



Felpham Community College Job Description

Post:	Lead Teacher of the Harbour (Specialist Support Centre)
Line Manager (s):	SENDCo
Salary:	Teacher Mainscale + SEN allowance

We are seeking a practitioner who:

- Is deeply committed to inclusive education, with a strong belief in every student's right to belong, participate and succeed in a mainstream setting.
- Has significant experience supporting students with social and communication needs, particularly autism, using an autism-affirming and child-centred approach.
- Understands current national priorities in SEND, including inclusive practice, early identification and improving long-term outcomes.
- Can lead and develop a skilled team, creating a culture of collaboration, reflection and high expectations.
- Builds strong, trusting relationships with students, families and external partners.
- Is able to shape and deliver high-quality, personalised provision that supports both academic and social development.
- Is reflective and improvement-driven, using evidence and insight to continuously strengthen provision.
- Is committed to working as part of a wider inclusion team, contributing to whole-school improvement and inclusive practice.

Specific Responsibilities:

General/whole school responsibilities:

- To meet the Teachers' Standards in full, including professional confidentiality.
- To promote and role model Felpham's ethos and values as a duty bearer for the UNCRRC.
- To be a part of the whole school responsibility for the safeguarding, wellbeing and pastoral care of all students, ensuring that training is kept up to date.
- To contribute to the school improvement planning and self-evaluation processes as appropriate, shaping inclusive policies and practices.
- To be an active member of the SEND department and the Inclusion team, ensuring that the SEND policy is put into practice.
- To be an active member of the school community.
- To carry out any other professional duties as directed by the Headteacher.
- Ensure the health and safety of students and staff.
- Participate in the school performance management process.
- Line manage members of the Harbour team and provide performance management for Harbour staff in line with school policy.
- Provide training and support for staff, as appropriate, on best practice approaches for students with SEND and specifically, Autism.



Specific duties:

- Lead on the support arrangements for all students attached to the Harbour, including admissions, staffing and timetable in conjunction with the SLT and SENDCo.
- Work closely with colleagues in local primary schools and the Local Authority to advise on pupil placements and support transition for pupils attached to the Harbour.
- Work closely with the Y6/7 team on the transition programme.
- Ensure that any student transfers to other settings, are organised to provide a smooth transition for the student, sharing all relevant information.
- Lead regular Harbour steering group meetings and take responsibility for submitting an annual report to the local authority or its representative.
- Liaise with colleagues, external agencies, WSCC representatives and other professionals where appropriate, in order to develop the Harbour and its provision, and to ensure students receive appropriate therapeutic support or intervention.
- Review the support and intervention being delivered for all Harbour students, following the Assess-Plan-Do-Review cycle.
- Work with colleagues to provide appropriate support for students who are a part of the Harbour, along with students who have similar presentation across the whole school.
- Promote positive links and understanding between the students within mainstream classes and those accessing the Harbour.
- Establish and promote positive relationships with parents and carers to improve students' learning and development.
- Communicate regularly as the first point of contact for new parents and parents with concerns.
- Effectively deploy staff working in the Harbour to support student progress, independence and wellbeing.
- Work with colleagues to ensure that access arrangements for national tests and examinations are in place for students working in the Harbour who require them.
- Analyse a variety of progress and attainment data to inform priorities and self-evaluation.
- Lead on all EHCNA requests and Annual Reviews for students attached to the Harbour, and other students as appropriate, with the support of the SENDCo and Assistant SENDCo.
- Work with the Assistant Headteacher and SENDCo to meet the school's responsibilities under the Equality Act 2010 in terms of reasonable adjustments.
- Audit provision in the Harbour and lead on any actions that arising.

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description is not necessarily a comprehensive definition of the post. It will be reviewed as necessary as part of the appraisal process and it may be subject to modification or amendment at any time after consultation with the holder of the post.
3. Because of the nature of this job, if you are successful in your application you will be subject to a criminal record check from the DBS before the appointment can be confirmed. This will be done by means of applying for an "Enhanced Disclosure". Disclosures include details of cautions, reprimands or final warnings as well as convictions, spent or unspent.
4. Every member of staff has a responsibility to safeguard and promote the welfare of children.



Person Profile

Essential qualities and skills:

- Qualified teacher status.
- Excellent classroom practitioner.
- Commitment to a child centred and collaborative approach.
- Additional and/or training in relevant fields of SEN.
- Experience of teaching SEN students within a mainstream or specialist setting.
- A commitment to inclusion for students with SEND.
- Understanding of the national curriculum for KS3/4.
- Knowledge of alternative curricula relevant to students with SEND.
- Ability to keep accurate records and analyse data using IT.
- Ability to devise, implement and review personalised learning programmes.
- Ability to organise and deliver training and support colleagues within and beyond school.
- Ability to lead teams.
- Commitment to student, parent and staff voice to inform reviews of practice.
- Ability to communicate clearly with a variety of professionals and stakeholder groups.
- Willingness to learn and develop professionally.
- Good organisational skills, including time management.
- Be self-motivated, responsible and resilient.
- Genuine care for the social and emotional needs of all students.
- Ability to self-evaluate, reflect and improve.
- Willingness to work flexibly and independently in the context of a mainstream school.
- A working knowledge of SEN policy and the SEND Code of Practice.
- Experience of working with students with autism.

Desirable qualities and skills:

- Commitment to undertaking further specialist training or qualifications relating to SEND and autism.
- Experience of making arrangements for, and supporting students in, the context of test/exam access arrangements.
- Experience of managing a small budget.
- Knowledge of EHCNA requests and Annual Review processes.
- Specialist teacher qualifications, such as access arrangements, dyslexia assessment, etc.
- Experience of line-managing colleagues.
- Additional / specialist qualifications relating to SEND or autism.



Article 2 (non-discrimination) The convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think, say, whatever their family background.