



## **JOB DESCRIPTION**

**Title:** ASD Resource Base Teacher

**Academy:** PCSA

### **Main purpose of the role**

To work under the guidance of the SENCo to plan and teach engaging subject learning activities for students in the ASD Resource Base and to deliver interventions to assist progress within the ASD Resource Base.

### **Main Duties and Responsibilities:**

- To plan and teach engaging primarily foundation subject learning activities, as well as other subjects as need
- To use their expertise to devise clearly structured activities that interest and motivate learning and that advance students' learning
- To plan how they will support the inclusion of all students in the learning activities
- To ensure that all students can access the learning in accordance with the needs outlined in the students' EHCPs
- To supervise and assist individual or small groups of pupils in activities to support the outcomes of their EHCPs
- To take an involved part in the planning and record keeping of students' learning
- To contribute to their annual reviews, and leading them when appropriate.
- To monitor learners' progress and responses, to modify approaches accordingly and to provide focused support and feedback
- To carry out observation and assessments of students as appropriate
- To support children to interact and access the mainstream curriculum and classroom as appropriate
- To share in the care and wellbeing of pupils
- To follow, maintain and promote the school's core values of 'Aspiration, Integrity and Respect'.
- To attend and participate in staff meetings and training days as required

### **Creativity & Innovation**

- Work requires a range of imaginative solutions or responses and involves application of fresh and innovative thinking
- The role requires the ASD Resource Base teacher to be creative in their approach to leading and monitoring learning

### **Contacts & relationships**

- Ensure good communication between the ASD Resource Base and parents / carers
- Liaise with mainstream classroom teachers to ensure that learning supports the mainstream curriculum
- Work proactively and collaboratively with the wider SEND team
- Work proactively and collaboratively with external agencies to support students

### **Decision making and consequences**

- Take responsibility for ensuring the systematic assessment and review of pupils'

- progress, and take steps to address concerns
- Contribute to the wider life of the school where appropriate
- Supervise students during social times as required
- Ensure the safety and welfare of all students
- Ensure high standards of behaviour in line with the TPLT behaviour policy
- Ensure that all communication/records including electronic records, are kept and shared in compliance with GDPR

### **Resources**

- Create and maintain resources to progress students' learning

### **Line management duties and responsibilities**

- There are no line management duties or responsibilities.

### **Safeguarding responsibilities**

- Be committed to safeguarding and promoting the welfare of children and young people.
- This role works directly with students and is therefore classed as regulated activity. Details of our Child Protection & Safeguarding Policy can be found on ITrent and is available on request.

### **Work Demands**

- Be flexible to meet the needs of students and their families, be able to multi-task and adapt to ad-hoc circumstances as they arise
- Remain calm, empathetic and focussed and use the 6 Principles of ASD to maintain a safe and purposeful space.
- Be able to work to strict deadlines but also be flexible to deal with changing priorities and unforeseen circumstances which could be lengthy to resolve.

### **Physical Demands**

- Normal physical effort required
- There may be occasions where physical contact may be required with students where appropriate (specific training will be given)

### **Working Conditions**

- Work will be based in the ASD Resource Base but may involve visiting other sites within TPLT or external providers to support specific students and families/carers.
- Could involve working with students showing dysregulation which can require conflict resolution and working within an emotive environment.
- If home visits are required they should be carried out in line with TPLT guidelines. Risk assessments should be undertaken to ensure the emotional and physical safety of all those involved.

### **Expectations of Jobholder**

Be aware of and comply with all Trust policies as well as individual academy policies and procedures.

Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.

Demonstrate professionalism towards sensitive and confidential information.

Commit to professional self-development, through participation in training, to include any

necessary health and training and annual safeguarding training.

Undertake such other duties as are commensurate with the grade of the post.

Support the Trust's sustainability ambitions to reduce our carbon footprint and to act as responsible global citizens by reducing energy consumption and waste production at our schools.

This job description only contains the main duties relating to this post and does not describe in detail the tasks required to carry them out. This job description may be amended at any time following discussion between the line manager and member of staff and may be reviewed annually.

### **Skills/Qualifications**

Please refer to the Person Specification for full details. Please note all original qualification certificates will need to be presented on the day of interview for verification and production of these certificates forms part of the conditional offer checks.

## Person Specification

**Job Title:** ASD Resource Base teacher

<b>Assessment criteria</b>	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Qualified teacher status (Primary or Secondary)</li><li>• Degree</li><li>• Full, clean driving license or ability to travel to other sites or for home visits</li><li>• Have some experience of working with children with ASD</li></ul>	<ul style="list-style-type: none"><li>• Have undertaken some training in supporting students with ASD</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Teaching experience</li><li>• Evidence of contributing to pupil progress</li><li>• Planning effective and creative schemes of learning</li><li>• Proven experience working with young people and their families in education</li><li>• Experience of engaging challenging parents in the educational processes</li></ul>	<ul style="list-style-type: none"><li>• Experience of working effectively with external agencies</li></ul>
<b>Skills</b>	<ul style="list-style-type: none"><li>• Good working knowledge of ICT, ability to use internet effectively</li><li>• Excellent standard of oral and written communication skills and ability to understand and convey complex needs and information</li></ul>	<ul style="list-style-type: none"><li>• Experience of using MyConcerns, Classcharts and SIMs</li></ul>

	<ul style="list-style-type: none"> <li>● Excellent organisational skills and ability to work to time scales</li> </ul>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>● An understanding of the range of issues that can affect young people, their families and disadvantaged sections of the community. Have a willingness to keep up to date with developments in this area.</li> <li>● Understanding of safeguarding policies and procedures and the importance of safeguarding children, young people and vulnerable adults</li> <li>● Knowledge and experience of developing and maintaining effective relationships with Parents / carers and students</li> <li>● Knowledge and understanding of the importance of de escalation and the impact this can have on students</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge of a range of relevant support services.</li> <li>● Knowledge and understanding of the TPLT stages process and the behaviour policy.</li> <li>● A knowledge of SEND processes and practises</li> </ul>
<b>Personal competencies, qualities, attitude and behaviors</b>	<ul style="list-style-type: none"> <li>● Have a passion for education and the opportunities it affords</li> <li>● Be professionally assertive and clear thinking with an ability to negotiate</li> <li>● A commitment to improving the life chances for children and young people</li> <li>● A willingness to undertake training and professional development appropriate to the role.</li> <li>● A caring and understanding attitude.</li> <li>● Impartial, non-judgemental and have excellent interpersonal skills</li> </ul>	

	<ul style="list-style-type: none"> <li>● Possess emotional intelligence and resilience</li> <li>● Able to respond positively to change and innovation</li> <li>● Patient, remain calm under pressure and make good decisions.</li> <li>● A keen interest in the well-being and safeguarding of children</li> </ul>	
<b>Equality</b>	<ul style="list-style-type: none"> <li>● An understanding of, acceptance and commitment to the fundamental principles of equal opportunities</li> <li>● Able to work in a way that promotes equality of opportunity and respect for diversity</li> <li>● Proactive and passionate about equality, diversity and inclusion</li> <li>● Ability to communicate effectively with people from a variety of backgrounds</li> </ul>	
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>● Evidence of a commitment to safeguarding and promoting the welfare of children and young people</li> <li>● To work in a way that promotes the safety and well-being of children and young people.</li> </ul>	