



Oakbridge Federation

ASD Resource Base Lead Teacher Job Description

Job title: Alternative Provision Lead Teacher

Area to lead on: Resource Base with specialism in ASD

Reporting to: Head of School

Main purpose:

The teacher will:

Lead and develop our ASD Resource Base, ensuring students who require additional support remain engaged in mainstream education and are able to succeed.

Establish a consistent, high-expectation environment through strong relationships, clear routines, and bespoke provision within the resource base classrooms.

Ensure children are accessing some mainstream education and liaise with class teachers to ensure transitions are successful.

Lead the resource base provision and ensure the day-to-day running is well structure and organised, to ensure clarity for all staff and children.

Take ownership and lead on the curriculum, behaviour and team coordination to ensure consistency for all.

Duties and responsibilities

Teaching

To lead and develop a responsive, individualised provision that enables pupils to re-engage with learning, improve behaviour, and make meaningful progress.

- To design and deliver a flexible, needs-led programme balancing academic learning, regulation, and personal development;
- To ensure provision is structured and matched to pupils' starting points, interests and barriers;
- To establish consistent routines that support engagement, behaviour and readiness to learn;
- To maintain a clear focus on progress in engagement, behaviour and learning;
- To implement behaviour systems aligned with whole-school expectations;
- To support staff to deliver high-quality, adaptive practice for pupils with complex needs;
- To monitor and review provision, adapting where pupils are not improving;
- To create an environment where pupils experience success, rebuild confidence and develop independence;
- To maintain links with mainstream curriculum and support reintegration;
- To provide pupil-centred support that develops regulation, relationships and positive habits.

Whole-school organisation, strategy and development



- To work with the Head of School/SENCO and wider staff team to develop and sustain a clear vision for the resource base as a high-quality provision within the school.
- To establish and embed clear aims, routines and systems that ensure our resource base operates with consistency and high expectations;
- To contribute to whole-school priorities by ensuring the resource base supports behaviour, inclusion and engagement strategies;
- To design and develop provision that meets the needs of pupils requiring additional support, including curriculum, intervention and pastoral approaches;
- To monitor and evaluate the impact of the resource base, using this to refine practice and improve outcomes for pupils;
- To ensure staff working within the resource base are clear in their roles, consistent in their approach, and supported to deliver effective provision;
- To promote a culture of high expectations, where pupils are supported to re-engage with learning and move forward successfully.

Communication

- To create a provision that respects and reflects the backgrounds, experiences and needs of pupils and their families
- To promote an inclusive environment, actively challenging prejudice and supporting positive relationships;
- To build strong, consistent communication with parents and carers to support engagement and progress;
- To work closely with any relevant external agencies
- To develop links with wider school staff to support reintegration and shared understanding of pupils;
- To ensure safeguarding and multi-agency working is effective in protecting and supporting pupils;
- To identify opportunities to enrich provision through community links, experiences and partnerships.

Working with colleagues and other relevant professionals

- To deploy staff to provide consistent supervision, support and teaching – where appropriate - aligned to pupils' needs and daily provision;
- To work with senior leaders to identify staffing needs and contribute to recruitment where required;
- To ensure staff are effectively supported and utilised to maintain a safe, structured and purposeful environment;
- To ensure all activities are risk assessed and comply with health and safety requirements;
- To monitor and review the use of time, staffing and resources, adapting where provision is not effective;
- To promote relevant CPD that supports staff in working with pupils with complex needs, including behaviour, regulation and inclusion.

Management of staff and resources

- To be accountable for the effectiveness and impact of the Resource Base provision ensuring it supports improved outcomes for pupils.
- To provide clear, accurate information and professional advice to senior leaders on pupil progress, engagement and behaviour within the resource base;
- To ensure robust tracking and evidence of impact, demonstrating improvements in engagement, behaviour and learning;
- To contribute to a culture where staff working within the resource base understand and take responsibility for outcomes;



- To communicate effectively with staff, parents and relevant professionals to ensure shared understanding of provision and progress;
- To contribute to reporting for senior leaders, governors and external agencies, including Ofsted, where required;
- To ensure safeguarding procedures are consistently applied and upheld within the resource base.
- To ensure that all annual reviews are completed in time and with all stakeholders/external agencies.
- To build a strong, aligned team with clear expectations, where staff understand their role in supporting engagement, behaviour and learning;
- To plan, allocate and oversee work within the resource base provision, ensuring clarity of roles, responsibilities and daily routines;
- To support and develop staff through coaching, modelling and regular feedback, promoting consistent practice;
- To address inconsistency or underperformance directly, ensuring expectations are upheld;
- To contribute to staff appraisal and performance management in line with school systems;
- To ensure staff are equipped to work effectively with pupils with complex needs, including appropriate training and guidance;
- To promote a relationship-based approach that balances high expectations with support and understanding;
- To maintain clear communication within the team and with the wider school (and parents and carers) to ensure joined-up practice and smooth transitions for pupils.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive headteacher or Head of School.

Notes:

This job description may be amended at any time in consultation with the postholder.

Executive Headteacher signature: _____

Date: _____

Postholder's signature: _____

Date: _____