



Introduction

Peterhouse School is committed to the education and personal development of children and young people with autistic spectrum conditions and working in close partnership with families, commissioners and others.

All employees of Autism Initiatives, including Peterhouse School, work in the context of Autism Initiatives' Vision, Mission and Philosophy and use the 'Five Point Star' approach.

The model recognises the *positive abilities* of all, underpinning our core beliefs; recognising positive outcomes comes from working with our children and young people, identifying their strengths and contributions and involving our learners in their personalised approaches.

Job Description: Class Teacher

Location

Peterhouse School, Southport, PR9 8PA

Part of: Autism Initiatives Educational Services

Salary: MPS/UPS + 2 SEN Points

Contract type: Full time, permanent

Reporting to: Assistant Head – Curriculum

Main purpose

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards
- Be committed to Autism Initiatives Vision and Mission statements, supporting, guiding and teaching our learners how to become 'successful autistic adults'.

Duties and responsibilities

Teaching

To promote and endorse the school's mission statement, aims and ethos. You are also required to have a sound knowledge of autism and to inform your practice with this knowledge.

- To work with any Key Stage group as requested.
- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils

- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external examinations as appropriate
- To identify barriers to learning and engagement and help develop creative ways to overcome these, in liaison with class staff and the Support Team.
- To liaise with other professionals e.g., SALT, OT and ensure specified programmes are implemented
- To formulate, implement, regularly review and evaluate academic and EHCP targets for your pupils according to their individual needs, across the curriculum.
- To complete the planning and recording documentation as set out in school's 'Assessment, recording and reporting' procedures.
- To complete holistic baseline assessments.
- To follow pupils' individual Positive Behaviour Support Plans, in line with the school's Positive Behaviour Support Policy
- To record and monitor incidents of behaviours, updating any Positive Behaviour Support Plans and Risk Assessments as appropriate
- To support pupils in achieving externally accredited awards, as appropriate to their age, ability and interests.
- To be responsible for supporting the development of your staff team.
- To have a sound working knowledge of current legislation, the National Curriculum and the Peterhouse Semi-formal and Formal Curriculum.
- Provide pastoral support to your class group.
- To assist and support pupils in carrying out personal care tasks in accordance with the Intimate Care Policy.
- To fully participate in all activities with the pupils including swimming and other community-based activities

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- To assist in play/leisure time/lunchtime supervision of pupils according to a rota system.

Health, safety and discipline

- Promote the safety and well-being of pupils
- Maintain an engaging and supportive learning environment among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Maintain a safe learning environment, highlighting any concerns and reporting any injuries on the school's electronic recording system
- To be familiar with and adhere to the school's policies and guidelines e.g. Safeguarding, Health and Safety, Positive Behaviour Support.

Professional development

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Take part in the appraisal and professional development of others, where appropriate

Communication

- Communicate effectively with pupils, parents and carers, adapting to the needs of our pupils considering what effective communication would look for them.
- Class staff and all colleagues, assisting in the creation and maintenance of good working relationships between all staff.
- Build and maintain positive relationships with parents, guardians, carers and families.
- Attend and contribute to annual reviews.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out professional duties and responsibilities
- Autism Initiatives Education Services staff, sharing good practice across services
- The local community (incl virtual community), presenting a positive image of Peterhouse School and Autism Initiatives.
- Maintain confidentiality in all areas of work, treating everyone within the organisation with dignity and respect.

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Deploy resources delegated to them

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary



The Teacher will also undertake any other task or work which arises within the scope of the role in order to meet the needs of the service.

The job description may be reviewed and amended when deemed necessary by the Head of School, in consultation with the post holder.

Duties will at all times be undertaken in compliance with Autism Initiative's and Peterhouse School Policies and Procedures.

Date: May 2024

| Person Specification | | |
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| Class Teacher | | |
| Qualifications and experience | Essential: <ul style="list-style-type: none"> ○ Right to work in the UK ○ Qualified teacher status ○ Degree ○ Successful primary teaching experience ○ Good knowledge of Autism specific practices and approaches ○ Knowledge of and commitment to high standards of safeguarding | Desirable: <ul style="list-style-type: none"> ○ Further qualifications or experience in the field of SEN / Autism ○ Experience of working with children and young people with sensory and communication needs ○ Experience in developing independence and life skills, both in the classroom and in the community ○ Experience in working, supporting or mentoring ITT or student placement. ○ |
| Skills and knowledge | <ul style="list-style-type: none"> ○ Commitment to participate in ongoing training and professional development ○ Excellent interpersonal and communication skills ○ Willingness to learn and self-reflect ○ Ability to use initiative and to think creatively and flexibly ○ Knowledge of the National Curriculum ○ Knowledge of effective teaching and learning strategies ○ A good understanding of how children learn ○ Ability to adapt teaching to meet pupils' needs ○ Ability to build effective working relationships with pupils | <ul style="list-style-type: none"> ○ Experience of working in partnership with parents and other professionals ○ Evidence of continued professional development ○ Experience in leading a national curriculum subject or whole school initiative. ○ Specialist subject knowledge in Maths |

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| | <ul style="list-style-type: none"> ○ Knowledge of guidance and requirements around safeguarding children ○ Knowledge of effective behaviour management strategies ○ An ability to devise, monitor and review individual learning focus targets (related to pupils' EHCPs) so pupils learn and remember what is most important to them ○ Good ICT skills, particularly using ICT to support learning | |
| Personal qualities | <ul style="list-style-type: none"> ○ Self-motivated and resilient ○ Ability to work as part of a team ○ Energy and enthusiasm ○ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school ○ High expectations for children's attainment and progress ○ Ability to work under pressure and prioritise effectively ○ A commitment to the social inclusion of pupils with SEND. ○ A commitment to high achievement and a pupil centred approach. ○ Commitment to maintaining confidentiality at all times ○ Commitment to safeguarding and equality | <ul style="list-style-type: none"> ○ Willingness to be involved in the wider life of school ○ Bring personal interests and enthusiasms to the school community ○ Ability to travel as required |
| Date reviewed: May 2024 | | |