

Job Description- KS2 Specialist Resource Provision Teacher (Autism)

General/Whole School Responsibilities

- A. The education and welfare of the designated classes or groups of pupils in accordance with the requirements of School Teachers Pay and Conditions Document, having due regard to school and provision policies, and the provision's aims, objectives and schemes of work.
- B. Promote the school's ethos and SEN vision.
- C. To share in the whole school responsibility for the safeguarding, wellbeing and pastoral care of all pupils.
- D. To be an active member of relevant faculty/subject/year group teams.
- E. Participate in the performance management process agreed in school, in line with national guidelines.
- F. To play a full and active part in the life of the school, by modelling the school's vision.
- G. Contribute to the school Development Plan in respect of your area of specialism.
- H. Any other professional duties as directed by the Strategic SENCO.

Specific Duties

Working with Leadership to Support Strategic Aims

- Promote best practice in inclusion across the school.
- Advise colleagues in how to provide appropriate support for pupils who have a diagnosis of autism, supporting our aim to be considered a centre of excellence in autism support.
 - Work as a member of the wider school team, planning cooperatively, sharing information, ideas and expertise.
- Consult and plan with multi-agency colleagues as required.
- Establish and promote good relationships with parents and carers to improve pupils' learning and development ensuring co-productive approaches.
- Effectively direct staff working in the SRP to support pupil progress and independence.
 - Analyse a variety of progress and attainment data to inform priorities and self-evaluation.
- Work closely with senior leaders regarding inclusive policies and practices, with a focus on promoting a school-wide inclusive culture.
- Work closely with the Strategic SENCO/ SEN Leadership Team and SEN governor.
- Work with management to resolve concerns around resourced provision students, including the management of parental concerns/complaints.

Teaching and Learning

- Establish clear personalised learning objectives and expectations for each pupil in the SRP.
- Use knowledge of school curriculum policy and the National Curriculum requirements to plan differentiated work to meet the needs of individuals and groups promoting progression, continuity and independence, with priority given to maths, English and science.
- Use a variety of specialist teaching and learning approaches to create personalised learning programmes for each pupil in the SRP.
- To deliver/ supervise the delivery of specialist autism interventions personalised to meet pupils' needs.
- Ensure access to structured independence and life-skills programs for resourced provision students.
- Use quality classroom management strategies to ensure effective teaching and learning.

- Organise and maintain an appropriate environment to meet the needs of pupils placed in the SRP.
- Ensure that resources are organised and readily available to promote learning independence.
 - Understand the personal, social and emotional needs of pupils and their impact on behavioural challenges.
- Provide quality feedback to pupils to improve progress and independence, working closely with mainstream teachers to support a transition to mainstream classes, when appropriate.
- Ensure SRP pupils have equal access to extra-curricular activities and trips, completing risk assessments as necessary.
 - Set homework and other out of class activities to consolidate and extend the knowledge and understanding of pupils.

Monitoring and Evaluation

- Assess and report pupils' attainment and track progress, using school/ SRP systems and national criteria.
- Use assessment to inform planning and identify individual needs. Use these assessments to set appropriate targets and inform understanding of progress towards EHCP outcomes.
- Collaborate with school staff to write annual reports and reports for Annual Reviews and provide high quality evidence to present at review.
- Gather evidence of learning and take part in moderation activities.
- Advise school colleagues on strategies to improve the inclusion of pupils with a variety of SEN and specifically those placed in the SRP, including in staff briefings.
- Monitor the impact of advice and interventions and report to the Strategic SENCO/ SEN leadership team.
- Involve pupils, parents and carers in evaluation of the provision and pupil progress.
- Contribute to SRP LA review meetings and provide information for the Strategic SENCO to report to the LA.
- Participate in quality assurance activities as required, both internal and external.

Professional Development

- Attend school based in-service training as directed.
- Deliver in-service training to colleagues in school. Giving guidance and support to mainstream teaching staff through training delivery, peer observation/coaching and the preparation of differentiated programs, resources, and materials to enable Resource Provision students to access a broad, balanced, relevant curriculum and to succeed.
- Take an active part in identifying your own professional development needs and be willing to undertake additional SEN CPD as required to meet these needs, including any relevant opportunities offered by the LA.
 - Undertake specific CPD in the specialist area, autism, to enhance and maintain up to date knowledge on support in this area.
- Research evidence-based approaches to ensure that the SRP is at the forefront of best autism practice.

This job description will be reviewed annually and may be subject to amendment or modification by the federation at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations in relation to the post holder's professional responsibilities and duties.