



Stowe Valley
MULTI ACADEMY TRUST

JOB DESCRIPTION

Specialist Resource Provision Lead Teacher	
Scale	TMS/UPS + SEND allowance £5009
Section	Teaching Staff
Responsible to	SENDCo
Responsible for	<ul style="list-style-type: none">• To lead the strategic direction and development of the Specialist Resource Provision.• To develop and share teaching and learning strategies which enhance the ability of students to focus on their learning skills and take ownership of their own progress.• To monitor, assess, record and report to ensure accountability.• To promote, develop and sustain strong partnerships beyond the classroom which include home, other agencies and community partnerships.• To promote and support the shared values of continual improvement, accountability, and high-quality provision.
Job Purpose	To provide high quality teaching and support for children and young people placed in the Specialist Resource Provision. To support all staff in ensuring provision meets the needs of children and young people placed in the SRP. To work with staff, students and their families to ensure ambitious and appropriate destinations and outcomes are reached.
Duties and Responsibilities	<p>To lead the strategic direction and development of the Specialist Resource Provision:</p> <ul style="list-style-type: none">• Be responsible and accountable to the SENDCo and Headteacher for the quality of Education: Learning, Teaching, Behaviour and Inclusion in Specialist Resource Base.• Lead and manage the work of the Specialist Resource Base on a day-to-day basis.• Support the vision, ethos and policies of the school and promote high levels of progress and achievement in the Specialist Resource Base.• Monitor the progress of the children and evaluate the effects on teaching and learning.• Ensure that parents/carers are well informed about the curriculum, targets, and children's progress and at annual reviews.• Implement policies and practices, which reflect the school commitment to inclusion through effective teaching and learning

	<ul style="list-style-type: none"> • To liaise with external advisers or professionals to ensure that professional development opportunities are fully utilised. • To work with Strategic partners, advisers or external bodies as critical friends to raise standards in the SRP.
	<p>To develop and share teaching and learning strategies which enhance the ability of students to focus on their learning skills and take ownership of their own progress:</p> <ul style="list-style-type: none"> • Develop, plan and evaluate a personalised curriculum for children in the Specialist Resource Base. • Teach whole class, small group and 1:1 sessions to meet children’s personalised curriculum and their individual needs (e.g. life skills, social skills, literacy, numeracy, speech and language). • Ensure good behaviour for learning of children within the Specialist Resource Base. • Organise, conduct and report on annual review meetings. • Set and regularly review children’s individual targets within the Specialist Resource Base. • Regularly monitor and review data assessments and in-class provision for the children in the Specialist Resource Base. • Liaise with curriculum leaders to advise on strategies and techniques, teaching and learning styles that enable the Specialist Resource Base children to better access the curriculum and to reduce barriers to learning. • To develop individual educational programmes which enable pupils to access mainstream provision. • Implement, monitor and evaluate strategies to ensure that all Specialist Resource Base children have the highest possible outcomes. • Plan effective transition packages. • To keep up to date with research resources legislation and LA policy by attending courses and/or SENCO Forum Groups. • To keep up to date with developments in all Children’s’ Acts, Education Acts, Codes of Practice, LA Strategic Plans and other relevant guidance. • To co-ordinate the timetable and allocation of Specialist Resource Base Tas • Follow the behaviour management policy of the school. • Establish and maintain a positive purposeful working atmosphere. • Set high expectations for pupil’s behaviour, establishing and maintaining a good standard of discipline throughout well-focused teaching and through positive and productive relationships. • Establish a safe environment, which supports learning, and in which pupils feel secure and confident. • Structuring information well, including lesson objectives and appropriate subject-specific vocabulary. • Provide clear instruction and effective questioning. • Provide careful attention to pupils’ errors and misconceptions and helping to support them by following the agreed marking policy. • Selecting and making good use of ICT and other learning resources, which enable teaching objectives to be met. • Setting high expectations for all pupils notwithstanding individual differences, including gender, and cultural and linguistic backgrounds.

- Providing opportunities to develop pupils' wider understanding by relating their learning to real and work-related examples.
- Ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Plan activities which take account of pupils' needs and their developing physical, intellectual, emotional and social abilities, and which engage their interests.
- Provide structured learning opportunities which advance pupils': Personal and social development; Communication skills; Knowledge and understanding of the world; Physical development; Creative development.
- Use teaching approaches and activities, which develop pupils' language.
- Use teaching approaches and activities, which develop pupils' mathematical understanding.
- Encourage pupils to think and talk about their learning and to develop self-control and independence.
- Use teaching approaches and activities, which involve planned adult intervention, which offer opportunities for first-hand experience and co-operation.

To monitor, assess, record and report to ensure accountability:

- Assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching.
- Mark and monitor pupils' classwork and homework, providing constructive oral and written feedback, and setting targets for pupils' progress.
- Assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to: Check that pupils have understood and completed the work set; Monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning; Inform planning; Check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject.
- Have an understanding how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set targets for pupils' achievement.

To promote, develop and sustain strong partnerships beyond the classroom which include home, other agencies and community partnerships.

- Provide outreach support to, and liaison with receiving schools to ensure successful integration and transition into and from the Specialist Resourced Provision.
- Attend network meetings and work with other provision leaders.
- Demonstrate best practice in teaching and learning for complex needs children.
- Work collaboratively with other professionals, parents/carers.
- To develop a range of specific resources for teaching.
- To provide mentoring and coaching opportunities for staff.

To promote and support the shared values of continual improvement, accountability and high-quality provision.

You may reasonably be expected to perform duties of a similar nature to those outlined in the job description.

- To undertake any tasks deemed appropriate by the Headteacher.
- Understand their professional responsibilities in relation to school policies and practices.
- Recognise that learning takes place inside and outside the school context and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare.
- Participate in staff training.
- Attend team and staff development meetings.