

JOB DESCRIPTION

OUTREACH TEACHER



GRADE: MAIN PAY SCALE/UPPER PAY SCALE + SEN 1
RESPONSIBLE TO: PHASE LEADERS / SENIOR LEADERSHIP TEAM

PURPOSE OF THE POST:

To liaise with mainstream schools providing specialist support to class teachers and teaching assistants working with autistic pupils, to ensure high standards of teaching and learning measured by pupil involvement, wellbeing, progress and achievement. Teachers will be accountable for supporting the learning of autistic pupils in all areas and effective liaison with staff in mainstream schools.

KEY ACCOUNTABILITIES:

STRATEGIC DIRECTION AND DEVELOPMENT: Lead, develop and implement school and pupil plans, targets and practices to ensure contribution to the Phoenix whole school development plan

- Devise, monitor and evaluate whole school and pupil plans to support effective inclusion of autistic pupils in line with the whole school development plan
- To collect and collate pupil specific data to ensure that targets are integral to the whole school strategic planning process
- To analyse pupil specific data and liaise with teachers and the SMT in mainstream schools to ensure that targets are integral to their whole school strategic planning process for their autistic pupils

TEACHING AND LEARNING: To secure and sustain teaching, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement to ensure high standards.

- To oversee and evaluate curriculum provision for autistic pupils in mainstream schools, to ensure appropriate challenge and success for all caseload pupils
- To keep up to date with pedagogical and curricular developments and initiatives and liaise to ensure effective provision and differentiation in mainstream schools
- To provide specialist advice on curriculum differentiation and delivery for caseload pupils attending mainstream schools
- To provide regular feedback on staff performance in identified areas so that achievements and good practice are recognised and targets for development agreed and monitored
- To contribute to overall school self-evaluation and whole school development plan

LEADING AND MANAGING STAFF: Lead, develop and enhance the teaching practice of others

- To prepare, lead and deliver training on autism, and a range of topics related to supporting teaching and learning of autistic pupils
- Act as role model of good practice for other teachers, modelling effective strategies with pupils and staff directly
- Monitor and evaluate standards of teaching, identifying areas for improvement
- Plan and implement strategies to improve teaching where needs are identified

- To lead staff inset as appropriate at mainstream schools and at Phoenix school

STAFF AND RESOURCES DEPLOYMENT: Identify and monitor appropriate resources to ensure they are used efficiently, effectively and safely

- To regularly use and review resources held by the outreach service department
- To promote the effective deployment of resources (including teaching assistants) to ensure autistic pupils are enabled to learn as independently and successfully as possible

GENERAL

- To promote team-work to ensure effective working relations
- To share information and experience in order to improve knowledge and practice across the team
- To support children and young people at key points in their education, such as transition between year groups or between settings
- To work in partnership with parents to support learning and wellbeing of all caseload pupils

VARIATION CLAUSE:

1. This is a description of the job as it is constituted at the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Executive Headteacher in consultation with the Post Holder.
2. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

FLEXIBILITY CLAUSE:

- Other duties and responsibilities express and implied which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the school's other sections or departments.

EQUAL OPPORTUNITIES STATEMENT

To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.

SAFEGUARDING

Phoenix is committed to the safeguarding and welfare of our children and young people and expects all our staff and volunteers to share this commitment.

PERSONAL SPECIFICATION



POST TITLE: OUTREACH TEACHER
GRADE: MAIN PAY SCALE/UPPER PAY SCALE + SEN 1
RESPONSIBLE TO: PHASE LEADERS / SENIOR LEADERSHIP TEAM

All post holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms.

Staff are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the job title purpose and grade.

All post holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms.

APPLICANTS MUST HAVE:

- A teaching qualification recognised by the DfE.
- Training – special educational needs including autism or other relevant specialism

EXPERIENCE AND EVIDENCE OF:

- At least 3 years of successful classroom teaching including partnership teaching and working with additional adults.
- Experience of working with children with autism and of raising standards of teaching and learning.
- Managing and leading an area of the curriculum.

KNOWLEDGE AND UNDERSTANDING OF:

- Successful SEN practice within the 3-19 age range.
- Factors that influence the achievement of all pupils and how to raise levels of attainment for autistic pupils
- The role of assessment and monitoring pupil progress in raising the achievement of all pupils.
- Practices to create an inclusive environment for learning.
- Developing partnerships with parents and the wider community

SKILLS AND ABILITY TO:

- Assess and monitor pupils progress, maintain records and analyse data and to relate these strategies that promote achievement at individual, class, team and whole school level.
- Support all pupils through a range of teaching styles and approaches and interventions appropriate to individual need.
- Communicate effectively and work as a member of various teams within the school and other mainstream schools.

- To be self-motivated, effectively manage your time, be able to assess situations and take appropriate action, often under pressure.
- Understand the principles and practice of an effective ASD approach to learning and the teaching of a broad relevant curriculum.

PERSONAL QUALITIES

- Flexibility and ability to work as part of a team and commit to the School values
- A commitment to working positively with and to embrace the challenge of working with autistic children
- A sympathetic approach to parents and an understanding of the need for confidentiality