

Job Description

Autistic Spectrum Condition Lead

Main purpose of the post

To contribute to and demonstrate a commitment to continuously improve the delivery and quality of service to students, parents/carers, partner agencies and colleagues.

To ensure all students attending the Resourced Provision secure excellent educational outcomes.

To be an integral member of Saint Paul's to lead the support, inclusion and intervention for students with Autistic Spectrum Condition and other types of SEND.

To maintain and develop the Catholic ethos of the school, striving to live by our mission throughout every day; "Founded on the love of Christ, and recognising the inestimable worth of each individual, Saint Paul's exists to foster, with care and compassion, personal, spiritual and academic growth, extending into the community and beyond."

To carry out all the duties and responsibilities outlined in the latest Teachers' Pay and Conditions Document and to uphold and strive to meet all the Teachers' standards.

The post holder will need to be flexible and adaptable, willing to train and be prepared to deliver a range of responsibilities as the needs of Saints Paul's and the SEND department evolve, commensurate to their role as TLR postholder and at the direction of the Senior Leadership Team.

Key Duties

Work environment

- The post holder will be based within the Resourced Provision, but expected to support students in mainstream lessons where required. At times, staff will also be expected to support pupils off site, for example during visits to post-16 settings
- The post will involve a flexible and adaptable response to change, and the ability to effectively manage changing and sometimes conflicting priorities
- The Resourced Provision has an ethos of developing students' independence in their learning and supporting them with other areas of school life which they may find challenging
- The post holder will be working directly with young people who have Autistic Spectrum Condition and other SEND and will need to be able to work flexibly and demonstrate resilience

Purpose

- To lead the SEND provision for pupils with Autistic Spectrum Condition
- To ensure that all students attending the Resourced Provision secure excellent educational outcomes through direct teaching, delivering intervention and by supporting them in mainstream lessons
- To support pupils with Autistic Spectrum Condition who attend the mainstream school
- To monitor and support the personal development of students as a teacher and form tutor
- To act as “pupil champion” and to ensure all students access a range of extra-curricular and enrichment activities
- To undertake Social and Communication Pathway assessments for students across the school
- To lead EHC plan reviews for pupils within the Resourced Provision
- To coach staff and lead on staff CPD to develop everyone’s understanding of the barriers to learning of those with ASC
- To work closely with a range of external agencies to develop and deliver personalised support programmes for students with additional needs
- To establish effective working relationships with staff, students and their families in order to work collaboratively to achieve agreed goals
- To line manage teaching assistants and deploy them effectively
- To be committed to the safeguarding of children

Quality of teaching and assessment

- To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of students
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere
- To use teaching strategies which will engage and challenge students appropriate to their needs and the demands of the syllabus
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, literacy, numeracy, cross-curricular aspects and school subject specialism(s) are reflected in the teaching/learning experience of students
- To ensure a high quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To maintain good order, discipline and respect for others; to promote understanding of the school’s rules and values; to encourage good practice with regard to punctuality, behaviour, standards of work and homework; to safeguard health and safety and to develop relationships with and between students conducive to optimum learning
- To undertake assessment of students as requested by external examination bodies, faculty and school procedures

- To mark, grade and give written, verbal and diagnostic feedback to students of individual work and group work they have undertaken

Student achievement

- Promote at least good progress and outcomes by students
- Demonstrate that, as a result of teaching, students achieve well, making progress as good as or better than similar students nationally
- Plans engaging and stimulating lessons which are built upon students' capabilities and prior knowledge, ensuring they are well prepared for all forms of assessment
- Adapts teaching and learning to respond to the strengths and needs of all pupils and uses differentiation effectively to guide and improve skills

Curriculum Development

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's strategic commitment, purpose and intent

Pastoral Support, behaviour and Safety

- Demonstrates knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to promote opportunities for all learners to achieve their full potential
- Provides a classroom environment in which students feel welcome and valued.
- Establishes a safe and stimulating environment for students, rooted in mutual respect. Staff members consistently model how we speak to others
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions, including social and emotional goals
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils
- Manages behaviour effectively to ensure a good and safe learning environment
- Has high expectations of behaviour, and uses a range of strategies including: praise, sanctions and rewards consistently and fairly
- Establishes a positive relationship with students and actively encourage student's independence, self-esteem and self-awareness
- Models strategies designed to encourage appropriate behaviour and to promote student's psychological and emotional well-being
- Reinforces appropriate behaviour in a variety of settings to facilitate access to the curriculum and to support appropriate behaviour at unstructured times, e.g. breaks and lunchtimes
- Builds positive partnerships with parents / carers and with other professionals to support students
- Supports mainstream staff and staff in other provisions in the application of appropriate and consistent behaviour management strategies and to encourage acceptance and inclusion of students with ASC and other SEND
- To promote the general progress and well-being of individual students and of the class as a whole
- To liaise with a Head of Year to ensure the well-being and educational development of their assigned students

- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To ensure the students in the form tutor group are led through an act of worship, such as a moment of reflection each day other than those when they attend assembly
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To contribute to the preparation of action plans, progress files, individual education plans and other reports
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate, as appropriate, with the parent of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PSHE and Citizenship according to school procedures
- To apply the behaviour management procedures so that effective learning can take place

Staff Development

- To take part in the school's staff development programme by participating in arrangements for further training and professional development
- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the appraisal review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school

