

POSITION:	Teacher for children with Autism
REPORTS TO:	Headteacher
RESPONSIBLE FOR:	Teaching a class in the ASC Resource Base
GRADE:	MPS/UPS + SEN Allowance

KEY PURPOSE OF THE JOB

To facilitate the provision for children with Autistic Spectrum Conditions (ASC) accessing the specialist Resource Base Provision.

TEACHING AND LEARNING RESPONSIBILITIES

- Undertaking teaching duties, with responsibility for a class of children in accordance with the Edmund Waller class teacher job description.
- Developing and implementing the curriculum for children with autism.
- Planning and implementing specialist teaching programmes for individuals or groups of children.
- Creating developmental teaching and learning plans for individual children with ASC. Plans will contribute positively to their achievement and progress across the curriculum and reflect their individual needs relating to autism and any additional special educational needs.

ASSESSMENT AND RECORD KEEPING

- Assessing the progress of individuals and groups.
- Maintaining pupil progress records in accordance with school policy.
- Contributing, as required, to statutory assessment procedures for children with autism.

PARTNERSHIP WORKING

- Working closely with outside agencies and staff who contribute to meeting the needs of children with ASC.
- Ensuring that parents and carers are given the opportunity to take an active part in their children's learning.
- Leading, attending and contributing to meetings with parents and carers.
- Offering information, support and guidance to families, as appropriate, about the specific needs of their child.
- To undertake any other reasonable duties, as directed by the headteacher, in accordance with the changing needs of the school.

SAFEGUARDING

- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Lewisham Safeguarding Children's Board and the school's safeguarding policy.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Date of issue:

Signature of Post holder

Signature of Headteacher

Person Specification

Teacher for Children with Autism

QUALIFICATIONS
1. Qualified Teacher Status, recognised by the DfE.
EXPERIENCE
1. Successful experience of teaching children with autism, in a resource base, mainstream or special school setting
2. Experience of implementing learning support programmes and/or therapeutic programmes with individuals or groups of children.
3. Experience of working with colleagues to set short term goals for individual children and of supporting the children in achieving these.
4. Willingness to lead and manage other adults in a team situation.
5. Experience of working with professionals from a variety of outside agencies.
KNOWLEDGE AND UNDERSTANDING
1. An understanding of the principles of inclusion and a demonstrable commitment to inclusive education for all.
2. A commitment to developing a good working knowledge of programmes/ strategies available to support children with different types of Special Educational Need, including autism.
3. A commitment to developing a good understanding of the communication strategies used to support children with ASC, including Makaton, TEACCH and the Picture Exchange Communication System (PECS).
4. A thorough knowledge of the National Curriculum.
5. A commitment to developing a good understanding of assessment strategies for children with SEND.
6. Knowledge of the roles of the various outside agencies available to provide support to the school.
7. Knowledge and understanding of safeguarding legislature and procedures.
SKILL AND ABILITIES
1. Ability to demonstrate the skills of an outstanding teacher.
2. Ability to lead, enthuse and motivate other members of staff.
3. Ability to communicate clearly, both orally and in writing with a diverse range of audiences, including; children, parents and carers, staff and external professionals.
4. Ability to work well as a member of a team and to gain the confidence of

teachers, support staff, parents and carers and other professionals.

5. High level of emotional intelligence and very good interpersonal skills.

6. Ability to build very effective relationships with children, to motivate learning and to build self-esteem.

7. Ability to work independently with minimum supervision and to manage own work and time effectively.

8. Ability to maintain confidentiality.

9. Ability to use initiative and to innovate within the aims, ethos and policies of the school.

10. Ability to work effectively under pressure, to prioritise appropriately and to meet deadlines.

11. A commitment to further your own professional development and to the principle of continuous improvement.