

JOB DESCRIPTION

Job title:	Classroom Teacher and FS & KS1 Leader/Complex Curriculum
Reporting to:	Deputy Headteacher
Hours:	Full time
Grade:	Main Pay Scale/Upper Pay Scale plus SEN Allowance & TLR2b

MISSION

To enable all young people to have the skills, knowledge and experiences to lead meaningful and enjoyable lives, and optimise lifelong opportunities.

VISION

We will have an enhanced recognition as a **centre for excellent practice** of autism, training and supporting others.

We will be **integrating with the wider community** to enhance lifelong learning for students with autism both locally and beyond.

Main purpose of the job

- TLR Description (FS & KS1 Leader/Complex Curriculum)
- To play an active role in the school's middle leadership team.
- To carry out under the reasonable direction of the Headteacher, the professional duties of a teacher which are set out in the relevant paragraphs of the School Teachers Pay and Conditions Document and any subsequent amendments.

Duties and responsibilities

FS & KS1 Leader

- Working alongside the other key stage leaders and SENCO, to lead the development and implementation of sensory/adapted curriculum for identified pupils or complex learners
- To identify, purchase and maintain sensory resources, including those linked to specific pupil funding.
- To support training and development of staff in complex/sensory/pastoral issues.
- To monitor the impact of sensory/adapted curriculum on pupil wellbeing and progress (linked to accessing work activities).
- To collate and review emotional wellbeing records in KS1 and identify pupils needing additional support.
- To liaise with class staff / behaviour 'Team' and communication team to implement strategies to support pupils and monitor the effectiveness.
- To support transition for pupils
- To liaise with outside agencies re individual pupils e.g. Occupational therapists / SaLT / Educational psychologist.
- To support SLT to collate information for ESN funding bids and banding moderation

Curriculum

- Leading the development and implementation of the curriculum for complex learners (non-verbal, sensory learners) in the primary setting.
- Further developing appropriate assessment tools to celebrate all progress
- Working alongside the KS3 Leader (Complex Curriculum), to review long term planning for complex learners, to ensure coverage, progression and a range of learning experiences across all year groups
- Work with colleagues from other specialist provision locally and nationally to ensure that provision is outstanding
- Identifying, purchasing and maintaining resources, including those linked to specific pupil funding and to specific curriculum developments.
- Support subject leaders/teachers in the development and implementation of curricular initiatives for complex learners.
- Monitoring the impact of the curriculum on pupil progress and well-being.
- Supporting teachers to broaden their understanding of curriculum developments, and how to implement change.
- Supporting SLT to implement assessment protocols for complex learners.
- Liaising with other curriculum leads such as Outdoor learning/Enrichment to ensure an enriched and broad curriculum and measure impact on learning.
- Supporting SLT to collate information about the impact of curriculum developments and reporting to Governors as appropriate.

All staff at Uffculme:

1. have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
2. ensure their tasks are carried out with due regard to Health and Safety
3. participate in appropriate professional development including adhering to the principle of performance management.
4. adhere to the ethos of the school
5. promote the agreed vision and aims of the school
6. set an example of personal integrity and professionalism
7. attend appropriate staff meetings and parents' evenings across all three sites
8. carry out any other duties as commensurate within the grade in order to ensure the smooth running of the school

Signed by role holder:

Date:

PERSON SPECIFICATION

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	A minimum of five GCSEs, or their equivalent, at grade C and/or above, including English and Maths	AF/C
	A university degree relevant to the post	AF/C
	QTS	AF/C
Experience Relevant work and other experience	Experience of working in a school – preferably as part of a Middle Leadership team	AF/I
	Significant experience of working with children and young people with Special Needs, specifically ASC	AF/I
	Experience of leading and managing a team	AF/I
Skills & Ability e.g. written communication skills, dealing with the public etc.	An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016	AF/I
	A good working knowledge of Assessment and data systems	AF/I
	Knowledge of National Curriculum guidelines and initiatives and how these apply in a Special School	AF/I
	Ability to work independently demonstrating initiative and pro-activity, as well as supporting colleagues as part of a team	AF/I
	IT competent and confident, including use of all aspects of MS Office, including Word, Excel and Publisher.	AF/I
	Ability to contribute to school development planning	AF/
	Ability to contribute to policy development	AF/I
	An understanding of GDPR legislation	AF/I
	Ability to analyse and interpret information and make recommendations	AF/I

	Ability to problem solve	AF/I
	Ability to line manage other employees including responsibility for deployment allocation of work, induction, appraisal, development etc, at all times promoting a positive working environment	AF/I
	To be able to work under pressure and meet deadlines	AF/I
	To understand the need for confidentiality	AF/I
	An excellent communicator with the ability to show sensitivity and objectivity in dealing with confidential issues	AF/I
Training	Willingness to participate in further training and development opportunities offered by the school	AF/I
	Evidence of CPD related to Leadership undertaken over the past two years (eg NPQML, SL)	AF/I
	Evidence of CPD related to Special Needs	AF/I
Other	Ability to demonstrate commitment to Equal Opportunities	AF/I

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by:

Date:
