



Job Description

Post Title: Teacher – Autism Resource Provision

Grade: MPS

Responsible to: Headteacher

Main Activities and Responsibilities

The post holder will take responsibility for a class of children determined on an annual basis by the Headteacher and in accordance with the duties listed below.

1. Duties

- 1.1** The current School Teachers' Pay and Conditions document describes duties which are required to be undertaken by teachers in the course of their employment. In addition certain particular duties are reasonably required to be exercised, and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively
- 1.2** This job description sets out the duties to be undertaken and performed to the satisfaction of the headteacher and governing body by the post holder in the role of 'Class Teacher'.

2. Particular Specific Responsibilities

1. The postholder is responsible to their line manager for his/her duties, responsibilities and teaching tasks.
2. The postholder will interact on a professional level with all colleagues and establish and maintain good working relationships which will promote the development and effective delivery of the school curriculum and maximise children's achievement.

3. The postholder will be responsible for the supervision of the work of support staff and any students who may be on teaching practice or work placement.
4. The postholder undertakes the teaching of the pupils in his/her class and the associated pastoral and administrative duties in respect of those pupils as well as the general responsibilities in the school as agreed with the Headteacher.

3. General Responsibilities

1. Teaching all pupils in your class according to their individual starting points and educational needs.
2. Creating a well ordered and secure environment that will ensure the educational well-being of individual children within the group.
3. Making effective use of ICT to enhance learning and teaching.
4. Undertaking careful planning and delivery of the curriculum, including adapting the curriculum to suit the needs of all learners.
5. Contribute to the annual review of pupils Education Health and Care Plans (EHCPs).
6. Ensuring careful and ongoing assessment of the pupils learning to inform further planning.
7. Work as part of a team to track the progress of individual children and intervene where pupils are not making progress.
8. Ensuring that the curriculum is differentiated to meet the needs of all learners, using the starting points of children as the basis for planning.
9. Work alongside the speech and language therapist and school leaders to incorporate relevant strategies into daily practice.
10. Plan, teach and review against the outcomes outlined in pupils Education Health and Care Plans (EHCPs)
11. Ensuring that equal opportunities are implemented in the classroom and throughout the school.

12. Developing and maintaining positive relationship with parents, which involve them actively in the classroom and in the learning process.
13. Participating in planning and staff meetings.
14. Contributing to the whole school ethos by taking a leading role in display particularly in own classroom and creating an autism friendly environment.
15. Contributing towards the development of the school and implementation of whole school policies.
16. Contributing and co-operating with other staff and professional agencies as appropriate to the needs of the children.
17. Undertaking in-service training for further development as a teacher.
18. Undertaking other duties, which may be reasonably assigned by the Headteacher to ensure the smooth running of the school.

4. Other Responsibilities

In addition to undertake such duties of a similar nature as may be reasonably directed by the Headteacher from time to time. The duties and responsibilities of the post may vary from time to time according to the changing needs of the school.

Key Organisational Objectives

The Postholder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the school's Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

Conditions of Service

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors.

Special Conditions of Service

The Postholder may be required to work outside of normal school hours on occasion (e.g. to attend Full Governing Body and/or Committee Meetings, etc), with due notice.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Date of issue: _____

Signature of Post holder: _____

Signature of Headteacher: _____

Person Specification

Post Title: Class teacher

| | Essential | Desirable |
|---|-----------|-----------|
| Qualifications | | |
| Educated to degree level | ✓ | |
| Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS | ✓ | |
| Experience | | |
| Must have taught in either Foundation Stage/Key stage1/Key stage 2 | ✓ | |
| Will have had experience of teaching children with special educational needs. | ✓ | |
| Professional Knowledge and Understanding | | |
| Must understand the expectations in the new Ofsted Framework regarding effective learning and teaching | ✓ | |
| Must have a sound knowledge of the National Curriculum Orders for the all subjects for both Key Stages | ✓ | |
| A good understanding of the National Literacy and Numeracy Strategies as well as the emerging Primary Strategy | ✓ | |
| An excellent understanding of curriculum and pedagogical issues relating to learning and teaching, including the latest inspection and research findings | ✓ | |
| Familiarity with assessment systems for children that are working below key stage standards. | ✓ | |
| Understanding of and commitment to the school policies, in particular: <ul style="list-style-type: none"> • Participation and implementation of the School Behaviour Policy • Awareness of Health and Safety implementation in the work place • Implementation of the school Equal Opportunities Policy • SEND information report | ✓ | |
| Knowledge of effective strategies to include, and meet the needs of all pupils, in particular those with autism spectrum conditions and speech and language needs. | ✓ | |
| Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN | ✓ | |
| Professional Skills and Abilities | | |
| A teacher with good ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching | ✓ | |
| Must be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks | ✓ | |
| Must be able to keep records of pupil progress in line with school policy | ✓ | |
| Must be able to use assessments of pupils learning to inform | ✓ | |

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| future planning | | |
| Ability to plan and work collaboratively with colleagues | ✓ | |
| Personal Qualities | | |
| Must be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children | ✓ | |
| A teacher with a flexible approach to work who enjoys being a good team member | ✓ | |
| Must have good communication skills both orally and in writing | ✓ | |
| Must be able to manage own work load effectively and respond swiftly to tight dead lines | ✓ | |
| Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | ✓ | |
| Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit | ✓ | |
| Willingness to, and ability to, contribute to whole school INSET | ✓ | |
| Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others | ✓ | |
| To practice equal opportunities in all aspects of the role and around the work place in line with policy | ✓ | |
| To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post | ✓ | |