SRB Lead Teacher

School Name	Downham Market Academy
Key Stage(s)	KS3-5
Grade	UPS/MPS plus SEN point
Reports to	Headteacher/ SENCo/ Senior Leader
Responsible for	SRB Staff

Job Purpose

To support the Senior Leader with responsibility for SEND at the Academy in the delivery of the School/Academy's Autism Base, part of Norfolk's Specialist Resource Base (SRB) programme in accordance with all relevant policies, procedures and in line with the School/Academy's Service Level Agreement with Norfolk County Council.

To maintain the highest standards of teaching, learning, specialist support and safeguarding for the pupils within the Autism Base, enabling pupils to make accelerated progress and to meet their special educational needs.

To manage a staff team of teaching and support staff within the Autism Base, providing inspirational leadership which enables individuals to operate at their best, supporting their continued professional development in a cycle of continuous improvement.

Overview/Context

The Autism Base forms part of a county wide programme of SRB provision as part of Norfolk's Local Offer to children, young people with special educational needs and their families. The Autism Base is a beacon of excellence in inclusive education, underpinned by our child centred approach and informed by evidence-based practice.

The Autism Base is an additionally resourced provision which provides differentiated learning, tailored environments and additional resources to support Base learners effectively in a mainstream school.

Our Autism Base caters for students with a diagnosis of Autism and students who do not have a formal diagnosis but have barriers to learners associated with the dyad of communication difficulties and 'restricted/repetitive' behaviours, as well as unusual sensitivity to sensory stimuli.

The support offered by the Autism Base allows for the students on roll to access mainstream classes and integrate as much as possible into school life.

The Autism Base environment and provision is adapted and conducive to the needs of students on the autistic spectrum. The Autism Base lead will play a key role in sensory audits to ensure provision continues to be an outstanding example of how to support students to thrive in mainstream.

Principal Accountabilities
• All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.
• Deliver the curriculum as relevant to the age and ability of the group/subject/s taught by making adjustments and providing special educational provision appropriate to the needs of each child.
• Deliver the statutory requirements to children with EHCPs within the Autism Base, providing the SEN provision set out in the EHCP and following local policies and procedures relating to the assessment and review of pupils with EHCPs.
• Under the direction of the Senior Leader with responsibility for SEND at the Academy, support the strategic development of practice, performance and quality within the Autism Base to ensure the continuous improvement of the provision using the most current evidence-based practice.
• Develop and review, in collaboration with learners and parents and carers; individual learning plans that contains key information on individual children and young people to promote inclusion and tailored support to meet individual needs.
• Uphold the principles of person-centred planning as set out in the SEN Code of Practice, providing behavioural leadership and guidance to teams, colleagues and partners ensuring a culture within the Autism Base which reduces disagreement and promotes true partnership with parents and carers.
• Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
• Have a clear understanding of all the needs of all pupils, including SEND and other vulnerable groups and be able to use and evaluate distinctive teaching approaches to engage and support them
• Monitor the progress of students and differentiate the curriculum to enable pupils to access excellent learning opportunities and develop independence skills
• Implement effective transition for children when moving to/from Autism Bases and in the next phase of their education.
• Clear understanding of safeguarding and their role in carrying out safeguarding approaches in their Autism Base / school.
• Support the Senior Leader with responsibility for SEND to ensure the school is an active member of the Autism Base admissions panel which receives referrals for placements and actively engage in the process of decision making

in placing suitable students across Autism Bases in Norfolk, including pre panel visits and observations.
• Work in partnership together with other Specialist Partners, Educational Psychologists, other Autism Base schools, other schools and parent and carers to ensure consistent, evidence-based best practice is delivered and system leadership is provided to ensure positive experiences for children, young people and families accessing provision.
• Maintain and update knowledge and skills in meeting the needs of students with special educational needs and disabilities, line with current research, frameworks and approaches.
• Implement working practices as set out in the SEND Code of Practice 2015 and any subsequent legislation/statutory guidance
• Support the Senior Leader with responsibility for SEND in ensuring the SRB adheres to Autism Operational Guidance by following established procedures and completing Local Authority-directed tasks, such as annual returns and participating in half-termly planning meetings
• Collaborate effectively with the 'Team around the SRB,' including Specialist Partners, Educational Psychologists, and the Base Adviser for Autism

