

## **Autism/SEND Teacher (5-13) Job Description 2021**

The Springfields Academy builds safe independent lives for autistic young people through support, understanding and enablement from the ages of 5-19.

The role of our Autism/SEND teacher is critical to the Academy's future. Teachers at Springfields require creativity, flexibility and a commitment to meeting the needs of our pupils through innovative provision and pedagogy.

### **PURPOSE**

To consistently teach good/outstanding lessons that engage pupils, meet specificity of need and provide autism enablement so that progress is made across curriculum, as well as through therapeutic intervention.

Additionally, to:

- assess, monitor and record pupil progress;
- Build effective working relationships with support staff, other teachers, middle leaders and therapists to further the development the Quality of Education across the academy.
- to implement therapeutic or academic interventions to meet need as required

### **REQUIREMENTS AND RESPONSIBILITIES:**

- To support the Academy ethos, playing a full part in the life of the Academy, and to be a positive role model at all times.
- To respond to SEND and autism initiatives relating to the quality of education as directed.
- To acknowledge existing networks for teaching, liaising with other staff at Springfields and when/if required staff at other Academies and schools in Wiltshire, to build outstanding provision.
- To set high standards, professionally and personally, and set a good example at all times.
- To be responsible, alongside other staff, for maintaining good order throughout the Academy.
- To follow the principles of the Springfields Way, especially in terms of communicating with pupils and thereby positively contribute to the ethos of the Academy.
- To follow policy.
- To ensure that high standards of provision are consistently maintained.
- To accurately record attendance.
- To log all aspects of behaviour/ presentation and report these as required.
- To be responsible for any specialist equipment commensurate with the specific teaching area.
- To communicate effectively with parents/ families regarding both celebration and concern.
- To carry out extra-curricular duties that are reasonable and practicable.
- To read, respond to and update, all individual risk assessments specific to the pupils directly in your care.
- To read and respond to any changes to any safeguarding policy that may be communicated to you.
- To be responsible for the general health and safety aspects of your specific working area.

### **LEADERSHIP**

- To work with leaders to ensure that content is relevant and engaging to pupil need.
- To accord to the Academy's assessment tracking system, carefully monitoring to ensure good/outstanding rates of pupil progress, and tackling underperformance through intervention related to pedagogy and/or content.
- To work with the Academy's SENCO and Head of Therapy regarding vulnerable pupils' provision and progress, initiating intervention to support progress as necessary.
- To demonstrate good practice in terms of planning (long term/medium term/short term),
- To be a pro-active member of the teaching team, participating in and guiding professional dialogue and discussion.

- To be alert to the potential for any improvement, expansion and innovation within the Academy's provision.

### **TEACHING TEAM RESPONSIBILITIES**

- Attend Teachers' meetings, Team meetings and focussed solution surgeries as required.
- To demonstrate effective collaboration and information sharing as a member of the Teaching Team and promote collaboration and positive relationships for learning within the Academy.
- Ensure that any decisions made at Leadership level are enacted.
- Disseminate relevant information to colleagues whenever appropriate.

### **AN EFFECTIVE MEMBER OF STAFF THROUGHOUT THE ACADEMY**

- To contribute effectively to the development of a positive ethos in which all children have access to a broad, balanced and engaging curriculum which contributes to pupils' academic, social communication, emotional and physical development whilst preparing pupils for the opportunities, responsibilities and experience of adult life.
- To support the building of autism provision for creativity, enquiry and problem solving in the curriculum that consistently engages our pupils.
- To respect all other staff in the Academy and acknowledge the importance of their roles to our overall effectiveness.

### **OTHER**

- To contribute to creating a positive and inclusive learning climate where collaborative learning is encouraged.

### **Typical work activities**

The work of an Autism/SEND teacher is stimulating, challenging and varied and may involve:

- teaching individuals or small groups of pupils within, or outside the class;
- preparing lessons and resources with an appropriate level of challenge;
- marking and assessing work in line with the academy policy;
- developing and adapting conventional teaching methods to meet the individual needs of pupils with autism;
- collaborating with other colleagues to define appropriate activities for pupils in relation to the curriculum with autism enablement strategies;
- liaising with other professionals, such as social workers, speech and language therapists, and educational psychologists;
- working closely with families;
- organising learning outside the classroom activities such as community visits, school outings or sporting events;
- updating and maintaining records of pupils' progress;
- attending and chairing statutory annual reviews or other related meetings, such as Looked After Child (LAC) reviews, regarding students with a SEND, which may involve reviewing Education, Health and Care (EHC) plans.

Person Specification. Autism/SEND Teacher

	Essential	Desirable
<b>Qualifications</b>		
Qualified Teacher status	x	
Additional qualifications or awards e.g. Autism qualifications, OLEV/ Outstanding Teacher Programme		x
Specialist qualifications related to SEND or autism		x
<b>Knowledge and Experience</b>		
Experience of subject leadership and management		x
Experience of success in ensuring pupil engagement and progress	x	
Experience of success for pupils in EYFS/KS1/KS2/KS3 with autism/SEND	x	
Recent experience of teaching pupils with autism/SEND, within EYFS/KS1/KS2/KS3	x	
Knowledge of autism enablement strategies to promote success	x	
Track record of delivering interventions that have had a positive impact on pupil progress.	x	
Secure understanding of how to assess pupils against National Curriculum	x	
Excellent classroom practitioner	x	
Familiarity with using data to track/assess pupil progress	x	
<b>Safeguarding</b>		
Full understanding of the safeguarding requirements and how teachers promote the welfare of children	x	
Eligibility to work in the UK	x	
Recent safeguarding training		x
<b>Personal Qualities</b>		
Ability to engage with, motivate and adapt for students who find learning a challenge	x	
Ability to quickly build and sustain effective working relationships with a range of stakeholders, including parents, other teachers, inspection teams, Local authority officers, health professionals.	x	
A flexible, innovative and consistently positive attitude	x	
Excellent communicator, both orally and written	x	
An ability to retain a sense of perspective and humor to motivate all pupils and colleagues.	x	