



Job Description

Job Title: (ERP) LEAD PRACTITIONER		Reports to: (SENCO)	
DEPARTMENT: Fulford School		GRADE: 9	
JE REF:		PANEL DATE:	23/06/2020
1.	MAIN PURPOSE OF JOB To work with the SENCO and Deputy SENCO to provide high quality support through administration, organisation, monitoring and evaluating the provision for students who have a diagnosis of Autism (circa 25) and students who are part of the Enhanced Resource Provision at (ERP) Fulford School (10). To liaise with parents, organise reviews and annual reviews. To lead and manage all aspects of the day to day running of the ERP for autism spectrum conditions and be the first contact for 10 staff to resolve day to day issues, supervision / performance management and annual appraisal etc.		
2.	CORE RESPONSIBILITIES, TASKS & DUTIES:		
	i.	Works alongside the SENCO to collate and analyse performance data, relating to pupils within the ERP and students in the mainstream school with a diagnosis of Autism Spectrum Condition.	
	ii.	Manage the day to day running budget for the ERP Base. Responsible for purchasing, ordering and managing resources required for teaching groups in the ERP.	
	iii.	Uses own initiative to assess and evaluate pupils' needs and leads the delivery of learning activities within the ERP by application of specific skills, knowledge, experience and professional expertise as agreed with the Dep SENCO / SENCO under an agreed system of supervision.	
	iv.	Has oversight and plans ERP pupils' timetables, including planning bespoke interventions to be delivered in the ERP. Organise appropriate ERP interventions and support TA2s to deliver these sessions and monitor the impact of these interventions using data systems. Liaise with the Deputy SENCO on in class support needs for pupils in the ERP Base. Takes responsibility for planning challenging teaching and learning objectives. Evaluates and adjusts work plans as appropriate to meet pupils' needs. Communicate and liaise with parents over intervention programmes. Ensure that Pen Portraits and Learning Plans are written for the relevant students and support the SENCo to monitor the implementation of these in the classroom.	
	v.	Selects and prepare appropriate resources to lead learning activities.	

	vi.	Co-ordinates annual review processes for all students within the ERP. Monitors, evaluates, records and provides reports on pupils' responses and progress within agreed strategies.
	vii.	Works in partnership with other adults involved in the education process and liaises with external professionals and parents/carers in relation to specific areas of responsibility, including taking the initiative to establish links where necessary.
	viii.	Co-ordinates and Chairs meetings with other staff, external professionals and parents regarding pupils.
	ix.	Contributes to the school improvement plan by taking lead responsibility for specific areas of work or policy development, identified by the SENCo.
	x.	Organise and lead school visits and other activities outside of the classroom for ERP students. Ensure all risk assessments are completed for any activities pupils take part in outside of the classroom.
	xi.	Follows all school policies and procedures, in particular: School's Health and Safety Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Information Policy.
	xii.	To lead and performance manage a team of teaching assistants in partnership with the SENCO and Deputy SENCO - 10 staff.
	xiii.	Makes appropriate use of data, analysis and monitoring of impact of interventions with the SENCO. Ensuring that consideration is made to policies relating to it and in line with the school's systems of working. Use agreed computer programmes to report, monitor and assess pupil progress e.g. Class Charts, Provision Map, SISRA, CPOMs.
	xiv.	Contributes to the overall ethos, work and aims of the school.
	xv	To lead outreach work for pupils at Fulford School with a diagnosis of ASC or who are on the diagnosis pathway with CAMHs. Liaise with families and other professionals in the completion of assessment documentation. With the SENCO, Educational Psychologist and Specialist Teaching Team review and plan individual pupil cases. Lead on the coordination and review of My Support Plans for students with a diagnosis of ASC. Lead / deliver appropriate transition and development activities.
	xvi	Works in partnership with teachers, within an agreed system of supervision. Works with individual pupils, small groups and whole classes.
	xvii	Advise and contribute to the professional development of staff, including whole school INSET provisions.
	xviii	Support the SENCO in monitoring the attendance of ASC pupils and put relevant interventions and support structures in place to support any identified pupils and families.
3.	SUPERVISION / MANAGEMENT OF PEOPLE Will be required to line manage 10 teaching assistants, including responsibility for the allocation and monitoring of work, appraisal, performance management and training and using judgement and decision making to deal with any issues that arise be these service related or HR.	
4.	CREATIVITY & INNOVATION	

