

**Vacancy details for Special Resourced Provision Centre Manager**

**Job title:** Special Resourced Provision Centre Manager

**Responsible to:** SENDCo

**Department:** Teaching Support

**Terms:** Permanent, full time

**Hours of work:** Monday to Thursday 08.00 – 17.00, Friday 08.00 – 15.00

**Salary:** competitive/according to experience

**Start date:** September 2022

**The school**

Marylebone Boys' School is an Academy Free School which opened in September 2014. We have approximately 600 boys in Years 7-11 and opened a mixed Sixth Form in 2019. We will eventually have over 800 pupils studying at our school across two sites.

We are an inner-city boys’ school with a cohort of 40% Pupil Premium students. We are an academically rigorous school with an emphasis on commitment to learning and outstanding teaching, where knowledge is valued and available to all who are prepared to work for it. Expectations are high for all pupils. Those who need extra time and support are helped and expected to achieve their full potential.

Our motto is “studio et industria”, which can be translated as “through application and hard work”.

We are located in a brand-new building in the heart of the prestigious Paddington Basin area and have recently opened a new Sixth Form centre a short distance away.

**Purpose of Job**

* To support the learning, development, emotional wellbeing and independence of autistic students within the resourced provision
* To support understanding of autism through delivery of training to staff at Marylebone Boys’ School
* To support inclusive practice for students within Marylebone Boys’ School

**Main Responsibilities**

**Teaching Role**

* To work with the SEN leadership team to establish and resource a provision within Marylebone Boys’ School to support autistic students
* To advise on teaching resources, equipment and adaptations within the school environment to enable optimum access for autistic students
* To provide training and advice to staff at Marylebone Boys’ School on the inclusion and education of autistic students and to promote access to the whole curriculum.
* To deliver specialised teacher support to autistic students at Marylebone Boys’ School to raise achievement and increase independent learning
* To respond to students’ needs within the school and to adapt learning programmes accordingly
* To devise learning and sensory programmes for autistic students and monitor and review their progress
* To deliver individual and small group learning and sensory programmes for students within the resourced provision
* To devise personalised learning programmes for individual students within the resourced provision to ensure a minimum degree of integration into mainstream activities
* To collect and analyse data to demonstrate the effectiveness of interventions
* To advise and support parents regarding their children’s educational needs
* To conduct termly and annual reviews for students within the resourced provision
* To participate in the performance appraisal process for teaching assistants under the direction of the line manager

**Teamwork and multi-agency working**

* To establish effective professional relationships with pupils and colleagues
* To establish and maintain close links with other professionals and officers in the Local Authority, parents, hospitals, voluntary agencies, as appropriate, to provide a co-ordinated service for autistic students.
* To form links with professional bodies and national organisations in the field of autism and pass on useful information to schools, parents and other professionals.
* To coordinate provision of external S&LT, OT and other agency support for students in the resourced provision
* To coordinate the activities of teaching assistants within the resourced provision
* To ensure students within the resourced provision are receiving the required level of interventions as detailed on their EHC plan
* To attend team meetings and other meetings as required including parents’ evenings and school open events
* To provide monitoring data on a regular basis as required by the line manager, in accordance with the service specification.
* To support the line manager in the development and delivery of quality service, and to work co-operatively as a member of a professional team.
* To report to the line manager and to respond to supervision and direction as required. This will include regular opportunities to review professional performance and to plan appropriate professional development.

**Pastoral**

* To be fully aware of and understand the duties and responsibilities arising from the Children Act 2014, “Keeping children safe in education 2021”, the school Child Protection and Safeguarding Policy and other related policies
* To organise a comprehensive transition programme for new students joining the resourced provision
* To ensure provision of pastoral support for students within the resourced provision during the course of the school day
* To participate in mentoring programmes and adopt the school’s ‘trauma informed’ approach to supporting students’ individual social, emotional and mental health needs
* To oversee purposeful break and lunch time activities within the resourced provision
* To develop and maintain positive relationships with parents of autistic students

**Continuing professional development**

* To maintain your own professional development and keep up to date with current, local and national trends through attendance at appropriate INSET and professional meetings.
* To ensure that a good level of skills, knowledge and understanding of the school curriculum, assessment and reporting arrangements are maintained
* To participate in the provision of the school’s continuing professional development programme for all staff in the area of autism
* To keep abreast of current development and research on autistic children and ensure that this knowledge is disseminated to other staff members

**PERSON SPECIFICATION**

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|  | **Essential** | | **Desirable** |
| Education  & Training | * Post-graduate autism qualifications/training * Knowledge and understanding of the SEND Code of Practice and KCSIE. | * QTS * Evidence of on-going CPD related to SEND and autism * Recent and appropriate experience in a teaching or advisory role | |
| Experience | * A passion for and extensive experience in working with students with autistic spectrum disorder * Knowledge and application of appropriate learning programmes such as Lego therapy, social stories and comic strip conversations * Knowledge and application of emotional regulation strategies such as zones of regulation * Provision of training and advice to colleagues and/or other professionals * Proven ability to modify and differentiate the curriculum for autistic learners * Proven ability to evaluate programmes of support, and to contribute to the process of review * Ability to support and challenge educational settings in the inclusion of pupils with autism | * Experience of assessing children with special educational needs in order to support school staff to plan for their needs | |
| Skills and  Abilities | * Proven ability to establish and maintain positive relationships with pupils, professional colleagues, parents, outside agencies and community organisations * The ability to work flexibly * Excellent inter-personal skills * Excellent communication skills both oral and written * Excellent organisational skills * The ability to keep well-ordered and efficient records that show impact of work undertaken through pupil progress * Knowledge of a range of teaching strategies for children with SEND to ensure effective learning * Ability to work with children and their teachers across the age range * Be able to relate to all pupils in a positive and constructive way and inspire them to achieve more than they think possible. * Relate positively to parents | * Willingness to work collaboratively and co-operatively * A willingness and ability to attend and share their knowledge of SEND within a whole school framework and to contribute to service development and training | |

**APPLICATION PROCESS**

* The deadline to apply for this role is 8.00am on Wednesday 29 June, *however we will interview suitable candidates upon receipt of suitable applications, therefore early submissions are encouraged.*
* Complete the application form fully, including the separate supporting statement (maximum 2 pages).
* The school cannot consider CVs due to safer recruitment processes.
* Send your applications to [jobs@maryleboneschool.org](file:///\\MBS-DC01.mbs.maryleboneschool.org\RMStaff\Locked%20Folders\PA\Recruitment%202020-21\Admin%20roles\jobs@maryleboneschool.org%20).
* Contact us if you would like more information about the school or the position on [jobs@maryleboneschool.org](mailto:jobs@maryleboneschool.org).

**INTERVIEW PROCESS**

* The interview process will include an interview and a series of tasks.
* We will only contact candidates who the school would like to interview.
* We will inform all invited candidates of the outcome of their application and offer feedback to those who are unsuccessful.
* We will only interview candidates who provide two satisfactory references in advance, of whom one must be your current Headteacher if you are currently working in a school.