

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

## **LOtC Unqualified Teacher**

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 unqualified teacher is critical to the Academy's future. Unqualified 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 lessons through the medium of LOtC, 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.
- To hold the relevant qualifications and experience to run off site and adventurous activities.
- To work with the LOtC lead to help develop the LOtC department, policies and activities we offer.

### **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	
<b>Outdoor Qualifications</b>		
Lowland Leader Qualification	x	
BCU Paddlesport Instructor		x
CWI Climbing Award		x
GNAS Archery and Forest Schools experience	x	