Budmouth Academy Weymouth
Job Description

C & I Base Manager

Reports to (designation): Assistant Principal Inclusion/Principal
Salary range: either H24 or MPS

1. Leadership, Management & Strategy
- Operational Leadership: Serve as the full-time dedicated named lead for the C&I SRP, managing day-to-day routines, staffing, timetabling, and specialized spaces.
- Vision & Aspirations: Drive high standards and ambitious outcomes for all SRP pupils, fostering self-confidence, communication skills, resilience, and independence toward adulthood.
- Staff Management & Development: Lead, line manage, and support SRP Lead and Teaching Assistants, maintaining consistent staffing structures.
- Wider School Inclusion & Coaching: Share best practices and coach mainstream teaching staff to embed inclusive strategies, reasonable adjustments, and Therapeutic Thinking approaches across the wider school.
- Development Planning: Draft, execute, and annually review the SRP Action/Development Plan.

2. Teaching, Learning & Curriculum Access
- Specialist Instruction: Provide targeted specialist teaching, small-group work, and 1-to-1 evidence-based interventions tailored to individual pupil EHCP outcomes.
- Mainstream Integration: Coordinate schedules and support to ensure pupils access at least 50% of their curriculum alongside mainstream peers, adjusting support levels to build independence.
- Environment Design: Oversee and maintain C&I-dedicated spaces (e.g., sensory zones, calming areas, individualized workstations, visual timetables, Zones of Regulation tools) and accessible outdoor areas.

3. Assessment, Planning & Multi-Agency Collaboration
- Baseline & Cyclical Assessment: Conduct multi-disciplinary assessments targeting executive functioning, social communication, and sensory/learning barriers using frameworks like SCERTS and AET.
- Targeted Interventions: Commission, monitor, and deliver evidence-based therapeutic interventions (e.g., Speech & Language Therapy, Occupational Therapy, Nurture groups).
- Multi-Agency Liaison: Collaborate with Dorset Council Educational Psychologists, Specialist Teachers, Social Care, Health Services, and external specialists. As well as attend the SRP Network Meetings.
- Admissions & Transitions: Represent the SRP on joint Dorset Council half-termly Admissions Panels. Lead transition planning for pupils entering or exiting the provision.
- Annual Reviews & Exit Planning: Lead EHCP reviews and set clear, evidence-based exit/transition criteria when pupils no longer require high levels of SRP support.

4. Data, Quality Assurance & Reporting
- Termly Data Tracking: Ensure termly reporting of attendance, behaviour and academic progress is routinely monitored.
- Annual Reporting: Collate and submit attainment/progress data, destination tracking, staff training logs, parent/pupil feedback, and reviewed development plans.
- Quality Assurance: Utilise the Specialist Resourced Provision Toolkit to evaluate and continuously refine SRP practices.
- Joint Meetings: Actively participate in termly Joint Planning Meetings, half-termly Supervision and Support sessions, and the Dorset SRP Network.

5. Other Duties
- To continue personal development as agreed at appraisal.
- To engage actively in the performance review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To actively promote the school's corporate policies.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.

- To show a record of excellent attendance and punctuality.
- To adhere to the school's Dress Code

6. General

- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

7. Knowledge and Skills

- ICT to advance the teaching and learning of students
- ICT to monitor and review progress through the analysis of data
- High level of organisation
- Experience of inclusion practices: gender differences, differentiation, SEN, gifted and talented.

8. Working Environment

- Duties are normally performed in a classroom environment.
- Duties may be occasionally performed on field trips away from the school.
- The noise level in the work environment is usually moderate
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- Employees will commit to using their influence with other staff and students to promote high standards of behaviour and order within the school.
- Working to maintain the school at the forefront of educational practice.
- Foster and sustain a culture of enterprise and creativity in all aspects of the school's operation acting as a role model to students and to support the ethos of the school being responsible for promoting and safeguarding the welfare of children and young persons that the postholder is responsible for or comes into contact with.

Job Description Prepared by: Principal/Assistant Principal Inclusion
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