



<b>Job Title</b>	Inclusion Base Lead for Complex Communication Needs Base
<b>Responsible to:</b>	Inclusion Leader / SENDCo
<b>Salary</b>	NJC pay scale 9 or up to teacher's main scale 6
<b>Working Time</b>	Full-time
<b>Disclosure Level</b>	Enhanced

### **Main responsibilities and duties:**

#### **Supervision & management:**

- Organise and manage safely the learning activities, the physical teaching space and resources within the base.
- To supervise the work of Teaching Assistants within the base.
- To supervise and manage pupils and their learning within the base and the context of the learning environment, in accordance within an agreed remit or their subject teacher.
- Support teachers in evaluating pupils' learning needs and progress through a range of assessment activities.
- Monitor pupils' responses to learning tasks and modify the approach accordingly.
- Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to teaching assistants and pupils as they learn.
- Record and monitor progress of non-academic skills such as social communication and emotional regulation.
- Contribute to maintaining and analysing records of pupils' progress, especially the outcomes in their EHCPs.
- Promote and safeguard the welfare of all pupils in accordance with the school's safeguarding and child protection policy.
- Lead on EHCP paperwork and annual reviews for pupils in the base.
- Ensure that all children attending the provision receive a broad and balanced curriculum.
- Support the Headteacher and SENDCo in responding to consultations for new admissions.

#### **Planning and preparing lessons and interventions for pupils:**

- To contribute effectively to teachers' planning and preparation of lessons and interventions for the pupils in the base.
- Support pupils' learning and behaviour whilst accessing their lessons in the mainstream school and during their time in the base.
- To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.



- To plan and deliver 1:1 and small group interventions linked to the pupils' IEPs and EHCP outcomes.

### **Knowledge & skills**

- Must demonstrate sound knowledge and understanding of a variety of aspects of SEND.
- You must have achieved a qualification in English/literacy and mathematics/numeracy, along with further training in SEND.
- You must be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
- You will have an understanding of how to use ICT to advance pupils' learning and use common ICT tools for your own and pupils' benefit.
- You will know the barriers that can affect the way pupils learn and have a range of strategies to support pupils to overcome them.
- You will promote inclusion and acceptance of all pupils within the classroom.
- You will be aware of the importance of the SEN Code of Practice and how to implement this within your role.
- You will know a range of strategies to establish a purposeful learning environment and to promote good behaviour.

### **Relationships:**

- You will have experience of successfully leading a team of Teaching Assistants to meet the needs of the pupils in the base.
- Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
- Demonstrate and promote the positive values, attitudes and behaviour we expect from the pupils with who we work with.
- Encourage pupils to interact and work co-operatively with others.
- Work collaboratively with colleagues and carry out their roles effectively: know when to seek help and advice.
- Work in partnership with other agencies (OT, SALT, EP, Specialist Teacher) to develop learning plans that meet the needs of individual pupils.
- Liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
- Aim to improve your own practice, including through further training, observation, evaluation and discussion with colleagues.
- Direct and monitor the work of support staff within the provision.
- Promote a whole school ethos, encouraging everyone to view and include the children within the provision as part of the whole school.



### General Expectations

- To take responsibility for improving teaching through professional development, responding to advice and feedback from colleagues.
- To develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.

The duties may be varied to meet changing circumstances in a manner compatible with the post held, at the reasonable direction of the Head teacher. Post holders will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post. This job description forms part of the contract of employment for the successful applicant.



CCN Base Lead Teacher	Essential	Desirable
<b>Education and Professional Qualifications</b>	<ul style="list-style-type: none"> <li>Evidence of CPD relating to CCN, ASC and/or inclusion.</li> <li>Additional qualifications in other aspects of SEN.</li> </ul>	<ul style="list-style-type: none"> <li>Qualified Teacher Status.</li> <li>Post-Graduate qualification in communication difficulties / ASC.</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Proven record of supporting pupils with significant SEN.</li> <li>Up to date knowledge of the SEN code of practice and Keeping Children Safe in Education.</li> <li>Knowledge of inclusive approaches to teaching and learning.</li> <li>Experience of directing and monitoring the work of support staff.</li> <li>Experience of writing individual learning plans and targets.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of leading staff training / development.</li> <li>Experience of working closely with other agencies and stakeholders, including Governors.</li> <li>Knowledge of, or training in a therapeutic approach to behaviour management.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>Able to embrace new ideas and adapt to changing priorities.</li> <li>Able to empathise and form positive relationships with children with CCN and their families.</li> <li>Able to remain calm in challenging, unpredictable situations and deal with conflict in a solution-focussed way.</li> <li>Able to be reflective and self-evaluative.</li> <li>Able to express yourself clearly, both orally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Able to motivate and inspire others.</li> <li>Creative approach to problem-solving.</li> <li>Able to model and foster good team working.</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Sympathy for the Christian ethos of the school</li> <li>The ability to inspire and motivate young people.</li> </ul>	



CCN Base Lead Teacher	Essential	Desirable
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• The ability to work under pressure and meet deadlines.</li> <li>• The ability to work as part of a team</li> <li>• Excellent time management and organisation skills.</li> <li>• Compassionate and empathic nature.</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• A willingness to enter fully into the life of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Clean driving licence</li> <li>• Willingness to take part in residential</li> </ul>