**LONDON BOROUGH OF LEWISHAM**

***Drumbeat School and ASD Service***

***Job Description***

***Class Teacher with TLR or EYFS and KS1***

***Salary scale***: TPS + SEN allowance + TLR 2 (lower)

***Responsible to:*** Headteacher

***Job purpose:*** To develop and oversee the development of a subject specific curriculum across the school enabling students to maximise their progress and potential in this area.

***General Responsibilities***:

1. To create, develop and maintain a high quality educational environment for pupils with ASD. To ensure that Drumbeat is a centre of excellence for CYP with ASD and provides high quality integrated services to its own pupils and other ASD pupils and families in Lewisham.
2. To ensure the continued development of Drumbeat and its wider services. To make a significant contribution to high quality organisation, leadership and management, working in conjunction with the Headteacher, Senior Leadership Team, Governors and partner services.
3. The education and welfare of designated classes or groups of pupils in accordance with the requirements of 2013 Conditions of Employment of School Teachers having due regard to the school’s aims, objectives and schemes of work, and school policies.
4. To share in the corporate responsibility for the well-being and discipline of all pupils.
5. To carry out any reasonable instructions given by the Headteacher & Deputy Headteachers.

***General Duties:***

**1) Policy and Leadership**

i) to plan and assess pupils’ learning using knowledge of ‘tried and tested’ ASD pedagogy, school policies, schemes of work, National Curriculum requirements and chosen accredited learning pathways.

**2) Management of Learning and Teaching**

i) to have clear intentions for CYP’s learning and to use ASD specific practices, school policy and curriculum to plan differentiated work to meet the needs of individuals and groups promoting progression, continuity and quality of learning.

ii) to use a variety of ASD specific teaching and learning styles and to communicate clear learning objectives and expectations.

iii) to use relevant classroom management strategies to ensure that a purposeful environment for teaching and learning can take place.

**3) Management of People and Pupils**

i) to manage pupil behaviour taking into account recognised ASD principles and the personal, social and emotional needs of pupils.

ii) to establish and maintain a positive regard towards both pupils and staff.

iii) to work as a member of a team, planning co-operatively, sharing information, ideas and expertise.

iv) to consult and plan with special support and outside agencies, as appropriate.

v) to establish good relationships with parents & families to promote pupils’ learning and development.

**4) Management of Resources**

i) to organise and maintain a stimulating working environment appropriate for the needs of ASD CYP and the range of activities taking place.

ii) to ensure that resources are organised and readily available to promote learning.

**5) Evaluation and Quality**

i) to monitor and assess pupils’ work and use assessment to inform planning and identify individual needs.

ii) to keep records of pupils progress and reports achievement in lines with school policy and statutory requirements.

**6) TLR Responsibilities:**

### Teaching and Learning

1. Develop and lead the EYFS and KS1 department
2. To develop schemes of work appropriate to the needs of ASD students in order to maximise achievement.
3. To identify and adopt the most effective approaches for all students with ASD.
4. Monitor teaching and learning activities to meet the needs of all students.
5. To participate in professional development and keep abreast of current developments and initiatives in the field of ASD education in your specific subject.
6. To be a class tutor for a group of students in the school.

**Recording and assessment:**

1. Set targets for raising achievement in EYFS and KS1.
2. Collect and interpret data.
3. Update the Headteacher/Governors with an annual evaluation of EYFS and KS1.
4. Develop understanding of learning needs of ASD pupils and the importance of raising achievement among pupils.
5. Attend parent/carer consultation evenings.
6. To co-ordinate the delivery of accredited courses and examinations (where appropriate).
7. Assist the designated Deputy Headteacher in the moderation, collection and analysis of progress data EYFS and KS1.

**Leadership:**

1. Lead the team of staff who teach in EYFS and KS1 in the school.
2. Develop and support the implementation of EYFS policy.
3. To co-ordinate and support the work of teachers in EYFS and KS1.
4. Disseminate good practice across the school.
5. Identify resources needed to meet the needs of ASD pupils’ development and to include priorities in a departmental development plan for EYFS and KS1.
6. Lead the development, implementation and staff training across the school for EYFS and KS1.

