

## JOB DESCRIPTION: PSRP Teacher and Inclusion Intervention Lead

*The following job description is for the guidance of candidates as to the requirements of the post. It may be changed by the Headteacher, in consultation with the postholder, to reflect or anticipate changes in the job commensurate with the grade and job title. Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified.*

<b>PURPOSE:</b>	PSRP Specialist Teacher and Inclusion Intervention Lead
<b>RESPONSIBLE TO:</b>	PSRP Operational Director and Deputy Head for inclusion
<b>DISCLOSURE LEVEL:</b>	Enhanced
<b>SALARY/GRADE:</b>	Teachers' Pay Scale (Outer London) plus TLR2b and SEN Allowance
<b>WORKING TIME:</b>	As set out in the Conditions of Service for Teachers as presented in the School Teachers Pay and Conditions Document published by the DfE.

### Overall Accountability for:

- The education, wellbeing and SEND provision of two classes of PSRP students, ensuring high aspirations, appropriate support and progress towards EHCP outcomes.
- Leading, developing and managing inclusion intervention groups across the school.
- Quality assurance of the planning, delivery, assessment and outcomes of intervention programmes, ensuring interventions are evidence-informed and responsive to student need.

### Main (core) duties

#### Teaching and Learning

- Carry out teaching duties in accordance with the school's Schemes of Learning, the National Curriculum (where applicable) and public examination specifications.
- Plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy, ensuring that all students make progress towards clear learning objectives and EHCP outcomes.
- Deliver high-quality autism-informed teaching using approaches that support communication, emotional regulation, sensory needs, predictability, independence and engagement in learning.
- Use evidence-informed autism practice, including SCERTS principles, visual supports, structured teaching approaches, scaffolding, adapted teaching, adapted communication and regulation-focused strategies to enable students to access learning successfully.
- Create a safe, structured and inclusive classroom environment that reduces anxiety and supports students' social, emotional and sensory needs.

- Adapt teaching, learning materials and classroom environments to meet individual learning profiles and remove barriers to participation, independence and progress.
- Liaise with other colleagues to prepare and deliver units of learning in a collaborative way, with the contribution reflecting the post holder's level of responsibility.
- Work closely with Learning Support Assistants and other support staff to ensure that suitably adapted materials, interventions and learning pathways are provided to appropriately support and challenge all students.
- Deploy and guide Learning Support Assistants effectively in line with the school's Teaching and Learning Policy and evidence-informed approaches to SEND and autism practice.
- Work collaboratively with mainstream staff to provide an appropriate, bespoke and ambitious curriculum programme of mainstream and PSRP subjects for each student, enabling meaningful inclusion and access to wider school life where appropriate.
- Work proactively with students, families and professionals to maintain high aspirations for students' access to learning across as many subjects as possible, developing strategies, interventions and reasonable adjustments that promote successful access to mainstream lessons, independence and preparation for adulthood.
- Support students to develop independence, self-advocacy, emotional regulation and social communication skills alongside academic achievement and preparation for adulthood.

### **Professional Standards**

- Fulfil the national Teachers' Standards
- Support the aims and ethos of the school as defined in the staff handbook and school prospectus
- Act as a positive role model in terms of professional appearance, conduct, punctuality and attendance
- Maintain a purposeful and calm atmosphere in the classroom, upholding and applying agreed policies and practice for learning, behaviour and uniform in a consistent, firm and non-confrontational manner
- Take responsibility for professional development and progression, making full use of opportunities and training provided by the school
- Attend team and staff meetings as appropriate, contributing actively whenever possible
- With departmental colleagues, set appropriate aspirational targets for student attainment based on prior data
- Set work for students absent from lessons in line with the school's policies
- Plan and deliver appropriate units of work from ASDAN and Functional Skills programmes to ensure that students are able to achieve their best, keeping records of students' work and monitoring and maintaining portfolios for external assessment
- Be willing to learn Team Teach skills and to be proficient in the use of de-escalation techniques.
- Lead a team of Learning Support Assistants in evidence based approaches to support using the EEF framework.

