

Job Description and Person Specification

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have. Note for recruiting managers: If you are recruiting for an existing post, reuse the Job Description and Person Specification that already exists for the job.

JOB DETAILS

Job title:	ASD Class Teacher
Directorate:	The Garden School
Reporting to:	Head Teacher
Grade:	Class teacher Main scale plus inner London weighting and Special needs allowance. Consideration will be given to additional payment within a recruitment package for the right candidate. Relocation expenses will be considered.
Hours:	32.5 hours per week 8.30-16.00

Job Description

Purpose of Job:

To teach pupils with ASD and SLD, and to carry out such other associated duties as are reasonably assigned by the Head Teacher.

Employment Duties:

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 their professional duties are discharged effectively

This job description sets out the duties to be undertaken and performed to the satisfaction of the Head Teacher and governing body by the post holder in the role of 'Class Teacher'.

The post holder will continue to demonstrate the ability to meet the Core/Threshold* Professional Standards as outlined in the new standards for September 2012 for Teaching and Personal and Professional Conduct

Relationships:

The post holder is responsible to the Head Teacher for their teaching duties and responsibilities and for teaching tasks.

The post holder is required to promote collaboration and work effectively as a team member.

The post holder will interact on a professional level with all colleagues and adhere to the schools' code of conduct for staff.

The post holder is responsible for supervising, developing and managing Teaching Assistants relevant to their responsibilities.

The post holder is responsible for liaison with parents, carers and external agencies as appropriate.



1. Responsibilities:

- a) To implement the curriculum in accordance with the school's philosophy and policies.
- b) To organise personalised learning activities and experiences which are differentiated to meet the individual needs and levels of achievement of each pupil
- c) To ensure teaching and learning is supported by clear aims and objectives with appropriate links to recognised specialist approaches used within school including; SCERTS, TEACCH, PECS, Attention Autism, Intensive Interaction and Positive Behaviour Support as appropriate.
- d) To be responsible for planning, tracking, evaluating, assessing and reporting the teaching and learning of pupils, including; completing Evidence for Learning assessments, devising and updating Individual Outcomes on a termly basis and preparing annual reports of special educational needs in accordance with the schools and LA's practices and policies.
- e) To teach classes, small groups and individual pupils in all areas of the school and community as directed and required.
- f) To lead on specific areas of teaching and learning within school as designated by the Head teacher.
- g) To have pastoral responsibility for a group of pupils and undertake administrative tasks in respect of those pupils
- h) To be responsible for safeguarding the health and welfare of pupils using appropriate risk assessments and incident /accident recording and reporting as required by the school
- i) To ensure in all teaching situations the collaborative nature of working between nonteaching staff, support services and parents.
- j) To maintain an inclusive and orderly learning environment through the effective management of resources, lesson planning and positive behaviour support.
- k) To attend meetings and undertake tasks related to school development, pupils and curriculum as appropriate
- l) To take an active role in own performance management and professional development including completing actions agreed at review meetings and in personal action plans
- m) To adhere and uphold the school's staff working partnership.

2. Organisation:

- a) To supervise the work of non-teaching staff and support them in the organisation and implementation of appropriate work with the pupils.
- b) To be responsible for the day to day organisation and timetabling of the class, including effective deployment of non-teaching staff
- c) To maintain records of assessment, collect appropriate data, maintain pupil's records, risk assessments and positive behaviour support plans as required by the school.
- d) To be involved in planning activities and use of resources alongside other team members.

3. Links:

- a) To work collaboratively with parents /carers and ensure they are fully cognisant of their child's progress and development at school including maintaining a daily home school communication.
- b) To attend regular meetings with parents /carers and external agencies in support of pupils.
- c) To take part in in-service training and maintain professional development and review as required.
- d) To establish and maintain positive links with the local community
- e) To impart specialist knowledge to colleagues, parents/carers, external agencies and other stakeholders as required

4. General:

- a) To be familiar with the relevant Hackney Education policies e.g., equalities, child protection, inclusion and explore ways of putting them into practice in school.
- b) To be familiar with relevant whole school policies and implement within school.
- c) To undertake other reasonable duties and responsibilities as may be determined in consultation with the Head Teacher.

This job description outlines the main areas of responsibility associated with the post but is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultation with the post holder.

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Area of Focus	Essential:	Evidence:
Qualifications	<ul style="list-style-type: none"> ✓ QTS ✓ SEN qualification or evidence of specialist autistic spectrum conditions training and development such as SCERTS, TEACCH, PECS, Intensive Interaction, Attention Autism, Positive Behaviour Support 	<ul style="list-style-type: none"> • Application Form
Experience	<ul style="list-style-type: none"> ✓ Experienced in teaching pupils with autistic spectrum conditions and severe learning difficulties ✓ Outstanding special needs classroom practitioner ✓ Achieving relevant outcomes for pupils with autistic spectrum conditions and complex needs ✓ Proven success of implementing specialist strategies to address difficulties in the areas of communication, social interaction, sensory regulation and extremes of behaviour ✓ Successful multi-agency working ✓ Collaborative work with parents/carers ✓ Working in a multicultural inner city environment 	<ul style="list-style-type: none"> • Application Form • Interview • References
Teaching and Learning	<ul style="list-style-type: none"> ✓ Working knowledge and understanding of EYs Framework and the Pre-Key stage standards (and previously used 'P' levels) ✓ Working knowledge and understanding of how to personalise learning ✓ Working knowledge and understanding of cross curricular activities ✓ Proven ability to differentiate across a variety of achievement levels ✓ Proven ability to establish and maintain high quality planning and recording in line with school policy ✓ Working knowledge of formative and summative assessment for pupils with autistic spectrum conditions and severe learning difficulties ✓ Knowledge of the Ofsted framework and its impact on Teaching and Learning 	<ul style="list-style-type: none"> • Application Form • Interview • References
Leadership	<ul style="list-style-type: none"> ✓ Proven ability to lead, manage and develop a class team with up to 5 Staff ✓ Act as an exemplary role model for Teaching Assistants ✓ Consistently model best practice 	<ul style="list-style-type: none"> • Application Form • Interview • References
Personal Skills	<ul style="list-style-type: none"> ✓ Highly effective English skills both oral and written ✓ Excellent inter-personal skills ✓ Commitment ✓ High expectations for all ✓ Competent ICT user ✓ Ability to give and receive constructive feedback ✓ Flexible and adaptable ✓ Ability to prioritise and manage own workload effectively ✓ Demonstrate a clear understanding of equal opportunities 	<ul style="list-style-type: none"> • Application Form • Interview • References