



SOUTH DARTMOOR COMMUNITY COLLEGE
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Job Description

Position Title	Communication and Interaction Resource Base (CAIRB) Manager
Location	South Dartmoor Community College
Reporting to	SENDSCO
Grade	E
Effective date of JD	01/01/2020

THE CAIRB

CAIRBs are part of the mainstream specialist provision in schools across Devon. They will specifically cater for pupils with autism who require a higher level of support than can typically be provided in a mainstream school but who can access, and make progress within the school.

Job Purpose:

This important role involves working under the guidance of the SENDSCO to lead the running of the CAIRB base within the school ensuring that students within the base have equal access to educational opportunities at South Dartmoor Community College.

To assist in leading and managing the provision of the CAIRB, ensuring high quality learning, teaching, and behaviour, effective use of resources, and high standards of achievement and progress for all pupils.

This position requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

Main Duties & Responsibilities:

- To take the lead in managing the resource base, under the guidance of the SENDSCO, as well as being part of the wider SEND team assisting in developing provision for children with special educational needs.
- To manage appropriate resources for the CAIRB and ensure that they are used efficiently, effectively and safely.
- To develop curriculum resources to ensure that students within the base have the required levels of support.

- To support the SENDCO in managing the implementation of an inclusive curriculum in the base, but also supporting other staff across the school to meet the needs of students within the base.
- Within the context of the School's aims and policies, to work alongside the SEND leadership team to develop and implement SEN policies, plans, targets and practices.
- To teach groups of students within the base and other areas as allocated by the SENDCO
- To assist in the leadership of Learning Support staff within the base, including support and some direct line management.

Responsibilities.

- Support the provision of the base, including the allocation of support time and the writing, monitoring and evaluation of intervention plans, and reviewing of EHC plans as required.
- To support and monitor the effectiveness on intervention plans and arrange and chair annual reviews as required.
- Liaise with relevant outside agencies to ensure that individual pupil special educational needs are met effectively and that the requirements of EHCP's are met fully.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and external agencies / providers.
- Work with the SENDCO and other staff to ensure that individual education plans are used to set subject-specific targets and match work well to pupils' needs.
- As part of the SEND leadership team to support the SENDCO in the devising, implementation and updating the Learning Support Improvement Plan as part of the School Improvement plan, to include staff training and development implications.
- Assist the SENDCO to use data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.
- Provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- Support meetings of SEN staff, communicate information to staff and co-ordinate resulting action.
- Monitor with the SENDCO the day-to-day management of the resource base, creating a safe, effective and stimulating environment for students in base.
- Deputise for the SENDCO when required.

Person specification:

Attribute	Essential	Desirable	Method of Assessment
Management of people	<ul style="list-style-type: none"> ◦ Proven track record of managing a team. 	<ul style="list-style-type: none"> ◦ 	<ul style="list-style-type: none"> ◦ Interview and application.
Experience	<ul style="list-style-type: none"> ◦ Experience of working with students with Special Educational Needs and Disabilities. ◦ Proven experience of working alongside multi-agency professionals. ◦ Proven experience of working closely with parents/ carers. ◦ Proven experience of writing individual education plans. ◦ Proven experience of making referrals to outside agencies. ◦ Proven experience of planning differentiated learning opportunities under the direction of the class teacher and national curriculum. ◦ Proven experience of planning differentiated learning opportunities under the direction of the class teacher and national curriculum. ◦ Proven experience of using visual aids and alternative methods to support communication. ◦ Proven experience of working with children with autism and associated needs. ◦ Proven experience of removing barriers to learning for students with complex needs 		<p>Demonstrate knowledge at interview.</p> <p>Application.</p>
Practical Skills	<ul style="list-style-type: none"> ◦ To know how to support students with particular barriers (ASD) to learning so that they make progress. ◦ To know how to teach small groups of students with difficulties engaging in the mainstream classroom in order to support them to make adequate progress. ◦ To be able to develop good learning relationships with students so develop trust and safety so that they are motivated to learn and make good progress. ◦ To be able to develop effective relationships with parents so that they work with the School to support their children to learn. ◦ Good organisational, communication, administrative and interpersonal skills ◦ Able to deal with confidential information sensitively and appropriately in line with School policies ◦ Able to differentiate resources to meet the needs of SEND pupils. 	<ul style="list-style-type: none"> ◦ Able to chair team meetings ◦ Good digital technology skills and ability to apply digital technologies to support students learning. ◦ 	<p>Demonstrate knowledge at interview.</p> <p>Application.</p>

Communication	<ul style="list-style-type: none"> ◦ Able to communicate effectively with parents. ◦ Able to communicate effectively with students with SEND – especially autism. ◦ Able to communicate effectively with multi-agency professionals. ◦ Ability to fulfil all spoken aspects of the role with confidence and fluency in English 	◦	Demonstrate knowledge at interview. Application.
Personal Qualities	<ul style="list-style-type: none"> ◦ Creative; a person who enjoys learning and seeks out opportunities to continue learning. ◦ High expectations of self and others, , ◦ A self starter. ◦ Highly resilient. ◦ Sense of humour. 	◦	Demonstrate knowledge at interview. Application.
Strategic Thinking	◦ Able to work on own initiative as well as part of a team.	◦	◦ Demonstrate knowledge at interview. ◦ Application.
Technology / IT Skills	◦ Able to word process	◦ Experience of using technology to support children to access education.	◦ Demonstrate knowledge at interview.
Education and Training	◦ Training in supporting children with Autism and associated difficulties	◦ HLTA/or the desire to complete HLTA qualification	◦ Certificates ◦ Interview ◦ Application
Professional Registration	◦ N/A		◦ Certificate/Registration
Equal Opportunities	◦ South Dartmoor Community College and its staff seek to eliminate discrimination, advance equality and foster good relations.		◦ Demonstrate knowledge at Interview
Physical	◦ Able to carry out the duties of the post with reasonable adjustments where necessary.		◦ OH1

Signatures:

I, the manager, confirm this is a true and accurate reflection of the job. This job description has been written in conjunction with the post holder (where applicable) who is aware that the post is being submitted for evaluation.

Job Description agreed by:

Job Holder (if in place): _____ Date: _____

Line/Originating Manager): _____ Date: _____

Head of Service/Head teacher): _____ Date: _____