## **Assessment, Recording & Reporting**

- Maintain rigorous and accurate records, including students' attainment, attendance, home learning, behaviour and outline lesson plans.
- Assess and return work (in line with the school's Assessment Policy) on a regular basis, including feedback for improvement for each student.
- Assess students' social communication, emotional regulation and transactional support needs using the SCERTS framework in line with PSRP policy.
- Work with the Annual Review Coordinator to ensure that accurate documentation and reports are maintained for each student and that provision remains aligned with national SEND policy, the SEND Code of Practice and outcomes specified within EHCPs.
- Lead Annual Review meetings for appropriate students, providing clear feedback on progress and working collaboratively with parents, students and external professionals to ensure appropriate short and long-term outcomes are identified, implemented, reviewed and updated in line with EHCP requirements.
- Ensure that provision and interventions follow the Assess–Plan–Do–Review cycle and are meaningful, evidence-informed and targeted towards increasing independence, emotional regulation, social communication and access to learning.
- Plan and deliver interventions that support students to access a broad, balanced and appropriately differentiated curriculum which enables them to achieve their potential academically, socially and emotionally.
- Provide and input academic progress data in accordance with the school's assessment cycle; analyse that data and use it to inform planning, teaching and additional interventions as required.
- Assist the PSRP Leadership Team in carrying out suitable evaluation and analysis of examination results and performance at the beginning of the academic year and agreeing actions as necessary.
- Liaise in a timely and professional manner with parents/carers regarding students' progress as necessary and reasonable, including attendance at consultation evenings, PLP meetings and the Annual Review Process.
- Work within the statutory guidance and code of practice relating to Disability and Special Educational Needs, liaising as necessary with the Learning Support Department and the Pears Special Resource Provision team to ensure students' needs are appropriately identified and supported.
- Ensure all behaviours of concern, restrictive interventions, restraint, seclusion and safeguarding incidents are managed, recorded and reported in accordance with school policy, the SEND Code of Practice, Keeping Children Safe in Education, Use of Reasonable Force in Schools guidance, and the April 2026 Restrictive Intervention Guidance.

## **MAIN DUTIES (in addition to those of a teacher) Inclusion Intervention Lead**

- Lead and develop targeted inclusion interventions for students across the school.
- Create and sustain systems that support successful introduction and reintegration into mainstream learning.
- Deliver and monitor interventions relating to literacy, numeracy, study skills, emotional regulation, anxiety management, wellbeing and social cognition.
- Work closely with the PSRP Leadership Team, therapy team, SENDCo, Lead Practitioner (Inclusion), and external professionals to identify and address barriers to learning.
- Work collaboratively with the PSRP Leadership Team and therapy team to direct, support and quality assure the delivery of intervention programmes.

- Work closely with the Lead Practitioner (Inclusion) to create a robust and effective referral system for intervention groups
- Monitor and evaluate the impact of interventions and adapt provision in response to student progress and need.
- Promote high aspirations, independence and meaningful access to a broad and ambitious curriculum.
- Support students to develop the skills, confidence and emotional regulation required for successful mainstream inclusion and preparation for adulthood.
- Provide guidance, support and training to colleagues in the effective delivery of interventions, inclusion-informed practice, adaptive teaching and intervention strategies across the PSRP and wider school.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

JCoSS is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check.

## Person Specification – PSRP Teacher & Intervention Lead

Essential unless noted as Desirable

### **Education and Training**

- Qualified Teacher Status (QTS)
- Experience of teaching autistic students
- A track record of Good or Outstanding teaching
- Evidence of appropriate in-service training.

### **Skills/Professional Qualities**

- Good knowledge of current curriculum development within the subject area and how to adapt teaching to meet the needs of autistic learners and students with SEND.
- Experience of teaching students with Autistic Spectrum Condition and a strong understanding of differences relating to social communication, emotional regulation, sensory processing, executive functioning and social understanding.
- Experience of working with young people with behaviours of concern using autism-informed, relational and regulation-focused approaches.
- Familiarity with ASDAN and Functional Skills courses and moderation procedures.
- The ability to use ICT effectively to engage students and support communication, organisation and independence.

- The ability to adapt teaching, resources and learning approaches to meet the needs of a wide range of learners.
- The ability to develop, and lead the development of, an outstanding and inclusive curriculum within the context of a growing school and specialist provision.
- An understanding of how to use assessment to inform planning, interventions and adaptive teaching to support good progress and outcomes for students with SEND.
- An understanding of school, local and national data, with the ability to use data to identify underperformance, barriers to learning and appropriate interventions.

### **Leadership/Personal Qualities**

- Attention to detail
- Vision for the development of the curriculum area in the context of a growing school
- Committed to supporting the School's unique Jewish ethos (there is no requirement or need for applicants to be Jewish)
- Always prepared to put the students' needs first
- An effective, flexible and enthusiastic leader
- Confident in sensitively but assertively addressing under-performance
- Ability to listen and effectively communicate and negotiate with a variety of audiences
- Diplomatic with the ability to develop and maintain effective relationships
- Ability to act quickly and sensitively under pressure
- A team player respected by others
- Ability to manage own and others' workloads appropriately
- Able to keep calm in difficult situations, can deal with stress and absorb pressure
- Open and constructive, accepting of feedback and always willing to learn
- Energetic and enthusiastic with an excellent sense of humour
- A 'can do' positive approach
- Excellent attendance and punctuality record
- Awareness of and commitment to Equal Opportunities issues; a commitment to working in a multi-cultural environment and with students from diverse backgrounds