

HORIZONS SPECIALIST ACADEMY TRUST

ABBAY HILL ACADEMY

Job Description

Post Title: Assistant Vice Principal

Responsible to: Vice Principal and Autism Lead

Responsible for: The delivery of a co-located provision to support children and young people with autism.

Core Purpose:

- To be responsible and accountable for the delivery of the school's base for students with autism and associated difficulties.
- To have a clear overview of the school's provision for children and young people with autism and ensure that the base meets the standards set by the National Autistic Society.
- To enable the delivery of an appropriately broad, balanced, relevant and differentiated curriculum in conjunction with relevant Heads of Department.
- To monitor and support the overall progress and development of students.
- To provide pastoral support for students.
- To facilitate and encourage learning experiences which provide students with the opportunity to achieve their individual potential.
- To meet the specific needs of students who have Autism and/or other Special Educational Needs, ensuring ASD specific strategies are employed (i.e. TEACCH, SCERTS etc.)
- To advise the senior leadership team on policy, strategy and resources for supporting children and young people with autism.
- To contribute to the raising of standards and expectations in relation to student academic and social attainment and access to future destinations.
- In conjunction with SLT, quality assure the provision and ensure it continuously improves and that it delivers the kinds of impact that are needed for the young people.
- To ensure that colleagues are involved in supporting learning and that they understand the roles that they are expected to fulfil.

- To manage and deploy support staff to assist students' behavioural and educational needs on a daily basis.
- In conjunction with SLT, have oversight of TA and HLTA roles, supporting in the management of their responsibilities.
- To liaise with external partners and professionals such as the local authority, CAMHS, Alliance, OT and SaLT.
- To engage with the schools CPD programme by participating in further training and professional development.
- To promote and deliver training and professional development in relation to supporting children and young people with autism.
- To effectively manage student information by maintaining records, tracking progress and using this to inform teaching and learning.
- To develop and maintain appropriate policies and procedures.
- To make an active contribution to the policies and aspirations of the school.
- To engage actively in the Performance Management Review process.

Specific Tasks

Support for students

- Assist staff in identifying the specific needs of students to ensure equipment and resources are in place and any additional support has been referred to the relevant agency.
- Establish and manage bespoke interventions to support the academic, social and emotional progress of students with autism.
- Adapt classroom activities and/or resources to engage students with autism.
- Contribute to the provision and support for students with an Education, Health and Care Plan, leading on the implementation of support for autism.
- Promote the inclusion and acceptance of students within the classroom.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Support students consistently whilst recognising and responding to their individual needs.

- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Be the initial lead on safeguarding for the provision under the guidance of the Principal.
- Monitor issues related to attendance and refer to attendance lead as required.
- Facilitate the Student Council to give students a voice and assist the students in making provision improvements.

Support for staff

- Lead on the provision of specialist advice and guidance on autism, including specific strategies for individuals, to teaching and support staff across the academy.
- Lead training and subsequent supervision for staff across the academy on the delivery of bespoke interventions to support the academic, social and emotional progress of students with autism.
- Facilitate staff meetings following guidance from the Principal and SLT.
- Consult on the appropriateness of learning environments and resources for students with autism.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Support the role of parents/carers in students' learning and contribute to / lead meetings to provide constructive feedback on progress and achievement.
- Mentor new staff to ensure they understand the ethos, values and approaches used by the academy.

Support for the curriculum

- Liaise with external agencies that provide support to autistic students and contribute to / participate in any intervention plans outlined by these agencies.
- Deliver learning activities to students, adjusting activities according to student responses/needs.
- Select and prepare resources necessary to lead learning activities, taking account of students' needs, interests, language and cultural backgrounds.

- To ensure opportunities to develop student's social skills are interwoven throughout the curriculum:
 - Social Communication
 - Social Interaction
 - Social Imagination / Flexibility
 - Sensory processing
 - Emotional understanding and self-awareness
 - Independence and community participation

Generic responsibilities

- To undertake any reasonable duties as requested by the individual's line manager.
- To work in accordance with the aims and policies of the Academy and to promote the general appearance of the Academy.

Qualification, knowledge and skills

- Relevant professional learning and qualifications in the field of autism and supporting children with autism that demonstrate a thorough understanding of the needs of these students and how to support their progress.
- Experience of working with students with autism, their parents/carers and other professionals.
- Full working knowledge of relevant SEND legislation/codes of practice.
- Excellent literacy skills and ability to communicate effectively, both verbally and in writing.
- Effective use of ICT and other specialist equipment/resources.
- Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these.

Conditions of Service

This job description is framed within the National Standards for Teachers as described in the School Teachers' Pay and Conditions Document, and should be read in conjunction with those standards.

The post holder is required to carry out the duties of a schoolteacher as set out in the STPCD.

The post holder will be expected to comply with any reasonable request to undertake work of a similar level that has not already been specified in this job description.

There is a requirement that the post holder will be prepared to work across the Trust as necessary.