

ASD Teacher – Secondary Phase

Job Description

Managed by SENCO

Framework To work within the framework of Teacher's Pay and Conditions, current Legislation and the policies of the School and to promote and safeguard the welfare of children.

Key Purpose

- Provide specialised support to students with Autism Spectrum Disorder (ASD) and ADHD.
- Collaborate with staff, parents, and other professionals to create individualised education plans (IEPs) tailored to each student's needs.
- Develop and implement effective strategies to support students' social, emotional, and academic development.
- Conduct assessments and observations to identify students' strengths, challenges, and areas for improvement.
- Monitor and track student progress, adjusting interventions as needed.
- Collaborate with external agencies and professionals to ensure comprehensive support for students with ASD or ADHD.

Job description

To carry out the professional duties of a teacher as circumstances may require, and in accordance with the school's policies under the direction of the Executive Head Teacher or Head of School

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Using ASD programmes to identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;

Use a variety of teaching methods to:

- match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
- use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, I.T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- taking account of pupils' needs by providing structured learning opportunities which

develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;

- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress in line with school policy;
- assess and record pupils' progress systematically and keep records check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

Curriculum Development

- Develop expertise in a subject with the support and under the direction of the Executive Headteacher or Head of School for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance

Other Professional Requirements—To:

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- establish effective working relationships and set a good example through their presentation and personal and professional conduct
- endeavour to give every child the opportunity to reach their potential and meet high expectations
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- take responsibility for their own professional development and duties in relation to school policies and practice
- liaise effectively with parents and governors
- take on any additional responsibilities which might from time to time be determined
- attend all INSET days, staff meetings and phase meetings.

This job description may be amended at any time following discussion between the Executive Headteacher or Head of School and member of staff, and will be reviewed annually. **The Bemrose School is committed to the safeguarding of its pupils and all appointments are made subject to full DBS and DBA clearance.**

Please note: If appointed to the post you will be required to complete a Disqualification by Association Declaration Form.