
JOB DESCRIPTION

Post title:	Lead Practitioner for Satellite Provision
School:	College Park School
Contract type:	Permanent / Full time
Pay range:	Leadership Spine L6 – L10
Line manager:	Headteacher & AHT Primary
Supervisory responsibilities:	Satellite provision team

Main purpose of the job

- Carry out the duties of this post in line with the remit outlined in the current *School Teachers' Pay and Conditions Document* including the conditions of employment for Lead Practitioners and the Federation's own policy.
 - Under the overall direction of the Headteacher play a major role:
 - To work in partnership with school's leadership and management team to open and develop the new satellite provision
 - embed effective specialist and personalised teaching and learning across College Park
 - ensure the delivery of high quality teaching and learning at College Park and the satellite provision
 - formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved
 - be responsible for the standards and curriculum of pupils within the satellite, including monitoring of progress towards achievement
 - proactively manage staff and resources
 - Carry out the professional duties of a teacher as required.
 - Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
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Key duties and responsibilities

Shaping the future

- Support the Headteacher, the Assistant Headteacher and Governors in establishing and implementing an ambitious vision and ethos for the future of the school and of the Federation.
- Play a major role in the school improvement planning and self-evaluation process, through agreed priorities.
- Contribute to the development, implementation and monitoring of action plans and key whole school priorities where appropriate.
- Lead by example to motivate and work with others in implementing and managing change initiatives.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.

Leading teaching and learning

- Be an excellent role model, exemplifying a high standard of teaching and learning and promoting high expectations for all members of the school community.
- Undertake a teaching commitment
 - Prepare engaging, enticing, personalised learning activities and environments, paying due regards to the Early Years Foundation Stage Curriculum, the special interests and motivations of individual children and their cognitive and other learning needs.
 - Plan for the delivery of the curriculum in accordance with agreed school policies and procedures.
 - Ensure the curriculum offer is underpinned by approaches which support children with Autism such as, but not limited to, SCERTS, TEACHH, PECS and sensory integration approaches, Attention Autism into classroom practice as appropriate to the needs of the children in the class.
 - Work collaboratively with professionals such as the Speech and Language Therapists and Occupational Therapists in curriculum planning and delivery ensuring that therapy strategies are embedded throughout the curriculum as part of a graduated approach to meeting the needs of children with sensory processing and functional difficulties, and communication and language difficulties.
 - Provide a clear, uncluttered low arousal environment in class in line with current research around the environment in which children with Autism can flourish and achieve their best.

- Liaise with colleagues to deliver units of work in a collaborative way which maximise integration opportunities.
- To take a lead in planning and implementing appropriate integrative experiences for children, ensuring all children have the opportunity to learn from peers.
- Develop and maintain high standards of work, behaviour, attendance and punctuality for all pupils.
- Work with the Headteacher and the Assistant Head to raise standards through staff appraisal.
- Develop and implement behaviour strategies that are meaningful to each individual child's needs. These should also follow the principles of the school's Trauma Informed Approach and be communicated with appropriate adults.
- Effectively deploy support staff and model high quality practice.
- Provide updated timetables, notes on classroom organisation and important information on individual children for supply teachers or agency staff.
- Work alongside the school team to provide a happy and secure learning environment which supports all children to be the best that they can be, taking into account their starting points.
- Create individualised learning plans and pupil passports which will promote a consistent package of support for the children and link clearly with personalised EHCP outcomes.

Developing self and others

- Support the development of collaborative approaches to learning within the school and beyond.
- Support the induction of staff new to the school/satellite and those being trained within the school as appropriate.
- Participate in the selection and appointment of teaching and support staff as appropriate.
- Be an excellent role model for both staff and pupils in terms of being a reflective practitioner and demonstrating a desire to improve and learn.
- Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development plan and appraisal priorities.
- Lead the annual appraisal process for all identified teaching and support staff.

Assessing and Reporting

- Manage, coordinate and submit evidence for EHCP requests
- Regularly assess and accurately record key information around pupils' progress.
- Liaise with parents/ carers on a regular basis and attend parent consultation days to support them to understand their child's learning profile and diagnosis of Autism.
- Work collaboratively with outside agencies to support individual children.
- Take responsibility for writing of annual reviews and any other written reports or documents relating to work in the provision, including attending appropriate meetings.
- Provide the Headteacher and Senior Leadership team with half termly progress forecasts and updates related to the specialist provision.

