Specialist Award no later than 3 years following the Opening Date.
- Ensure the provision meets the required standards for the formal Autism Accreditation Assessment and maintain these high standards to ensure successful re-assessment every three years.
- Lead to 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.
- Lead on the Implementation of working practices as set out in the SEND Code of Practice 2015 and any subsequent legislation/statutory guidance.

Teaching and learning

- 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.
- Lead and 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.
- Have a clear in depth 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.
- Lead, 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.
- Lead the regular 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.
- Deliver the statutory requirements to children with EHCPs within the Cullum Centre, 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.

Assessment and reporting

- Monitor the progress of students and adapt the curriculum to enable pupils to access excellent learning opportunities and develop independence skills.
- Lead on collaborating effectively with NAS consultants to facilitate a structured engagement process, including coordinating the required six 'Whole Academy' consultation visits (covering both Centre and Mainstream) over a two-year period prior to accreditation assessment.
- 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.

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- Prepare and present comprehensive Centre Reports on a termly basis to the Trustees to monitor progress and outcomes.
- Analyse and submit a summary of findings from the NAS Cullum Annual Summary Report to the Trustees.

Collaboration

- Lead on and 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 Cullum Centre which reduces disagreement and promotes true partnership with parents and carers.
- Lead on and implement effective transition for children when moving to/from Autism Bases and in the next phase of their education.
- Collaborate effectively with the 'Team around the SRB,' including Specialist Partners, Educational Psychologists, and the Base Adviser for Autism.
- 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.

Safeguarding

- Clear understanding of safeguarding and their role in carrying out safeguarding approaches in their Cullum Centre / school.

Health and Safety

- Ensure that risk assessments are carried out in line with the school Health and Safety policy.
- Ensure that departmental members are aware of Health and Safety issues including the need to report to the site manager all health and safety problems, accidents, and "near misses".

Continuing Professional Development

- 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.
- Commit to continuous professional development by undertaking relevant autism training, including Neuroinclusive Education Network (NEN) Leadership Modules, to remain at the forefront of best practice.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown, but in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

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Person Specification

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none"> ● Relational ● Self-aware ● Curious ● Accepting ● Empathetic ● Reflective 	
Qualifications	<ul style="list-style-type: none"> ● Honours Degree ● Post graduate qualification in teaching e.g. PGCE 	<ul style="list-style-type: none"> ● Post graduate autism qualification
Experience	<ul style="list-style-type: none"> ● Experience of quality 1st teaching / outstanding teaching in the relevant phases of education. ● Experience of multi-agency working in a school context. 	<ul style="list-style-type: none"> ● Experience of successfully meeting the needs of students with SEND
Skills/Knowledge	<ul style="list-style-type: none"> ● Extensive knowledge and experience in leading and delivering provision to autistic children and young people. ● 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. 	<ul style="list-style-type: none"> ● Knowledge and understanding of SEN CoP (2015) and the Equalities Act (2010). ● Knowledge and understanding of the criteria for meeting the Neuroinclusive Education Network (NEN), standards framework (Neuroinclusive Education Network).
Other	<ul style="list-style-type: none"> ● Be responsible for improving your teaching and that of your team 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. ● Lead on and model solution focussed approaches through building and promoting networks of best practice 	

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	<p>in school, across Autism Base and other schools.</p> <ul style="list-style-type: none">● Promote, uphold and demonstrate 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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