



EYFS Teacher in Autism Specialist Resourced Provision (SRP) **Job Description and Person Specification**

Job Description

The following job description is not exhaustive. It is expected that teachers will work closely with the Head of School, Executive Headteacher and governors to develop the role to reflect the needs and demands of the post.

Salary Scale: Main Pay Scale

Responsible to: SRP Lead teacher as direct Line Manager, Inclusion Manager, Head of School, Executive Headteacher, and Governors

Job Purpose: The EYFS SRP Teacher is responsible for delivering outstanding early years teaching and learning for children with Autism within the SRP, while contributing to the wider EYFS ethos and practice of the school.

The role combines high-quality EYFS pedagogy with specialist Autism practice. The post holder will lead classroom practice, provision design and professional standards within the resource base, working closely with Teaching Assistants, therapists, families and senior leaders.

The role includes day-to-day management of support staff, but does not include formal line management responsibility for support staff.

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Executive Headteacher or Head of School to reflect or anticipate changes in the job, commensurate with the salary and job title.

Key Responsibilities

Teaching and Learning (EYFS and Specialist Provision)

- Plan and deliver high-quality, engaging and inclusive EYFS teaching that meets the developmental, communication, sensory and emotional needs of children with Autism.
- Design learning environments that are structured, predictable, low arousal and developmentally appropriate, informed by current Autism research and best practice.
- Ensure the EYFS curriculum is adapted and delivered through specialist approaches, including SCERTS, TEACCH, Attention Autism, PECS, sensory integration strategies and trauma-informed practice, as appropriate to individual children.
- Embed therapy strategies provided by Speech and Language Therapists and Occupational Therapists

into everyday classroom practice.

- Plan for meaningful inclusion and integration opportunities, enabling children to learn alongside peers where appropriate and beneficial.
- Develop and implement personalised learning plans, pupil passports and visual supports to ensure consistency and clarity of provision.
- Promote high expectations for learning, communication, behaviour, independence and wellbeing for all children in the resource base.

Assessment, Monitoring and Reporting

- Carry out ongoing observation, assessment and recording of children's progress using EYFS assessment, SCERTS and individualised assessment tools.
- Contribute to EHCP processes, including gathering evidence, writing reports, supporting annual reviews and attending meetings as required.
- Set clear, measurable outcomes and next steps for pupils in collaboration with the SRP Lead and the Inclusion Manager and the wider team.
- Maintain accurate records of progress, attendance and safeguarding information.
- Communicate regularly and effectively with parents and carers, supporting them to understand their child's learning profile and progress.

Leadership of Practice and Provision (Non-Line Management)

- Provide day-to-day leadership of classroom practice, modelling high-quality EYFS and Autism-specific teaching for Teaching Assistants working in the provision.
- Coordinate and guide the work of support staff within the classroom, ensuring roles, routines and expectations are clear and aligned to children's needs.
- Support the effective deployment of staff through shared planning, daily briefings and reflective discussions, without formal line management responsibility.
- Contribute to identifying training and development needs related to Autism and EYFS practice, sharing strategies, resources and guidance with colleagues.
- Offer advice and practical support to mainstream staff to strengthen inclusive practice across the EYFS and wider school where appropriate.
- Maintain oversight of classroom organisation, daily timetables, routines and transitions to ensure consistency and high standards of provision.
- Keep up to date with developments in EYFS, Autism and SEND practice and share relevant guidance and research-informed strategies with colleagues working in the provision.
- Act as a positive professional role model and advocate for inclusive, neuro-affirming practice within the school community.
- Ensure that own practice and classroom practice aligns with school policies, safeguarding procedures and agreed approaches to behaviour and inclusion.

Strategic and Whole-School Contribution

- Support the Executive Headteacher, Head of School, Inclusion Manager or SRP Lead with consultations related to admissions to, and transitions from, the Specialist Resource Base.
- Contribute professional insight to decisions regarding onward placement and transition for children leaving the nursery or EYFS provision.
- Contribute to the School Development Plan and School Self-Evaluation in relation to EYFS, SEND and specialist provision.
- Contribute to staff development activities, including sharing practice, supporting training sessions or contributing to professional learning discussions.
- Work collaboratively with senior leaders to promote high-quality Autism provision within the school and the wider community.

Safeguarding, Behaviour and Wellbeing

- Uphold and promote the school's safeguarding, child protection, behaviour and wellbeing policies at all times.
- Recognise and respond to the additional safeguarding vulnerabilities of children with Autism and complex needs.
- Ensure that children feel safe, supported and emotionally secure within the learning environment.
- Work closely with families, therapists and external agencies to support pupils' holistic wellbeing.