**Standards and quality assurance**

1. Support the aims and ethos of the school.
2. Lead staff training and CPD in EYFS and KS1.
3. Attend team and staff meetings.
4. To plan and deliver in-service training for staff in other schools.
5. To participate in the review implementation and development of whole school policies/initiatives.
6. To participate in the staff recruitment process as appropriate.
7. To support and promote the concept of equality in all aspects of the post holder’s work.

***General notes***

(1) Job descriptions are to be reviewed annually.

(2) The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.

Person Specification for the Post of TLR2 (Drumbeat)

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| **AREA** | **ESSENTIAL** | **DESIRABLE** |
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| Qualifications | Qualified Teacher Status | An advanced qualification in the education of pupils with SEN, preferably ASD. |
| Teaching Experience | Substantial and recent experience of teaching pupils with ASD and EYFS. | Substantial experience of teaching pupils with ASD across the age-range. |
| Professional Skills. | Proven ability to demonstrate outstanding ASD classroom practice.  Evidence of innovative and creative work with school staff. | Evidence of successful multi-agency working. |
| Management & Leadership | Proven ability in leading and managing a staff team.  Evidence of successful experience in developing initiatives and managing change.  Proven ability to lead & manage a curriculum area through exemplary teaching practices.  Proven ability to inspire others to give their best.  Knowledge of School Improvement Planning process.  Evidence of high individual achievement within a challenging environment.  Evidence of innovative and creative work with parents and carers. |  |
| Knowledge | Knowledge and experience of current good practice in ASD school provision.  Knowledge of recent developments in primary curricula of schools for students with ASD.  An ability to teach your specialist subject to ASD pupils across the Key stages.  An understanding of students’ individual ASD needs and how to meet them.  An ability to nurture students’ interest and progression in your specialist subject by a willingness to explore innovative teaching and learning styles.  An understanding of the process through which students with ASD learn and develop reading skills. To be able to share this with other staff.  An ability to monitor and evaluate student progress in order to raise achievement.  An interest/experience in curriculum drama.  Advanced knowledge of teaching children with ASD language, communication and literacy and providing meaningful contexts for learning.  Knowledge of how to build a rigorous evidence base of pupil progress in your specialist area.  Knowledge of developing personalised profiles of children’s attainment and achievement.  Knowledge of child development, particularly relating to language, communication and literacy.  Knowledge of successful practice in teaching your specialist subject  to pupils on the autistic spectrum. | Knowledge of qualitative (personalised / individual) & quantitative (eg SOLAR) data to monitor, plot and evaluate children’s progress. |
| Personal Skills | Proven ability to:  Generate enthusiasm for new ideas in both pupils and staff.  Inspire others with confidence.  Ability to prioritise, plan and organise.  Work as part of a team.  To be a confident, positive and sensitive manager.  Confident ICT skills.  Seek advice and support when necessary.  Willingness to be flexible and the ability to manage change.  The ability to solve problems and make decisions.  Communicate effectively to groups and individuals.  Resolve conflict through empathy and negotiation.  Demonstrate a flexible approach to a variety of issues and a willingness to listen to others.  Analyse situations, to prioritise and to help to implement realistic solutions.  Provide advice and guidance to parents in a positive and clear manner.  Remain calm when working under pressure.  Sense of humour.  Commitment to equality issues.  Energy, vigour and perseverance.  Self-confidence.  Enthusiasm.  Reliability. |  |
| Philosophy | Commitment to the provision of high quality education for all students.  Expectation of high pupil achievement.  Evidence of understanding and commitment to Equality of Opportunity.  Respect for pupils’ individual differences.  Commitment to Learning for Life.  Commitment to parental partnership in education and developing links between school, home & the community. |  |