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| **Job title:** | Teacher |
| **Reporting to:** | Head Teacher and Assistant Head teachers |
| **Responsible for:** | Learning Support Assistants and Volunteers and students on placement  **Line Management responsibility for Teaching Assistants** |
| **Hours of work:** | **39 weeks per annum (35 hrs per week)**  (for a total of 195 specified days each academic year)  Mon-Fri:8.30am/3.30pm  Additionally, any extra hours as may be needed to effectively discharge a teacher’s professional duties |

Autism Anglia is a well-established charity providing direct provision for people within the Autistic Spectrum from pre-school to adults. We provide a range of services to enable people with autism to live as independently as possible and experience choice and inclusion in society. The ethos of our work is based on the following five key themes.

* To provide skills and strategies to people with ASC
* To always adopt a personalised approach
* To have a shared understanding of a person and their strengths and needs
* To have power with rather than power over a person with ASC
* To see people with ASC as independent and valued citizens

## Main Purpose of Post

To provide a high standard of professional support to each student within the learning environment with assistance from the teaching assistant and other specialist support staff. To ensure that each student is offered curriculum relevant to their stage, age and ability by assessing each individual in line with Doucecroft School’s assessment procedures.

Delivering all areas of the curriculum as required and overseeing the education and welfare of the students including evaluating their progress and keeping relevant records. Plan lessons and timetables and meeting regularly with your team as required enabling them to support you day to day.

## Specific Responsibilities

* To ensure each student is offered a curriculum relevant to his/her stage of development, age and ability and in line with the school’s curriculum policy
* To assess each student using agreed assessment procedures and ensure SMART targets are set and evaluated
* To plan individual student plan for each student within the school’s agreed curriculum, working with all areas of the schools multidisciplinary team, to ensure targets are match to each individual
* To ensure individual student plan, Individual Management Programmes and Risk Assessments are implemented and updated in line with school policy
* To ensure that each student’s progress is evaluated and that accurate records are maintained in line with the whole school system of record-keeping
* To work with students who present challenging behaviour, participating in restrictive physical intervention training, staff training and the preparation and implementation of Individual Management Programmes
* To be present at play periods as required, take meals with students and assist with personal hygiene programmes and other social skills as detailed in ISP/Care Plans
* To be responsible for the day-to-day organisation and management of the classroom (which includes the students, the staff and the physical environment). This will include working with students at lunch time and supervising break times
* To attend assemblies and register the attendance of students at the beginning of each morning and each afternoon
* To provide or contribute towards oral and written reports and assessments
* To prepare for annual review meetings in accordance with the SEND code of practice
* To attend annual review meetings, case conferences, parents’ meetings, staff meetings, as required, some of which may be outside normal working hours
* To maintain close and regular contact with each student’s parents/carers and welcome parents to the classroom and make home visits, as appropriate
* To take responsibility for the leadership of specific curriculum area(s) or key stage
* To liaise with the appropriate agencies, each student and his/her parents in identifying and meeting future needs
* Any other duties required by the Head Teacher /Assistant Head Teachers that are within the scope, spirit and purpose of the job, the title of the post and it’s grading

## Staff Training

* To participate in the school’s supervision system in relation to your own professional development; to assist in the formal supervision and support of other staff members and to actively undertake supervisions and appraisals for those staff for whom you have line management responsibility.
* Be familiar with and put into practice all school policies and procedures
* Attend all in-service training courses as required in order to promote personal and professional development and to take part in a positive manner. Some training courses may be outside normal working hours
* Identify areas for personal development and actively seek ways in which to meet these
* To be prepared to undertake further training and professional development as a teacher

## Child Protection

* This role will involve unsupervised contact with students; and in the context of his/her employment the member of staff will frequently be in the presence of students and will therefore have to have appropriate levels of training in child protection and safeguarding.
* All members of staff must comply with the School’s Child Protection and Safeguarding Policies and Procedures which are made available to all new staff at commencement of their employment. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety and welfare of our students, these concerns must be reported immediately in accordance with the policy.