Securing accountability

- Lead and support a small team.
- Line manage staff within the provision to ensure outstanding Autism-specific practice.
- Help identify and be involved with provision staff's training needs and offer training and support to mainstream staff too. This may include providing advice and support to other staff, particularly around supporting children with Autism.
- Take management responsibility for the specialised provision, including managing timetables, rotas and other day-to-day logistics.
- Keep up to date with all relevant and current educational developments, particularly ones related to Autism and special needs, and relay key messages to team members.
- Ensure that own practice and that of the team is in line with agreed school vision and values, and policies and procedures.
- Provide a positive role model for other members of staff and be an advocate for Autism.
- Support the Headteacher and AHT with consultations for the specialist provision where appropriate.
- Contribute to the School Development Plan and School Self Evaluation where it relates to the specialist provision.
- Contribute to, and occasionally lead, staff development activities.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- Promote and protect the health, safety and welfare of pupils and staff.
- Be familiar with the School Handbook policies

Strengthening community

- Assist the senior leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers.
- Organise, conduct and attend meetings as appropriate with parents and carers to ensure positive outcomes for all parties.
- Promote positive relationships and work effectively with colleagues in other schools and external agencies.

Safeguarding Children and Safer Recruitment

The Federation is committed to safeguarding and promoting the welfare of children and young people as required by the Education Act 2002 and taking account of “Working Together to Safeguard Children” and “Keeping Children Safe in Education” September 2021. The Federation expects all staff and volunteers to share this commitment.

- Ensure that the policies and procedures adopted by the Governing Board are fully implemented and adhered to by staff.
- Co-operate and work with relevant agencies to protect children and young people at all times.
- Ensure that individual health care plans are in place for children with additional medical needs and undergo any training required to meet needs

Other duties and responsibilities

- Any other reasonable duties as directed by the Headteacher or Assistant Head for Primary

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change, either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of Head of School_____ **Date** / /

PERSON SPECIFICATION

Post title:	Lead teacher
School:	College Park School
Pay range:	Leadership scale L6-L10
Line manager:	Head teacher & AHT Primary
Supervisory responsibilities:	Satellite staff and pupils

Qualifications and training

1. Qualified teacher status or recognised equivalent.
2. Degree or equivalent.
3. Evidence of further qualifications and training relating to SEN and autism.

Experience

Can provide recent evidence of:

4. Experience as a successful leader in an educational setting.
5. Whole school responsibility, including experience of turning policy into effective and successful practice.
6. Leadership of a significant area, including responsibility for raising standards across the whole school.

Professional Knowledge

Can demonstrate:

7. A clear understanding of the essential qualities necessary for effective teaching and learning, with particular reference to children and young people with autism and complex learning needs.
8. Thorough knowledge of statutory regulations and guidance relating to the post, including curriculum, assessment and teaching and learning.

Professional skills

Can demonstrate the ability to:

9. Review whole school systems to ensure the robust evaluation of school performance and to identify actions to secure improvements.
10. Take responsibility and be accountable for identified areas of leadership, including statistical analysis of progress data and target setting for individuals and pupil groups.
11. Be forward thinking, innovative, creative and focused on pupil outcomes.
12. Lead and manage a school team to successfully achieve agreed goals.
13. Be an effective team player who works collaboratively and successfully with others, including pupils, colleagues, parents/carers and multi-agency professionals.
14. Develop and deliver effective professional development for staff (including mentoring and coaching as appropriate).
15. Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate).
16. Model high quality teaching, learning and assessment strategies, promoting high expectations for all members of the school community.
17. Support, motivate, inspire and challenge both colleagues and pupils by leading through example.
18. Contribute effectively to the work of the Federation and the school senior leadership team.
19. Manage and respond to challenging situations in a positive and solution-focused manner, including dealing with physically challenging behaviour, tackling difficult conversations and conflict resolution.

Commitment

Can demonstrate:

20. A strong commitment to equalities and promoting the Federation's vision and ethos.
21. A genuine passion to work with children and young people with autism and to enable them to reach their full potential.
22. The ability to reflect critically on practice and the commitment to continuously improve and learn.
23. An awareness of own strengths and areas for development, with a strong commitment to continuous professional development.
24. A strong commitment to promoting and safeguarding the welfare of children and young people.