Person specification		
Qualifications:	**Essential (X)**	**Desirable (X)**
• Honours Degree • Post graduate qualification in teaching e.g. PGCE	X X	
Knowledge/Experience	**Essential (x)**	**Desirable (x)**
• Experience of quality 1st teaching / outstanding teaching in the relevant phases of education	X	
• Knowledge and experience in delivering provision to autistic children and young people.	X	
• Knowledge and understanding of SEN CoP (2015) and the Equalities Act (2010)	X	
• Experience of successfully meeting the needs of students with SEND		X
• Knowledge and understanding of the criteria for meeting the Neuroinclusive Education Network (NEN), standards framework. (Neuroinclusive Education Network)		X
• Strong knowledge of the area's Local Offer of provision for children with special educational needs		X

• Knowledge and understanding of Education, Health and Care Plans and the statutory regulations that are involved • Understanding of the health and social care landscape in Norfolk including relevant legislation which impacts on SEND delivery. • Experience of multi-agency working in a school context	X	X X
Aptitudes/Behaviours	**Essential (x)**	**Desirable (x)**
• Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school and those available through the SRB programme • Ability to be objective, manage personal pressures and is open and receptive to support and feedback • Model solution focussed approaches through building and promoting networks of best practice in school, across Autism Base and other schools. • Promote and uphold the view that effective leadership and management at all levels is pivotal for schools to meet the needs of all children. • To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality • Suitability to work with children at a level requiring an Enhanced Disclosure and Barring Service check.	X X X X X X	
An enhanced DBS check is required. A full driving licence is required		

General Information

- The job description details the main outcomes of the job and will be updated if these outcomes change.

- Job holders will be expected to understand what is meant by safeguarding vulnerable groups (children, young people and adults) and how to raise concerns.

- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.

Downham Market Academy can offer you:

• An aspirational culture where students and staff are encouraged to maintain high standards and be at the forefront of education

• Students who are ambitious, polite and hard-working

• The chance to contribute to planning an inspirational and knowledge-rich curriculum that is inclusive and enhanced by opportunities to learn outside the classroom

• A supportive and collaborative staff body that works closely with colleagues in other schools within our Trust

• Excellent facilities and equipment where all staff have their own laptop; students have their own iPad to use in lessons and at home and where the school community makes excellent use of IT to communicate, collaborate and learn more effectively

• A commitment to providing extensive and tailored CPD that allows all our staff to flourish

• The opportunity to teach sixth form.

• A wellbeing package including reduced gym membership rates, partnerships with local restaurants, cycle to work scheme and a comprehensive mental health service

Whilst there is a published closing date for this vacancy, if a suitable number and calibre of applications are received in advance of this, we reserve the right to close the advert early and invite candidates for interview. Therefore, we strongly advise interested candidates to apply early to avoid disappointment.

Our Trust is committed to equal opportunities, to safeguarding and the promotion of the welfare of children, young people and vulnerable adults. All staff are expected to share this commitment and undergo the appropriate checks. All positions within the Trust are subject to enhanced DBS checks and satisfactory references. We do not accept applications by CV.

We welcome informal visits or discussions from potential candidates prior to application, to arrange please contact Kate Coupland on 01366 389124.

Downham Market Academy Safeguarding Policy: https://dma.tela.org.uk/safeguarding-policy

All shortlisted applicants should expect to be called for interview no more than 5 working days after the closing date. If you have not heard from us by then you can expect your application to be unsuccessful.

Closing Date 1st December 2026