## Other

* To promote a positive image of Autism Anglia, Doucecroft School Services and act as ambassador for the school in all matters
* To liaise with tact, diplomacy and constructively with all staff and others outside the school, particularly parents, governors, professionals and the local community generally
* To be flexible in working arrangements and the allocation of duties in pursuance of raising effective team working
* To safeguard, protect and promote the welfare of students at all times, ensuring that the School’s Child Protection and Safeguarding Policies and Procedures are promoted within the school and adhered to by all members of staff
* In conjunction with the Head teacher, Assistant Head teachers, Teaching Staff and parents to provide a high quality, appropriate education for each student and maintain a supportive atmosphere within the classroom
* To maintain a knowledge of relevant legislation and guidelines relating to the school
* To maintain an interest and awareness of new initiatives relating to teaching approaches within the field of autism
* To liaise with staff working within the residential areas to maintain an effective link and consistency of practice in the teaching and care of students
* To plan, organise, direct and supervise the work of classroom staff
* To take responsibility for certain organisational/management duties within the school, as agreed
* To be aware of and adhere to “DFE Standards for Teachers”
* To utilise non-contact time in line with school policy on non-contact time for teachers
* To be aware of inspection procedures. This will include OFSTED (both Education and Social Care) and Autism Accreditation

### Education / Professional Qualifications / Training

(E) = Essential (D) = Desirable

* Qualification in Teaching, eg BEd, PGCE (E)
* Qualification/training in special education (E)
* Training in the management of challenging behaviour (E)
* Restrictive Physical Intervention training (D)
* Team Teach (D)
* Swimming, rescue test for swimming teachers (D)
* CIEH Level 2 Award in Food Safety (D)
* Emergency First Aid 1 Day Course (D)
* Clean Driving Licence with 2 years driving experience (D)
* AET competencies (D)

**Work Experience**

* Experience in the field of autism or special educational needs (E)
* Delivery of National Curriculum subjects to students with learning disabilities (E)
* National Curriculum schemes of work (E)
* National Curriculum assessment and levels including P scales (E)
* Teaching students with special educational needs (E)
* Differentiation (E)
* Experience of working with students who exhibit challenging behaviour (D)
* Approaches in teaching students with autism (D)
* Augmented communication systems (D)
* Legislation regarding education and care of students (D)

**Technical and Professional Knowledge**

* Child care and child development (E)
* National Curriculum requirements (D)
* Approaches to teaching students with autism (D)
* Augmented communication systems (D)

**Practical Skills and Abilities**

* Ability to organise, manage and train a team of learning support assistants (E)
* Ability to work closely and effectively with students, parents, carers, staff and other professionals (E)
* To be able to keep concise, factual and accurate records (E)
* Observational and organisational skills (E)
* Accuracy and objectivity (E)
* Good oral and written communication skills (E)
* Ability to empathise and advocate for the needs of students with autism (E)
* ICT skills (E)
* Willingness to drive mini bus (D)
* Able to work in stressful situations (E)
* Good interpersonal skills with ability to react with sensitivity and empathy when appropriate (E)
* Ability to remain alert and respond to unexpected change (E)
* Calm, firm and patient manner (E)

**Personal Attributes/Person Specification**

* Stamina, a good standard of fitness and health with an ability to participate in a wide range of physical activities, eg swimming, ice skating, horse riding, running etc. (E)
* Ability to remain alert and respond to any unexpected change (E)
* A sense of responsibility (E)
* Ability to work well as part of a team (E)
* Appreciation of the rights, opinions and feelings of others (E)
* Flexibility of thought in adapting to new initiatives and future progress (E)
* Patient, calm and reassuring manner (E)
* Professionalism, integrity, ability to maintain confidentiality and discretion and to deal with day to day matters with tact, diplomacy, and empathy (E)
* Self-motivated (E)
* Ability to make decisions, encourage, motivate and advocate for others (E)
* A flexible, positive, energetic, enthusiastic and proactive approach (E)
* A tactful and diplomatic approach when dealing with individuals (E)
* Ability to react with sensitivity and empathy when appropriate (E)
* Passionate, committed and self-motivated to make a difference to improving the outcomes for children and young people at our school