

Spa Education Trust

Leading Teacher EYFS/KS1 Job Description

The Leading is required to:

1. Carry out duties set out in the current School Teachers Pay and Conditions Document
2. To share responsibility for a class group including pastoral care
3. To be responsible for delivering the Spa Curriculum to the highest standards and to take into consideration other curriculum approaches and specialist programmes so that the full needs of the pupils/students can be met
4. To lead the differentiation and personalisation of the curriculum to meet individual pupil needs
5. To develop consistent approaches to communication support
6. To organise the classrooms, resources, pupil groupings and the learning environment to ensure the maintenance of autism best practice across the EYFS and KS1
7. To attend and provide information and reports for reviews and other meetings when required
8. To effectively use the planning, record keeping and assessment systems in operation in the school; to produce PLPs and reports to the required schedule
9. To direct and coordinate the work of Support Staff in the class teams in accordance with school policies and procedures
10. To contribute to Assemblies
11. To liaise with other professionals and support teachers to develop learning programmes for individual pupils and /or groups of pupils
12. To promote good communication with parents via home/school diaries, telephone calls and meetings
13. To keep up-to-date with developments in educational thinking and ASD and participate in Professional Development training provided by the school both internally and externally
14. To support the headteacher in the implementation of all school policies and procedures including statutory EYFS frameworks and guidance
15. To contribute to leadership and governance systems working closely with the link governor for EYFS
16. To take an active part in whole-school development planning

17. To take responsibility for Teaching and Learning in the EYFS and KS1 classes
18. To manage any budgets according to school policy and practice
19. To co-operate with the school's Performance Management Procedures

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Leading Teacher EYFS / KS1 Person Specification

Candidates are required to hold Qualified Teacher Status.

Candidates will be shortlisted according to the following criteria. Please write your supporting statement in line with them and number each section accordingly.

Candidates should be able to demonstrate -

1. A clear understanding of the needs of autistic pupils
2. Evidence of excellent class teaching in a school for autistic pupils in the EYFS and KS1
3. An ability to plan and implement good classroom practice and management
4. The ability to lead a specific curriculum area according to the needs of the EYFS and KS1
5. Effective behaviour support skills
6. The ability to model best practice
7. The ability to coordinate professional development across the EYFS and KS1 classes to ensure autism best practice in line with trust expectations
8. The ability to manage class teams and to lead staff development to maintain ASD best practice
9. The ability to work as part of a multi-disciplinary team (i.e. with members of the Health or Social Services team and other educational professionals)
10. The ability to communicate clearly and effectively to students for whom communication is a major barrier to learning
11. The ability to communicate effectively in writing
12. A commitment to working in partnership with parents
13. An understanding of and a commitment to Equal Opportunities

14. Evidence of good / outstanding teaching.

Our recruitment processes follow the guidance in the Department for Children, Schools and Families Document Safeguarding Children and Safer Recruitment in Education. All staff will be required to undertake a disclosure from the Disclosure and Barring service and will need to provide two employer references.

Because of the nature of the work we undertake, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act. 1974 (Exceptions) Order, 1975, as amended, pursuant to Section 4 (4) of the Rehabilitation of Offenders Act 1974.