	• Applies judgement, knowledge and expertise to provide advisory support to staff at all levels across the school and acts as a mentor for staff line managed to ensure service delivery is of a high standard, adds value and complies with statutory requirements. • Monitors and is responsive to pupil learning and behaviour at all times; responsible for researching, evaluating adopting and implementing contemporary ideas to encourage pupils to learn. • Monitors and is responsive to pupils' personal needs and communication and adapting and implementing revisions to lesson plans in light of changing circumstances. • Be a champion for Autism throughout the school - raising awareness and understanding. • Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate and potentially provide professional advice where required to improve performance. • On the basis of their knowledge and understanding of ERP pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and Learning Plans and Pen Portraits by recommending changes in targets or provision to the teacher.
5.	CONTACTS & RELATIONSHIPS ▪ Internal – ▪ Contributes to the Learning Support team's planning, teaching and assessment of the curriculum - daily. ▪ On a daily basis enables pupils' access to the planned curriculum and meets personal and social needs. ▪ Leads Team meetings and contributes to whole school meetings as required. ▪ Supervises the work of colleagues on a daily basis to allocate and monitor workload and share any concerns and problems regarding personnel issues taking action where required. • External – ▪ Provides information about pupils' progress, strategies and issues to e.g. therapists, nurses, specialist teachers and implements joint recommendations. ▪ Shares and discusses pupils' progress and needs and family needs with parents and devises and recommends strategies/courses of action as required. ▪ Feeder schools – to discuss the transition of ASC pupils.
6.	DECISIONS – discretion and consequences • Recognises when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils' behaviour becoming disruptive or dangerous. • Takes action to meet pupils'/staff's needs as they arise to avoid undue physical or mental stress. • Evaluates situations and applies judgement, knowledge and professional expertise to ensure service delivery is of a high standard, adds value and complies with statutory requirements. • Communicates information effectively to teachers, other professionals and parents on a daily basis. • Recognise and take action to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress.

	• Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff. • Make decisions regarding staffing issues relevant to the supervisory responsibilities of the teaching assistant team.
7.	RESOURCES ERP budget administration, purchasing, organising and managing the ERP resources. Overall budget value <£3k.
8.	WORK ENVIRONMENT – Work demands • Need to implement activities in lessons as planned also working to other deadlines eg marking papers. Also need to implement actions in relation to specialist area of expertise as required. Work may be subject to some change and interruption eg unplanned absences of staff and children, unexpected visits by parents and professionals and also when supervisory duties are called for. Physical demands • Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running e.g. P.E. lessons, when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures. Working conditions • Majority of work takes place in classroom environment, may be involved in outside activities eg supervision of playground, sports field activities, off-site educational activities in all weather conditions as required. • The role will involve attending meetings with outside agencies and will therefore involve travelling. There may also be the occasional possibility of meeting with parents/students in their home. Work context • Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively. • Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children. • Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene. • Risk of infection when dealing with unwell children. • May also involve visits in the home – following recognised procedures.
9.	KNOWLEDGE & SKILLS • Specific knowledge and experience of working with young people with autism spectrum conditions • Knowledge and understanding of research based educational approaches to supporting children with ASC, e.g. SCERTS, Zones of Regulation, 5 Point Scale. • Knowledge of relevant training strategies eg literacy, numeracy, KS3 etc • Excellent communication skills • Excellent interpersonal skills • Time management and organisational skills • Excellent literacy and numeracy skills equivalent to NVQ Level 2 in English and Maths

- Ability to organise, lead and motivate a team
- Ability to self evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Relevant knowledge of first aid
- Leadership skills
- Effective use of ICT to produce appropriate resources to support learning
- Good working knowledge of the national curriculum.
- Knowledge of normal child development and children's personal development needs
- Knowledge of the implications of common disabilities in children for school and families of pupils
- Knowledge of strategies which promote good behaviour and discipline
- Knowledge of developmental progression in the emotional curriculum
- Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures.
- Experience of working in a relevant discipline in a learning environment
- Experience of working in multi-disciplinary teams
- Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.

10. Position of Job in Organisation Structure

