



Holy Family Catholic Multi Academy Trust

Job Description

Job Title	SJP Resource Base - Lead Teacher and Manager
Location	St John Plessington Catholic College
Responsible To	
Contract	This is a full-time, fixed-term contract initially until 31/08/2026 in the first instance
Salary Grade	MPS/UPS
Allowance	TLR 2.3 £3391 / + SEN Allowance

Key Purpose of Job

The key purpose of this role is to lead and manage the team within the resourced provision including timetables, daily management of staff procedures and policies, ensuring provision of quality outcomes for the young people. The post holder will work with the base Senior Leader to implement a whole school approach to inclusion and excellence in teaching young people with autism and ensure that the specialist teaching programmes are incorporated and consolidated in the PCPs and other plans. The post holder will lead in the development of appropriate behaviour management strategies and support the staff to advise on teaching and learning strategies, curriculum differentiation and resources appropriate to the needs of pupils.



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Roles and Responsibilities as Lead Teacher and Manager of the resource provision

- 1 To lead and manage the team within the base including timetables, daily management of staff procedures and policies. To lead an energetic and inspiring team that provides quality outcomes for the young people in the base.
- 2 To lead the team in raising aspirations and learning outcomes for pupils within the base.
- 3 To lead with teaching and non-teaching staff to ensure that the specialist teaching programmes are incorporated and consolidated in the PCPs and other plans.
- 4 To lead with assessment, pupil tracking and data analysis as required.
- 5 To lead in the development, implementation and review of appropriate behaviour management strategies.
- 6 To act upon advice and guidance provided by specialist staff and lead on managing the plans of such professionals.
- 7 To ensure that information, advice, planning, timetables etc are shared with all relevant staff within the school and outside agencies and parents where appropriate.
- 8 To work with the base Senior Leader to implement a whole school approach to inclusion and excellence in teaching young people with autism.
- 9 To ensure that pupils have access to resources and equipment available to all pupils within the school including ICT.
- 10 To maintain positive working relations with staff and pupils and to provide a role model by presenting a positive role image and responding appropriately to individual needs.
- 11 To support the base Leader to advise on teaching and learning strategies, curriculum differentiation and resources appropriate to the needs of pupils.
- 12 To keep abreast of local and national initiatives with regard to the teaching and learning of pupils with Autism and Social communication needs.

Teaching and Learning/Individual or Groups of Pupils

- 1 To plan and implement appropriate individual learning programmes for the base pupils through assessment and target setting.
- 2 To lead on involving pupils and their parents/carers in decisions about their learning and teaching outcomes, behaviour and attendance.
- 3 To maintain records, assessments and other relevant documentation related to the progress and attainment of pupils in the base.
- 4 To produce reports for the purpose of multi-agency assessments, annual reviews and end of year reports.
- 5 To act upon advice from multi agencies and communicate this to relevant staff.
- 6 To lead on coordinating effective transition of pupils coming into school, across key stages and into the next phase of their education.
- 7 To lead meetings to coordinate target-setting, annual reviews and assess plan do review.
- 8 To plan with the base team, and liaise with teachers/Heads of Year for the inclusion of pupils from the base in mainstream lessons.
- 9 To coordinate the effective delivery of therapeutic programmes such as Speech and Language Therapy and Occupational Therapy and report to the on the impact of such interventions
- 10 To plan with the base Senior Leader for the deployment of Teaching Assistants according to the personalised learning plans of each pupil.
- 11 To develop and plan interventions for pupils in the base managing the teaching assistants delivering the interventions and tracking their progress.



Whole School Support for the base Pupils

- 1 To contribute to the training and development of staff to meet the educational and social needs of pupils with Autism and Social communication needs.
- 2 To maintain good relationships with colleagues and actively promote teamwork.
- 3 To ensure that strategic processes are complied with to overcome barriers to learning and guarantee equality of opportunity for all.
- 4 To attend specialist training/networks as required to ensure consistency of approach across the local authority.
- 5 In consultation with the Senior base leader to prepare reports for the Headteacher and Governing Body on the learning outcomes of pupils within the base.
- 6 To comply with and assist with the development of policies and procedures relating to safeguarding, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
- 7 To undertake duties and responsibilities under the direction of the Headteacher in line with those of other teachers in the school.
- 8 To attend and participate in staff meetings and training opportunities.
- 9 To contribute to the training and development of staff to meet the educational and social needs of pupils with Autism and Social communication needs.
- 10 To maintain good relationships with colleagues and actively promote teamwork.

Other Duties

- 1 To be aware of the School's policy on Safeguarding and Child Protection.
- 2 To assist at school functions and with extra-curricular activities.
- 3 To carry out teaching responsibilities as assigned in the school timetable.
- 4 To perform such other duties as may be required by the Headteacher.

Teaching

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to students' needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.



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Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school planning activities.

Curriculum Provision

- To assist the Head of Department, the SMT, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

Curriculum Development

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

Staffing

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Quality Assurance

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.



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Communications and Liaison

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure sharing and effective usage of resources to the benefit of the School, department and the students.

Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship and enterprise according to school policy.
- To apply the Behaviour Management systems so that effective learning can take place.

School Ethos

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.



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- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To perform such other duties as may be required from time to time by the Head Teacher.

Working Environment & Conditions of the post

Normal office/ School site environment

Other Duties

- a) To undertake additional duties as required, commensurate with the level of the job.
- b) To contribute to the effective working of the HFCMAT.
- c) Maintain positive, professional relationships with students, parents / carers and teachers.
- d) To participate in induction training, staff review processes and professional development opportunities
- e) All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.
- f) The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and School vehicles.
- g) The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled.
- h) The post-holder is expected to familiarise themselves with and adhere to all relevant Trust Policies and Procedures.
- i) The post-holder must comply with the Trust/School's Health and Safety requirements specifically for the school they are based
- j) The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.



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Person Specification

Area	Job requirements	Essential/Desirable	Evidence
A. Qualifications and Professional Development	Good relevant honours degree	E	A, C
	Qualified Teacher Status	E	A, C
	Evidence of successful completion of CPD relating to the nature of this post	E	A, I
	A commitment to ongoing personal and professional development	E	A, I, R
B. Experience	Successful experience, or interest in, teaching different courses at all Key Stages	E	A, I, R
		D	A, I, R
C. Knowledge/ Skills	High level of personal motivation, organisation and drive	E	A, I, R
	Initiative	E	A, I, R
	Dynamic quality of teaching and use of innovative methods	E	A, I, R
	Ability to work as part of a team	E	A, I, R
	Ability to challenge and motivate young people	E	A, I, R
D. Communication	Ability to communicate with, and manage, a wide range of people and abilities	E	A, I, R
E. Personal Qualities	Ability to work flexibly according to the needs of the service	E	A, I, R
	Ability to work on own initiative	E	A, I, R
	Strong commitment to the ethos of the College	E	A, I, R



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F. Technology/IT Skills	Use of Microsoft Office software	E	A, I, R
	Ability to learn new IT software quickly	E	A, I, R
H. Physical	Able to carry out the duties of the post with reasonable adjustments where necessary	E	A, I, R

Key to Evidence:

A – Application Form & Letter

C - Certificates

I – Interview

R - Reference