**Tolworth Girls School & Sixth Form**

**Job Description**

**Job Title: Head of Specialist Resource Provision - ASD/SEMH**

**Responsible to:** Headteacher

**Direct Line Management**: Senior Assistant Headteacher

**Hours:** Full-time

**Salary:** Upper Pay Scale Outer London + SEN Points

**Main Responsibilities;**

* To lead and manage the Specialist Resource Provision in this Outstanding School.
* To promote the school’s ethos
* To share in the whole school responsibility for the safeguarding, wellbeing and pastoral care of all students.
* To contribute to school improvement planning and school self-evaluation processes as appropriate.
* To be an active member of a faculty/subject/year group team.
* To participate in the performance management process agreed in school, in line with national guidelines.
* To play a full and active part in the life of the school, by modelling the school’s vision.
* Any other professional duties as directed by the Headteacher.

**Leadership and Management**

* Promote best practice in inclusion across the school.
* Lead and support the staff team for the specialist resourced provision (SRP)
* Lead regular SRP steering group meetings and take responsibility for submitting an annual report to the local authority or its representative.
* Work closely with the local authority and its representatives, developing the provision and supporting where necessary at tribunal.
* Lead colleagues in providing appropriate support for students who present with Autism and associated social, emotional, mental health and related behavioural challenges.
* Work as a member of the wider school team, planning co-operatively, sharing information, ideas and expertise.
* Consult and plan with multi-agency colleagues.
* Establish and promote good relationships with parents and carers to improve students’ learning and development ensuring co-productive approaches.
* Effectively deploy staff working in the SRP to support student progress and independence.
* Ensure that access arrangements for national tests and examinations are in place for students who require them.
* Provide performance management for SRP staff in line with school policy.
* Analyse a variety of progress and attainment data to inform priorities and self-evaluation.
* Work closely with senior leaders regarding inclusive policies and practices.
* Work closely with the school's SENCO and SEN Governor.
* Maintain confidentiality with regard to information gained in the course of professional duties.
* Work closely with the Headteacher to coordinate admissions to the provision including responding to requests from the SEN team.

**Teaching and Learning**

* Use knowledge of school curriculum policy and any syllabus requirements to plan differentiated work to meet the needs of individuals and groups promoting progression, continuity and independence.
* Use a variety of specialist teaching and learning approaches to create personalised support for each student in the SRP.
* Establish clear personalised learning objectives and expectations for each student in the SRP.
* Use quality classroom management strategies to ensure effective teaching and learning.
* Organise and maintain an appropriate environment to meet the needs of students placed in the SRP.
* Ensure that resources are organised and readily available to promote learning independence.
* Share specialist skills and knowledge with staff in the school and contribute to outreach in the local area; participating in outreach networks and quality assurance activities as required.
* Understand the personal, social and emotional needs of students and their impact on behavioural challenges.
* Provide quality feedback to students to improve progress and independence
* Set homework and other out of class activities to consolidate and extend the knowledge and understanding of students.
* Monitoring and evaluation
* Assess and report students’ attainment and track progress, using school systems and national criteria, national statutory tests and national examinations.
* Use assessment to inform planning and identify individual needs. Use these assessments to set appropriate targets and inform understanding of progress towards EHCP outcomes.
* Collaborate with school staff to write annual reports and reports for Annual Reviews and provide high quality evidence to present at review.
* Gather evidence of learning and take part in moderation at both school and borough levels.
* Advise school colleagues on strategies to improve the inclusion of students with a variety of SEN and specifically those placed in the SRP.
* Monitor the impact of advice and interventions and report to the senior leadership team.
* Co-operate with the school senior leadership and officers from the borough to self-evaluate the quality of the provision and action plan for improvements.
* Involve students, parents and carers in evaluation of the provision and student progress.
* Professional development
* Attend school based in-service training as directed.
* Deliver in-service training to colleagues in school.
* Provide outreach advice and support, including training, across the local area.
* Take an active part in identifying your own professional development needs.
* Undertake professional development activities to meet needs identified, taking full advantage of all possible opportunities including online packages and best practice sharing.
* Maintain a professional development portfolio to provide evidence for performance management.
* Attend local area teachers in charge network meetings each term.

This job description will be reviewed annually and may be subject to amendment or modification by the school and the borough at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations in relation to the post holder’s professional responsibilities and duties.

**I have read, understand and accept this job description at Tolworth Girls' School & Sixth Form**

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| Name: |  | | |
| Signed: |  | Date: |  |