



Additionally Resourced Provision (ARP) Teacher

Job Description

- **Job Title:** Additionally Resourced Provision (ARP) Teacher and School Intervention Space
- **Responsible to:** SENCo, Inclusion Lead, Head Teacher
- **Salary:** MPS + SEND Point
- **Contract Type:** Permanent
- **Working Hours:** Full time

Main Purpose

To provide high-quality teaching and learning opportunities for pupils with Autism Spectrum Condition (ASC) within the Additional Resource Provision (ARP) and School Intervention Space, ensuring their individual needs are met and they are supported to reach their full potential academically, socially, and emotionally.

Duties and Responsibilities

Teaching, Learning and Assessment:

- Plan, deliver, and assess engaging lessons tailored to the individual needs of pupils with autism, following a differentiated curriculum.
- Teach challenging, well organised lessons using an appropriate range of teaching strategies to meet the needs of individual pupils.
- Use a range of teaching strategies and structured approaches such as TEACCH, PECS, visual schedules, and sensory integration techniques.
- Develop and implement individual learning plans and contribute to Education, Health, and Care Plans (EHCPs).
- Adapt teaching methods to accommodate sensory, communication and social interaction difficulties.
- Create a safe, structured, and inclusive learning environment that supports pupil engagement and independence.
- Monitor student progress and provide regular reports to parents, carers, and external agencies.
- Contribute to the planning of curriculum content with Subject Leads and the Inclusion Team.
- Support Subject Leads in the effective teaching of pupils in the ARP.
- Support the SENCo and Inclusion Team in monitoring and reviewing the curricular provision for pupils in the ARP and in the School Intervention Space.

Behaviour & Pastoral Support:

- Implement positive behaviour support strategies to manage behaviours in a consistent, proactive, and supportive manner in line with the school's Positive Behaviour Policy.
- Work collaboratively with teaching assistants, therapists, and external professionals to implement individualised support plans.
- Promote pupils' emotional well-being, resilience, and self-regulation skills.
- Establish strong relationships with parents and carers, providing regular updates and advice on supporting learning at home.
- Ensure that the needs of all the children are met within an inclusive environment
- Provide a multi-sensory environment suitable to the needs of the children in the ARP and School Intervention Space.

Teamwork & Collaboration:

- Work closely with ARP staff and School Intervention Space, mainstream teachers, and school leadership to promote inclusion and transition opportunities where appropriate.
- Participate in multidisciplinary meetings, contributing to discussions on pupil progress and support needs.
- Support Learning Support Assistants (LSAs) to ensure best practices in autism education.

Professional Development & Compliance:

- Stay up to date with autism-specific teaching strategies, research, and SEND legislation.
- Engage in continuous professional development (CPD) and attend relevant training.
- Ensure compliance with safeguarding policies, SEND regulations, and whole-school policies.
- Contribute to the wider school community and take part in school events, initiatives, and extracurricular activities.
- Lead, support and motivate support staff working within the ARP and School Intervention Space.

Additionally Resourced Provision (ARP)/ School Intervention Teacher

Person Specification

Criteria	Essential	Desirable	Assessed by
1. Qualifications			
Qualified Teacher Status (QTS) or equivalent teaching qualification	✓		Application
Additional SEND qualification or training (e.g., Autism training, Makaton, etc.)		✓	Application
2. Knowledge			
Understanding of Education, Health, and Care Plans (EHCPs) and their implementation	✓		Application and interview
A strong understanding of autism, including communication, sensory needs, and behaviour management strategies	✓		Application and interview
Ability to differentiate and adapt teaching methods to meet individual needs	✓		Application and interview
Knowledge of structured teaching approaches such as TEACCH, PECS, and visual supports	✓		Application and interview
Understanding of the SEND Code of Practice and relevant legislation	✓		Application and interview
Effective classroom management strategies to support pupils with autism	✓		Application and interview
Knowledge of Positive Behaviour Support strategies	✓		Application and interview
Familiarity with assistive technology and resources to support children with autism		✓	Interview
3. Experience			
Experience of working with children with Autism Spectrum Condition (ASC) and/or Special Educational Needs and Disabilities (SEND)	✓		Application and interview
Experience of teaching within the primary curriculum	✓		Application and interview
Experience of working in an autism-specific provision, specialist school, or ARP		✓	Application
Experience of leading interventions or small group work for children with SEND		✓	Interview
Experience with sensory integration strategies and therapeutic approaches		✓	Application
4. Personal Qualities			

Patient, empathetic, and committed to supporting the development of students with autism	✓		Application and Interview
Strong communication and teamwork skills to collaborate with staff, parents, and external professionals	✓		Application and interview
Resilience, flexibility, and the ability to work under pressure	✓		Interview
Passion for inclusive education and supporting the needs of neurodiverse learners	✓		Application and interview
Willingness to undertake further training in autism and SEND-related teaching strategies	✓		
Creativity and enthusiasm for designing engaging, accessible lessons		✓	Application and interview