



Job Description

ASD Class Teacher (MPS/UPS+SEN allowance) 1 year fixed term contract (with opportunity to extend)

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description may be amended at any time following discussion between the Head of School and member of staff, and will be reviewed annually.

Line Manager: Head of Woodlands/Headteacher

Job Purpose

The post holder will work in the school, as part of a team of teachers, child support assistants and external professionals in order to provide an education for the pupils with Autism that is accessible, enriching and aims to equip them with life skills. The teacher will be committed to the vision for Netley, as a centre of excellence for children with Autism.

Netley Primary School is committed to safeguarding and protecting the welfare of children and staff. The successful candidate will be subject to an enhanced DBS disclosure as well as all safer recruitment checks. We are an equal opportunities employer.

The class teacher will:

- Have high expectations and work collaboratively with colleagues in ensuring a high quality education and provision of care for pupils.
- Fully support the school's vision and ethos, forge professional relationships, subscribe to the school's code of conduct and follow all school policies.
- Have a commitment to safeguarding children

Teaching

Set high expectations which inspire, motivate and challenge pupils

- Establish a purposeful learning environment where pupils feel secure and confident; where diversity, inclusion and equality are valued; where there are opportunities to maximise teaching and learning
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Demonstrate good subject and curriculum knowledge

- To provide teaching strategies that meet the needs of pupils with ASD as well as giving access to a broad and balanced curriculum including the EYFS Birth to 5 and the National Curriculum.
- Have secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English across the curriculum
- Demonstrate a clear understanding of systematic synthetic phonics when teaching early reading
- Demonstrate a clear understanding of appropriate teaching strategies when teaching early mathematics
- To organise outings for children's interest, education and enjoyment and with regard to safety.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired and to develop independent study skills
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- Teach clearly structured lessons which interest and motivate children (pupils' learning abilities taken in to account, learning objectives clearly shared with pupils, interactive work strategies are used, active and independent learning is promoted that enables pupils to think for themselves and plan and manage their own learning)
- Give immediate, constructive feedback which supports pupil learning, to enable pupil reflection and self-evaluation leading to improved learning
- Maintain an attractive, stimulating and well-organised classroom
- Provide oral and written assessments, reports and references relating to the development and learning of individual pupils or groups of pupils as required

Adapt teaching to respond to the strengths and needs of all pupils

1. To work in partnership with the EYFS team, ensuring high quality teaching and interventions are planned and delivered.
 - Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- To ensure that there are effective systems in place to assess pupils' needs which then contribute to subsequent planning, and report progress to the SENDCo regularly.
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- Mark and assess pupils' work, using a range of monitoring and assessment strategies, evaluating pupil progress toward the planned learning objectives
- To work in close partnership with parents, including home visits as part of the child's induction, maintaining close and regular contact as appropriate for the age of the child, holding regular meetings and presenting reports

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- To liaise with other senior staff of the school on the well-being and progress of the children in the class.
- Communicate effectively with parents with regard to pupils' achievements and well-being
- Set challenging learning and teaching objectives for whole class, groups or individuals, relevant to and based on knowledge of learners. These should take account of learning needs and abilities, attainment, expected standards for relevant age phase, range of work relevant to the age phase
- Build and maintain good working relationships with parents or carers
- Keep up-to-date with current educational thinking by attending relevant in-service training and professional development.
- To keep informed of current developments in the field of Autistic Spectrum Disorder.
- Take part in regular performance management
- Take part fully in the corporate life of the school

Personal and professional conduct:

You are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for you to conduct yourself as a teacher.

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Have proper and professional regard for the ethos, policies and practices of the school
- Maintain high standards of attendance and punctuality
- Have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.
- At all times to carry out responsibilities/duties with regard to Camden Equal Opportunities and Health and Safety Policies.