

Job Specification

Job Title: Limes - Teacher

Grade: MPG + 1 SEN	Job Evaluation Code
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Reporting to: Headteacher Teacher in Charge	Manager's Grade: L19-25 UPS + TLR 2.1
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Location: Pinderfields Hospital Pupil Referral Unit, The Limes, Long Causeway, Stanley, Wakefield
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Service Area:	Service Directorate: Education & Inclusion
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Workstyle: Workplace Based, Flexible, Mobile,
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| <p>Overall Purpose of the Post:</p> <ul style="list-style-type: none"> • To assess and teach young children, from Year 3 to Year 6, who have complex Autism (ASD) and Speech & Language Communication Needs (SLCN) • To support the development of Limes provision with particular reference to the teaching and assessment of young children with ASD • To promote and support the achievement of all children through work with officers, agencies, schools, families and pupils where ASD and SLCN are a factor • To participate as a team member in the operation, promotion, evaluation and development of Limes |
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Requirements for the post.		
	Essential	Desirable
Qualifications/ Training	<ul style="list-style-type: none"> • Qualified Teacher 	<ul style="list-style-type: none"> • IT qualifications. • Post graduate training in ASD/SLCN • Additional qualifications in education and/or related areas • First Aid
Knowledge	<ul style="list-style-type: none"> • A thorough and up-to-date knowledge of their subject/specialism and the educational effects of ASD/SLCN • Knowledge of the new OFSTED Framework and White Paper • Knowledge of Curriculum Developments which are relevant for Reception through to KS2 children • Knowledge of Education Health Care Plans • Ability to undertake appropriate assessment for baseline, progress and outcomes measurements • Ability to effectively communicate in textual formats with a commitment to use ICT for administrative and teaching purposes • Ability to write concise and effective reports • The place of ICT in meeting the needs of pupils • Transition Planning • Knowledge of and a commitment to, equal opportunities • Knowledge of First Aid • Resilient, hardworking and enthusiastic about improving children's life chances 	<ul style="list-style-type: none"> • Awareness and/or experience of cultural diversity • Technical aptitude • Curriculum specialism. • Understanding of quality assurance mechanisms • Proficient in use and application of word-processing and a database IT • Able to adapt to a range of pupil learning styles
Experience	<ul style="list-style-type: none"> • Excellent teaching record • Teaching pupils with ASD/SLCN • Effective teacher of children both individually and in groups • The inclusion of ASD/SLCN pupils in mainstream classrooms • The implementation of EHCPs for pupils who are ASD/SLCN • Liaison with a range of agencies • Ability to set and evaluate programme targets for a teaching programme or personal / team project • Knowledge of formal assessment procedures • High level of organisational self-management • Have direct experience of working with parents 	<ul style="list-style-type: none"> • Teaching experience with pupils with broader range of special needs and additional training for children with complex profiles. • Experience of working within a range of settings • Experience of performance management and appraisals/supervisions • Experience of developing EHCPs
Physical Skills	<ul style="list-style-type: none"> • Ability to perform some manual handling tasks and personal care • Ability to travel between sites 	<ul style="list-style-type: none"> • Moving and handling trained • Team Teach trained

Competencies and other skills required

- Good interpersonal skills to ensure effective and sensitive communication with children, their families and other concerned professionals
- Demonstrate awareness relating to a range of LA and Council policies, e.g. Health and Safety, Child Protection, Race equality, Anti-bullying etc
- Ability to assess curricular needs
- Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs, and evaluate competing demands for a pupil with ASD/SLCN e.g. the implications of including time for social development upon other areas of the curriculum
- Good ICT skills
- Demonstrate consistent and effective recording, reporting and monitoring of progress to give clear and constructive feedback in an appropriate format according to PRU guidelines
- Develop personal expertise by attending appropriate in-service courses etc.
- Use the outcomes from professional development to improve teaching and pupils' learning
- Support and enable other colleagues to improve
- Evidence of appropriate continued professional development
- Use a range of hardware and software, and employ criteria for evaluating their usefulness and appropriateness

Citizens and Customers

- Take a proactive approach to meeting the needs of customers:
- Present alternatives wherever appropriate
- Know who their customers are
- Be approachable and helpful when dealing with customers
- Act with honesty, integrity and discretion.
- Take ownership for and resolving customer queries.

Personal Effectiveness

- Display drive and energy to achieve results:
- Work systematically and challenges existing processes
- Set, agree and deliver on objectives
- Plan their workload
- Resilient, hardworking and enthusiastic about improving children's life chances

	<p><u>Successful team/Partnership working</u></p> <ul style="list-style-type: none"> • Contribute to effective teamwork: • Communicate proactively to achieve shared outcomes • Understand and support others <p><u>Decisive problem solving / continuous improvement</u></p> <ul style="list-style-type: none"> • Align behaviour to the needs / priorities / goals of their organisations as a whole: • Deal and cope with change • Recognise and manage pressure • Deal with ambiguity 	
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Key Outcomes/ Activities

- Support the development of Limes Centre
- Plan and prepare appropriately adapted activities and resources for learners taking account of current national developments in curriculum and assessment for Key Stage 2 children SLCN/ASD as their prime need.
- Teach individual pupils as appropriate
- Plan appropriate support for each pupil taking into account the effect of ASD/ SLCN upon physical, cognitive, emotional, social and communication development
- Carry out assessments of the needs of ASD/SLCN pupils
- Provide access to the National Curriculum for ASD/SLCN pupils, through a range of strategies
- Work closely with school staff to implement the full inclusion of ASD/SLCN children to enable them to raise their attainment and achieve their maximum potential where appropriate
- Plan the physical environment appropriate to the needs of each learner and to facilitate its use
- Monitor pupil's progress
- Support the Teacher in Charge with the production of IEPs/EHCPs, risk assessments and reports as required
- Build relationships with parents
- Develop pupil voice within the site context, to allow children to participate in the decision-making process
- Provide support and advice to families/parents on the educational implications of their child's ASD/ SLCN
- Support the inclusion of the learner with ASD/SLCN into the community
- Assess and plan for the use of appropriate equipment and techniques for ASD/SLCN children
- Be responsible for the care, functioning and correct use of specialist equipment
- Liaise with external stakeholders, staff from all sites and others, concerned with children from Limes
- Liaise, as necessary, with outside agencies
- Cascade learning from any professional development to all colleagues
- Support and advise other team members in aspects of ASD/SLCN in which the post holder has particular expertise
- Contribute to whole Pinderfields Hospital PRU developments and staff training initiatives
- Establish and use networks of resources, both human and material, in schools and other centres
- Participate in staff meetings and regular in-service training
- Undertake other duties (within competence and experience) commensurate with the grade of the post as directed by the Headteacher

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Responsibility for Resources
Employees (Supervision): <ul style="list-style-type: none"> • Support staff
Financial: <ul style="list-style-type: none"> • Support use of Pupil Premium & Sports Premium
Physical: <ul style="list-style-type: none"> • None
Customers and Clients: Children, families, schools, Health, Social Care, Voluntary Organisations

Working Conditions: Centre base/school

<p>Characteristics of the post: Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p>The employment checks are required:</p> <ul style="list-style-type: none"> • Evidence of entitlement to work in the U.K. • Evidence of essential qualifications – see page 1 of this job specification • Two satisfactory references • Confirmation of medical fitness for employment • Registration with appropriate bodies (where applicable) <p>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults: Evidence of a satisfactory safeguarding check e.g. An Enhanced CRB Disclosure</p>
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Date completed: April 2026
