

JOB DESCRIPTION

Class Teacher / (Main Professional Grade) Teacher in Charge of Autistic Spectrum Condition (ASC) In-School Provision

Professional Duties

(as defined by the School Teacher's Pay and Conditions Document):

Teaching with regard to the curriculum of the school;

- planning and preparing courses and lessons;
- teaching, according to their educational and ASC needs, the pupils assigned to you, including the setting and marking of programmes of learning and tasks to be carried out by the pupils in school and elsewhere;
- assessing, recording and reporting on the development, progress and attainment of pupils.

Other Activities

- promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to you;
- providing guidance and advice to pupils on educational and social, emotional and mental health matters;
- deliver effective programmes to develop communication;
- making records of and reports on the personal and ASC needs of pupils;
- communicating and consulting with the parents of pupils;
- communicating and consulting with persons or bodies outside the school;
- participating in meetings arranged with persons or bodies within and outside the school;
- participating in meetings arranged for any of the purposes described above;
- advising and co-operating with the Headteacher, Inclusion Managers, other teachers and Co-ordinators on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

Assessments and Reports

- providing or contribution to oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Provide information for the EHCP assessment process.

ASC In-School Provision Environment

- Set up and maintain a safe and stimulating environment that supports ASC and learning needs;
- Resource appropriate to the ASC needs of the pupils.

Appraisal

- participating in arrangements for Appraisal;
(and that of other teachers if you are a team leader).
- participating in arrangements for your further training and professional development as a teacher.

Discipline, Health and Safety

- maintaining good order and discipline among pupils and safeguarding their health and safety both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere.
- Ensure that all pupils have effective and current personalised plans, e.g. behaviour plans, positive handling plans and intimate care plans; these must be shared with all staff and parents.

Staff meetings

- participating in meetings at the school relating to the curriculum, administration, organisation and pastoral arrangements.
- Lead training where appropriate.

Other Professional Duties

(not outlined in the Pay and Conditions Document)

Supervision of Pupils

- participating in supervision of pupils in playgrounds and other areas as required by the Headteacher, according to the Duty Rota circulated to all staff.

ASC Provision Planning

- Ensuring appropriate medium-term and short-term planning meets the needs of all pupils and is shared with all staff within the ASC provision and the Inclusion Managers;
- Meet the needs of individual pupils through personalised planning.

Ability to take the initiative and assume responsibility

General Duties

The education and welfare of designated class of pupils in accordance with the requirements of condition of Employment of School Teachers, having due regard to the requirements of the National Curriculum, the School's Aims, objectives and Schemes of Work and any policies of the Governing Body. To share in the corporate responsibility of the wellbeing and discipline of all pupils.

Professional Duties as Teacher in Charge of an In-School Provision:

- preparation, updating and review of relevant Policy and Schemes of Work;
- leading staff meetings and training relevant to the area of meeting ASC needs;
- circulating information relevant to your area of expertise;
- regular scrutiny of long, medium-term and short-term planning for your area of expertise to ensure that work is being carried out according to the agreed Policy and Scheme of Work;
- advising teachers, as required, on good practice in ASC;
- as required by the Headteacher, modelling lessons for other teachers;
- as required by the Headteacher, observing other teachers in the area of ASC, and reporting observations to the teacher concerned and to the Headteacher;
- attendance at relevant Local Authority and other training to ensure that your subject knowledge and skills are up-to-date and in line with current initiatives.

Signed.....

Date.....

Selection Criteria	Essential	Desirable
Qualifications		
Qualified Teacher Status	<input type="checkbox"/>	
Level 3 Child Protection Training		<input type="checkbox"/>
Evidence of appropriate continued personal and professional development especially in SEND	<input type="checkbox"/>	
Team Teach Training or equivalent		<input type="checkbox"/>
ASC relevant training, such as TEACCH, PECs, SCERTS		<input type="checkbox"/>
Experience and Attributes		
An outstanding teacher	<input type="checkbox"/>	
Successful teaching experience at primary	<input type="checkbox"/>	
Secure knowledge of the characteristics of effective learning, teaching and assessment in NC subjects and also ASC/SEND needs	<input type="checkbox"/>	
Experience of teaching pupils with SEND.	<input type="checkbox"/>	
A proven track record in raising achievement and ensuring pupils make ambitious levels of progress.	<input type="checkbox"/>	
The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour.	<input type="checkbox"/>	
The ability to lead, motivate and inspire pupils, support staff and to build and maintain positive relationships with parents.	<input type="checkbox"/>	
The ability to coordinate and support the professional development and emotional wellbeing of others.	<input type="checkbox"/>	
An excellent understanding of pupil assessment and target setting for individual pupil progress and how that analysis contributes to high standards.	<input type="checkbox"/>	
Personal Qualities		
Ability to help develop and to support a vision of high-quality education and ASC provision based on the moral integrity of the school's core values.	<input type="checkbox"/>	
Energy, drive, resilience and enthusiasm.	<input type="checkbox"/>	
Excellent interpersonal and communication skills.	<input type="checkbox"/>	
Ability to lead and motivate others.	<input type="checkbox"/>	
Ability to analyse information and use sound judgement in complex situations.	<input type="checkbox"/>	
Ability to support a cohesive team culture.	<input type="checkbox"/>	
Ability to plan and organise time effectively, work under pressure and meet deadlines while keeping equilibrium.	<input type="checkbox"/>	
A sense of humour, cheerful demeanour and positive, can-do attitude.	<input type="checkbox"/>	
A capacity for hard work and willingness to "go the extra mile".	<input type="checkbox"/>	