

## **Job Description**

Job Title: SRP Manager  
Salary: Competitive  
Line Managed by: Inclusion Manager  
Responsible to: Headteacher



### **Job Purpose:**

- To manage and develop the Special Resource Provision (SRP) for students with ASD and complex needs.
- To develop and maintain a flexible process of inclusive learning for students with ASD
- To ensure best practice in supporting pupils with ASD through promotion of Quality First and inclusive teaching

### **Job Description:**

1. To undertake management and administrative tasks in support of SEND Code of Practice procedures.
2. To write and implement policy and procedures relevant to the Special Resourced Provision.
3. To take responsibility for the day-to-day educational provision for ASD students including responsibility for implementing a curriculum designed to meet the need of individual learners.
4. To undertake management of all SRP statutory processes (such as Consultations, Annual Reviews, Progress Plans and Provision Mapping) as well as administrative tasks (such as Intervention Reports and SRP Evaluations) in support of the Code of Practice procedures and other local authority requirements.
5. To maintain, update and oversee records of support and progress for students identified with ASD and ensure that these are shared with staff.
6. To collect, interpret and make use of assessment data to inform both provision for students and provide accurate information to staff and other stakeholders.
7. To develop, monitor and evaluate appropriate support programmes allowing the wider school to meet the legal obligations under the Code of Practice as well as staying responsive to the needs of the ASD cohort within the school.
8. To monitor the impact of teaching and learning activities to meet the needs of students with ASD across the school.
10. Through liaison with the head teacher/inclusion team, to ensure that students in Cherry Lane SRP have their in-class assessment needs met.
12. To develop effective partnerships with students, staff and parents. This includes providing regular opportunities for networking and student/parental voice.
13. To engage with a range of internal staff and external agencies and to maintain links to these specialists who can provide in-depth practical help and support where necessary. This includes specific referrals and reviews as well as participating in school's internal referral process.

14. To contribute to the active monitoring and promotion of equal opportunities in particular with relation to students with ASD.

15. To ensure ongoing training for the Learning Support staff with respect to teaching and supporting students identified with ASD.

16. With respect to ASD, to promote communication and curricular development, with particular emphasis on embedding inclusive practices.

**Teaching and in-class partnership teaching.**

17. To develop knowledge and understanding of additional difficulties including OCD, PDA Syndrome, selective mutism, severe anxiety and ADHD.

18. To establish strong and creative links with local schools to ensure parental and educational confidence with ASD and thereby ensuring effective KS2 to KS3 transition.

19. To ensure Cherry Lane SRP is properly resourced and that all specialist equipment is maintained.

21. To line manage some of the Learning Support staff including LSAs and HLTAs with the support of head teacher.

22. To establish and maintain effective communication with staff, students and parents about the progress of students identified with ASD.

24. To be responsible for the provision of ASD students in negotiation with the SENCO and Inclusion Manager. This includes contributing to whole school staff development and training concerning the management, teaching and learning of students with ASD in partnership with SEND key staff and parents.

25. To oversee the management of ASD information to mainstream teachers and other relevant staff.

26. To assist in whole school staff development and CPD concerning the management, teaching and learning of students identified with ASD and to disseminate good practice in SEND.

27. In support of the SENCO, to help ensure Short-Term Outcome targets and current provision mapping are in place for all ASD students and updated/sent home to parents termly.



<p style="text-align: center;"><b>Cherry Lane Primary School</b></p> <p style="text-align: center;"><b>Person Specification</b></p> <p style="text-align: center;"><b>Special Resource Provision Manager/Teacher</b></p>
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Competency		Description	Essential/ Desirable
<b>Education and Training</b>	1.1	Qualified teacher status	Essential
	1.2	Training in working with pupils with Autistic Spectrum Disorder	Essential
	1.3	Training in delivering therapies for pupils with other SEND e.g. PDA, OT, Speech and Language	Desirable
<b>Experience</b>	2.1	Experience of teaching at either Key Stage 1 OR 2	Essential
	2.2	Experience with teaching pupils with additional needs, including ASD	Essential
	2.3	Leading and planning for a small team	Essential
	2.4	Experience of working in a supportive capacity to other class teachers	Desirable
	2.5	Mainstream experience	Essential
<b>Skills/aptitudes</b>	3.1	A flexible/creative approach to problem solving	Essential
	3.2	A commitment to further develop teaching and class management skills	Desirable
	3.3	Ability to support and motivate teachers and TAs	Essential
	3.4	Ability to work in a supportive way and communicate well with a wide range of professionals, parents and young people	Essential
	3.5	Commitment to working with parents	Essential
	3.6	Commitment to an inter-agency approach to work with children with SEN.	Essential
<b>Personal effectiveness</b>	4.1	Effective oral and written communication skills	Essential
	4.2	Ability to work with a level of independence	Essential
	4.3	Commitment to safeguarding and promoting the welfare of children.	Essential

