

# JOB DESCRIPTION

**Job title:** Head of Base and SENDCo

**Responsible to:** Headteacher

**Responsible for:** ASD provision, staff and learners as well as provision for learners with SEND in mainstream classes

**Salary scale:** Leadership L6-10

**Main Purpose:**

- To lead the Resource base for learners with ASD within the inclusive context of the school.
- To ensure that the needs of learners who attend the provision are met and that all achieve the highest possible outcomes.

## **Main duties and responsibilities as Head of ASD Resource base**

The duties in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions document as well as the generic job description that applies to all teachers

1. To lead on the education, safeguarding and welfare of all learners within the ASD Resource base.
2. To lead and manage the other teaching and support staff working in the Resource base and to deploy support staff effectively and efficiently, providing cover where required.
3. To lead and model the expert teaching of learners with ASD within the provision and when integrated to mainstream.
4. To devise appropriate individual programmes for learners, ensuring that they have a broad, balanced and relevant curriculum, including the National Curriculum, which addresses academic, social and personal targets with specific reference to the learning style of learners with ASD.
5. To be responsible for the progress and achievement of all learners within the ASD Resource Base and to adapt and refine the provision provided through ongoing monitoring of outcomes.
6. To provide advice, support and training to whole school staff to facilitate the inclusion of learners with ASD in social and academic activities.
7. To ensure that all staff and whole school policies promote the ethos and approaches of an autism-inclusive school.
8. To lead on the self evaluation and development planning of the Resource base as part of the whole school continuous improvement cycle.
9. To provide formal written reports to the Governing Body and other stakeholders on the outcomes for learners within the ASD Resource Base as part of the whole school monitoring cycle.
10. To collaborate with the leadership team on priorities for the ASD Resource base including expenditure and deployment of staff, utilising resources for maximum efficiency.

11. To manage and make efficient use of the allocated budget for the effective running of the Resource Base including ensuring that the learning environment includes appropriate resources, equipment and materials.
12. To work with the local authority to lead on the admissions of learners in to the ASD Resource base adhering to the SEND code of practice and plan for transitions in and out of the provision.
13. To lead on annual review meetings for learners within the ASD Resource base in line with the SEND code of practice and to provide written reports and gather other professionals' views where appropriate.
14. To understand the place of the provision within Wandsworth's local offer for children with ASD and be involved in the development of education of learners with ASD across the local authority.
15. To establish and maintain partnership working with other professionals, services and therapists to ensure that the individual needs of all learners are met.
16. To build positive relationships with parents/ carers of learners in the ASD Resource Base providing ongoing advice and support to ensure a consistent approach across both home and school.
17. To keep up-to-date with current research on ASD practice and disseminate as appropriate through leading staff meetings where appropriate and ongoing CPD across the school.
18. When time and resources permit, and subject to the agreement of the Headteacher, to provide advice to other local schools for specific identified learners who would benefit from an ASD-specific provision.
19. To carry out any other reasonable duties and responsibilities as identified by the Headteacher commensurate with the level of responsibilities of the post
20. To carry out any other duties reasonably requested by the Headteacher, or SLT. The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Headteacher. This includes working in other same phase settings within Trust schools as required.

### **Main duties and responsibilities as SENDCO**

- To take a lead role on strategic planning, policy development and evaluation of impact in the area of SEND
- To be responsible for the co-ordination of SEND provision, the implementation of the SEND policy and the annual review of that policy.
- To be the designated teacher responsible for the day to day operation of the School's SEND policy.
- To liaise with and advise teachers to ensure early identification of children with SEND, to assess the children identified by teachers to have behavioural or learning difficulties and to determine how best to achieve better access to the curriculum.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEND

- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- To control and manage resources, to monitor and evaluate the use of such resources.
- Liaise with parents of learners with SEND and promote parental interest by organising displays, exhibitions and workshops for instance.
- To liaise with external agencies and to organise and oversee external or internal assessment requirements specific to SEND, to prepare the necessary documentation for multidisciplinary meetings and to attend those meetings, including producing CAF, TAC and other relevant paperwork.
- Be a key point of contact with external agencies, especially local authorities and associated support services including early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- To liaise with next key stage providers to ensure a pupil and their parents are informed about options and a smooth transition is planned
- To maintain the school's SEND profile and ensure that the school keeps the records of all learners with SEND up to date
- To monitor and ensure that the framework for planning, assessment and record keeping is being effectively followed by all staff in support of children identified as having SEND and to also analyse & use data to set targets for individuals, classes and year groups.