Quality Assurance

- To adhere to and to help to implement school quality procedures
- To lead on the Resourced Provision improvement plan and its implementation
- To contribute to the whole school's planning activities
- To contribute to the process of self-review, evaluation and improvement planning
- To contribute to the process of monitoring and evaluation of the faculty in line with school procedures, including evaluation of the Department in line with school procedures, including evaluation against quality standards and performance criteria
- To implement modifications and improvement where required
- To review from time to time methods of teaching and programmes of work
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for the school's management information system
- To complete the relevant documentation to assist in the tracking of students
- To track the progress of assigned students and use this information to inform teaching and learning

Communications

- To communicate effectively with the parents of students as appropriate
- To communicate and co-operate with persons or bodies outside the school, where appropriate
- To follow agreed policies for communications in the school
- To attend meetings in accordance with the school's policy

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies

Management of Resources

- To contribute to the process of ordering and allocation of equipment and materials
- To assist the Head of Department with the identification of resource needs and to contribute to the efficient and effective use of resources
- To co-operate with other staff to ensure a sharing and effective usage of resources for the benefit of the school, Department and the students
- To coordinate and manage the work of other staff, such as support staff, participating in the teacher designated lessons

Other specific duties

- To play a full part in the life of the school, community, to support its strategic commitment, purpose and intent and to encourage staff and students to follow this example
- To support the school in meeting its legal requirements for worship
- To promote actively the school's policies
- To continue personal, professional development
- To actively engage in the school's self-review and evaluation processes
- To actively engage in the school's appraisal processes
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
- To attend meetings as determined and directed by the Headteacher
- To undertake any other duty as specified by the Headteacher not mentioned above
- To comply with the school's procedures concerning safeguarding and to ensure that training is accessed

General

- To undertake all duties with full regard to the Health and Safety at Work Act
- To contribute to the overall ethos, work and aims of the school and Trust
- To participate in training and other learning activities and performance development as required
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise

- To be aware of and support difference and to ensure equal opportunities for all

This document is considered to provide an outline of the areas that this role involves. This document does not preclude the post holder developing systems and structures not specifically mentioned but related to his/her broad areas of responsibility. The roles outlined above are indicative and do not preclude anything else which may be reasonably requested commensurate with the post held and duties undertaken.

Person Specification for Leader of Resourced Provision for pupils with Autistic Spectrum Condition

CRITERIA	ESSENTIAL OR DESIRABLE	HOW AND WHEN MEASURED *A/I/R/SP
QUALIFICATIONS		
<ul style="list-style-type: none"> A good Honours Degree Qualified Teacher Status Evidence of continuing professional development or further professional study in ASC, SEND or Inclusion. 	<p style="text-align: center;">E E E</p>	<p style="text-align: center;">A A A</p>
EXPERIENCE OF TEACHING		
<ul style="list-style-type: none"> Experience of teaching KS3 and KS4 students, and/or students with additional needs Experience of teaching a range of curriculum subjects or a willingness to do so 	<p style="text-align: center;">D E</p>	<p style="text-align: center;">A/I/R A/I/R</p>
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
<ul style="list-style-type: none"> Knowledge of the relevant legislation and guidance with regard to education, safeguarding/ child protection, SEND and inclusion of students with ASC Understanding of the principles of effective learning for children with ASC and the ability to promote a culture of learning throughout the school Clear understanding of the GCSE and national curriculum requirements for a range of subjects and their assessment Understanding of the principles of good curriculum provision Understanding of the role of assessment in student's learning Clear understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion Successful teaching experience and to have been judged to demonstrate at least good teaching practice Successful experience of managing and delivering GCSE and/or BTEC Successful experience of engagement in improving the quality of teaching and learning Experience of promoting the personal, social, moral, cultural and spiritual development of pupils Successful experience of creating and maintaining effective partnerships with parents and other agencies to support pupil's learning 	<p style="text-align: center;">E E D E E E E D D E E</p>	<p style="text-align: center;">A/I/R A/I/R A/I/R/SP A/I/R A/I/R A/I/R A/I/R A/I/R A/I/R A/I/R</p>

PERSONAL AND PROFESSIONAL SKILLS AND ATTRIBUTES		
• Contribute to the Catholic ethos of the school	E	A/I/R
• Ability to work effectively in a multi-agency team	E	A/I/R
• Ability to assess, implement and evaluate curriculum programmes across Key Stage 3 and 4	E	A/I/R
• A highly professional approach to their work, including commitment to ensuring excellent standards of behaviour at all times	E	A/I/R
• Ability to support the Head Teacher and Senior Leaders in creating and maintaining an ethos of positive behaviour and discipline	E	A/I/R
• Ability to form and maintain appropriate relationships and personal boundaries with students and families	E	A/I/R
• Ability to reflect on their own practice and evaluate individual performance	E	A/I/R
• The ability to motivate and inspire students	E	A/I/R
• Excellent communication skills	E	A/I/R
• A passionate desire to make a difference and raise achievement for all	E	A/I/R
• Ability to establish good working relationships and effective teamwork	E	A/I/R
• Willingness to support pupils in extra-curricular activities	E	A/I/R
• Be committed to equal opportunities	E	A/I/R
• To uphold all aspects of safeguarding	E	A/I/R
• Potential for further promotion	D	A/I/R
• Be willing to consent to apply for an enhanced disclosure and barring service check	E	A/I/R
• Ability to successfully line manage staff	E	A/I/R
• Confidence to coach staff members and lead on staff CPD	E	A/I/R

***Application/Interview/References/Selection Process**

The CCCAT uses the appropriate CES application forms for each role advertised. This application should be fully completed and legible. **The letter of application should be clear, concise and related to the specifics of the post advertised above in order to gain an interview**