



Mill Green School

Job Description: Teacher (ASD)

Mill Green School caters for young people aged 14-19 with a range of complex learning difficulties including severe, profound and multiple learning difficulties and Autism. It is expected that the Teacher (ASD) will be an effective member of the school team, leading classes where the primary need is ASD. Classroom practice will reflect the school vision, ethos and policies and you will assist in achieving the very best outcomes for young people, their families and the school through outstanding teaching and learning activities.

Job details

Role:	Teacher
Remuneration:	Main Pay Scale 1-6 + SEN Point
Contract type:	Full Time
Reporting to:	Assistant Headteacher, Deputy Headteacher and Headteacher
Liaising with:	Other teachers, School Support Staff, Middle Leaders, Senior Leaders, Behaviour and Safeguarding Teams, parents and carers

Main purpose

The teacher will:

- 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
- To provide an effective education for young people by teaching within the frameworks provided by the school and with regards to all statutory requirements
- Undertake any other duties that may be requested by the headteacher.

Duties and responsibilities

Teaching, Learning and Curriculum

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Plan a sequential and progressive curriculum within agreed subject area(s), producing long- and medium-term plans as required
- Ensure that literacy, numeracy and ICT are reflected in the teaching and learning experience of young people
- Develop and evaluate the effectiveness of teaching, learning and curriculum design within agreed subject area(s)
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned young people, making accurate and productive use of assessment

- Adapt teaching to respond to the strengths and needs of young people
- Set high expectations which inspire, motivate and challenge young people
- Promote good progress and outcomes by young people
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing young peoples for external tests
- Set challenging, appropriate and demanding expectations designed to promote self-esteem, positive learning, independence and resilience

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 Mill Green School's values and vision
- Make a positive contribution to the wider life and ethos of the Mill Green School
- Work collaboratively on curriculum and young person development to secure co-ordinated outcomes
- Advise and co-operate with the Senior Leadership Team and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

Health, Safety and Discipline

- Promote the safety and wellbeing of young people at Mill Green School
- Maintain good order and discipline among young people at Mill Green School, managing behaviour effectively to ensure a positive, secure and safe learning environment
- Contribute to the general supervision of all young people at Mil Green School
- Safeguard and promote the welfare of young people at all times, following Mill Green safeguarding policies and procedures
- Maintain safe working practices within all areas with particular reference to Health and Safety Policy

Professional development

- Take part in the Mill Green School appraisal procedures
- Take part in further training and development in order to develop subject knowledge and teaching skills
- Where appropriate, take part in the appraisal and professional development of others
- To attend planned continuing professional development sessions and INSET days

Communication

- Communicate effectively with young people, parents and carers and other stakeholders as required
- Contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole
- Provide and contribute to oral and written assessments and reports relating to individual learners and groups of young people

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
- To prepare reports for Statutory Annual Reviews and any other meetings, as required

Pastoral System

- Act as a Pastoral / Co-Pastoral tutor for a group of assigned learners
- Promote the general progress and well-being of individual learners and of the Pastoral Group as a whole
- Liaise with Key Stage Managers and Senior Leaders to ensure the implementation of the school's Pastoral system
- Register learners, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- Complete Personal Learning and Independence Plan (PLIPs)
- Communicate, as appropriate with the parents/carers of learners and with external agencies as required
- Support Positive Behaviour Support and Care and Control policies to ensure that effective learning takes place
- Take part in Team-Teach (or similar) training and appropriately use and record any use of restraint, in line with school policies and statutory requirements.

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 their professional duties and responsibilities

Management of Staff and Resources

- Direct and supervise support staff assigned to them, and where appropriate, other teaching staff
- Contribute to the recruitment and professional development of other teachers and support staff where required and appropriate
- Make effective use of resources within the school and deploy resources delegated to them as appropriate.
- Contribute to the process of ordering and allocation of equipment and materials
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of all

General Duties

- Perform any other reasonable task that the Head Teacher may ask from time to time

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role and needs of a large school for young people with complex needs.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to teachers.

The governing body is committed to safeguarding and promoting the welfare of children and young people. The Deputy Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: February 2023

Next review date: September 2024

Line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____

Mill Green School

Person Specification / Selection Criteria: Teacher (ASD)

[A] TRAINING AND QUALIFICATIONS

	<i>Essential</i>	<i>Desirable</i>	<i>Assessed by</i> A – Application I – Interview T – Task O – Observation R – References
Educated to degree level	✓		A
Qualified Teacher Status	✓		A
Additional qualifications or training in Special Educational Needs and/or disability		✓	A
Additional qualifications or training in ASD		✓	A
Evidence of continued personal and professional development	✓		A

[B] EXPERIENCE OF TEACHING AND LEARNING

	<i>Essential</i>	<i>Desirable</i>	<i>Assessed by</i>
Successful teaching experience in a primary, secondary or special setting	✓		A/I
Experience of teaching young people with complex needs and social communication difficulties		✓	A/I
Evidence of recent Good/Outstanding teaching	✓		A/O
Ability to deliver a flexible and differentiated curriculum to young people who may be functioning at low levels of ability.	✓		A/I/O
Experience of leading one or more subject areas		✓	A/I
Ability to create a safe, stimulating, challenging and effective learning environment	✓		A/I/O
Experience of working with and/or developing links with parents and/or the wider community.		✓	A/I

[C] PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

	<i>Essential</i>	<i>Desirable</i>	<i>Assessed by</i>
Appropriate subject / key stage knowledge	✓		A/I/O
Understanding of young persons' educational development	✓		A/I
Understanding and knowledge of effective curriculum design and implementation	✓		A/I/O
Understanding of school leadership and management		✓	A/I
Effective teaching and learning strategies for learners with additional needs	✓		A/I/O
Understanding of school improvement practices		✓	A/I
Knowledge of local and national policies, priorities and statutory frameworks, including the SEN Code of Practice		✓	A/I
Understanding of and commitment to equal opportunity	✓		A/I
Understanding of and commitment to high quality education and care	✓		A/I
Understanding of Positive Behaviour Support approaches		✓	A/I

[D] PERSONAL SKILLS AND QUALITIES

	<i>Essential</i>	<i>Desirable</i>	<i>Assessed by</i>
A commitment to learn and develop new skills and knowledge	✓		A/I
A desire to make a difference to the lives of young people with special educational needs.	✓		A/I
Excellent written and oral communication skills.	✓		A/I
Able to relate to and work with others as a member of a team, towards a common purpose	✓		A/I
Enthusiastic, positive, approachable, accessible and flexible	✓		A/I
Commitment to Mill Green's Vision, Aims and Ethos	✓		A/I
Able to prioritise, plan their time and organise work effectively	✓		A/I
Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.	✓		A/I/R