## **Child Protection**

To be fully aware of and understand the duties and responsibilities arising from the DFE statutory guidance, Keeping Children Safe in Education [KCSIE] and school policies relating to safeguarding and working together in relation to child protection and safeguarding children and young people as this applies to the postholder's role within the school

To also be fully aware of the principles of safeguarding as they apply to children and young people in relation to the postholder's role.

To ensure that the postholder's line manager is made aware and kept fully informed of any concerns which the postholder may have in relation to safeguarding and/or child protection.

### Person Specification for Head of Base and SENDCo

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Evidence of recent professional development relevant to learners with ASD</li> <li>• National Award in SEND co-ordination or working towards this/or NPQ</li> </ul>	Post Graduate qualification in SEND/autism
Experience	<ul style="list-style-type: none"> <li>• Experience of working successfully with and diagnosing learners with a range of SEND and other barriers to learning</li> <li>• An excellent understanding of the SEND legal framework</li> <li>• Knowledge of systems and agencies that can provide a support for schools in meeting SEND.</li> <li>• Evidence of successful teaching of children with ASD/social communication disorders in the primary phase.</li> <li>• Experience of planning and implementing individual programmes for learners with ASD using specific interventions</li> <li>• Experience of advising others on strategies for successful inclusion</li> <li>• Experience of working with parents, other professionals and therapists to support learners with SEND</li> <li>• Experience of writing reports for annual reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching learners with ASD in a Resource base or specialist setting</li> <li>• Experience of leading and managing a team of staff</li> <li>• Experience of teaching across the different primary phases.</li> <li>• Experience of leading and running Annual reviews</li> </ul>
Teaching and learning knowledge and skills	<ul style="list-style-type: none"> <li>• Demonstrable knowledge of the National Curriculum from the EYFS to KS2</li> <li>• Knowledge of current research on autism and successful specific interventions.</li> <li>• Knowledge and experience of assessment procedures to gather appropriate data to monitor, review and evaluate achievement and progress and inform future planning.</li> <li>• Knowledge of specialist resources and approaches to teaching children with autism including TEACCH, PECs and Makaton</li> <li>• Ability to use Information Technology to enable learners to gain access to the curriculum</li> <li>• Demonstrable working knowledge of the SEND code of practice and the EHCP process</li> </ul>	



<p>Leadership and management skills</p>	<ul style="list-style-type: none"> <li>•Ability to lead and enhance the performance of a staff team to secure high quality provision for children with autism.</li> <li>•Ability to foster commitment from staff</li> <li>•Ability to work with leadership team to contribute to whole school improvement</li> <li>•Knowledge of the current and relevant inspection frameworks</li> </ul>	<ul style="list-style-type: none"> <li>•Experience of leading autism training in a school setting</li> <li>•Successful experience within a school's leadership team</li> <li>•Experience of leading whole school initiatives</li> <li>•Experience of budget setting / managing financial resources</li> <li>•Experience of producing progress reports to Governors and other stakeholders</li> </ul>
<p>Personal and professional skills</p>	<ul style="list-style-type: none"> <li>•Enthusiastic and committed approach to working with children with ASD.</li> <li>•Effective interpersonal and communication skills (written and oral) and ability to relate to people at variety of levels</li> <li>•Effective time management and organisational skills</li> <li>•Ability to remain calm in challenging situations</li> <li>•Empathetic and sensitive manner</li> <li>•Pro-active approach to own professional development</li> <li>•Commitment to working in partnership with parents and carers</li> </ul>	