Professional Responsibilities

- Maintain high standards of professional conduct in line with the Teachers' Standards and School Teachers' Pay and Conditions Document.
- Engage in ongoing professional development related to EYFS, Autism and inclusive practice.
- Establish effective working relationships with colleagues, external professionals and families.
- Participate in meetings related to curriculum development, assessment, inclusion and school improvement.
- Carry out any other reasonable duties as directed by the Executive Headteacher, Head of School, Inclusion Manager or SRP Lead, consistent with the role.

Other duties and responsibilities

Any other reasonable duties as directed by the Executive Headteacher, Head of School, Inclusion Manager or SRP Lead.

Hallfield Primary School is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. An enhanced DBS disclosure will be requested for the successful candidate in accordance with Safeguarding Children and Safer Recruitment in Education Legislation.

Person specification

This section outlines the skills and experience against which candidates for this position will be assessed. The selection panel will expect candidates to show knowledge and understanding of each area, and to show how they have applied (or are aware of how to apply) this knowledge and understanding in contexts relevant to Hallfield Primary School. You should provide clear and objective evidence of how you meet these requirements when completing your application. Short-listed candidates will be involved in a variety of activities directly related to the Person Specification that will form part of the evidence base.

The panel will assess the following:

- Application form
- Interview meeting and interview day activities
- Lesson observation exercise
- References and other pre-employment checks

Essential Criteria

Qualifications and Training:

- Qualified Teacher Status
- Degree or equivalent
- Evidence of recent and relevant professional development in EYFS and SEND
- Strong EYFS expertise and understanding of the statutory EYFS Framework

We may take up references for short-listed candidates *before* inviting to interview. Please therefore provide names and contact details of two professional referees with your application.

Category	Essential	Desirable	Teachers' Standards	Assessment Method
Qualifications and Professional Status	Qualified Teacher Status. Degree or equivalent. Secure EYFS expertise. Evidence of recent and relevant professional development in EYFS and SEND.	Additional training or accreditation related to Autism or SEND.	TS 8 – Fulfil wider professional responsibilities	Application, Interview, References

Knowledge and Understanding	<p>Secure knowledge of the EYFS Framework and child development. Strong understanding of Autism and associated needs, including communication, sensory processing, regulation and behaviour. Understanding of inclusive and trauma-informed practice. Knowledge of specialist Autism approaches such as SCERTS, TEACCH, Attention Autism, PECS and sensory-based strategies. Secure understanding of safeguarding responsibilities for children with SEND.</p>	<p>Experience applying specialist Autism approaches across more than one setting.</p>	<p>TS 1, TS 4, TS 5, TS 7</p>	<p>Application, Interview</p>
Teaching and Learning	<p>Evidence of strong or outstanding EYFS teaching practice. Ability to plan and deliver engaging, developmentally appropriate and individualised learning experiences. Experience of adapting the EYFS curriculum for children with Autism. Ability to create structured, low-arousal learning environments. Skilled in observing, assessing and evidencing progress, including non-academic outcomes. Experience of responding to behaviour in a calm, reflective and needs-led way.</p>	<p>Experience teaching in a specialist resource base or specialist SEND provision.</p>	<p>TS 1, TS 2, TS 3, TS 4, TS 5, TS 7</p>	<p>Application, Interview, Lesson Observation</p>

Leadership of Practice and Provision (Non-Line Management)	<p>Experience of leading classroom practice and supporting Teaching Assistants through modelling, guidance and shared reflection. Ability to coordinate classroom routines, timetables and daily provision. Experience of influencing and improving practice without formal line management responsibility. Ability to maintain high expectations for consistency and quality of provision.</p>	<p>Experience contributing to the development of specialist provision within a mainstream setting.</p>	TS 4, TS 8	Application, Interview
Assessment, Reporting and Partnership Working	<p>Experience contributing to EHCP processes, including evidence gathering and reviews. Ability to write clear, professional reports. Experience working collaboratively with external professionals such as Speech and Language Therapists and Occupational Therapists. Strong communication skills with parents and carers.</p>	<p>Experience leading or co-ordinating annual reviews.</p>	TS 5, TS 8	Application, Interview, References
Strategic and Whole-School Contribution	<p>Ability to contribute to school improvement in relation to EYFS, SEND and inclusion. Willingness to contribute to staff development and professional learning. Understanding of the role of specialist provision within a mainstream school. Commitment to inclusive and neuro-affirming practice.</p>	<p>Experience contributing to school development planning or SEND strategy.</p>	TS 8	Application, Interview

Personal Attributes and Professional Conduct	<p>Calm, reflective and emotionally attuned approach. Strong interpersonal skills and ability to build trusting relationships. Confident practitioner who leads through example rather than hierarchy. Organised, adaptable and resilient. Commitment to continuous professional learning and reflective practice. Values diversity and champions inclusion.</p>	<p>Experience mentoring or informally coaching colleagues.</p>	<p>Teachers' Standards Part Two – Personal and Professional Conduct</p>	<p>Application, Interview, References</p>
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