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| Trinity Academy Sowerby BridgeJob Description | U:\Finance & HR\HR\PRIVATE\MAT\MAT site\SB_logo.png |

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| **Post Title:** | | ASD Lead Teacher | | | |
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| **Salary:** | | Leadership Scale 1-12 | | | |
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| **Core Purpose:** | | 1. *To lead and manage the teaching provision for students with Autistic Spectrum Disorders (ASD) so that it meets the aims and objectives of the academy, including teaching students with ASD.* 2. *To be responsible for the development, implementation, review and evaluation of the teaching provision for students with ASD.* 3. *To strategically lead the development of academy policy and practice for students with ASD.* 4. *Lead in-service training initiatives to raise awareness and develop expertise in other leaders, teachers and support staff in ASD.* | | | |
| **Reporting to** | | SENCo, Curriculum Leaders (CLs) and SLG | | | |
| **Liaising with**  **Responsible for** | | SLG, CL, Deputy Curriculum Leader (DCL) and other relevant staff with cross-academy responsibilities, partner primary schools, other academy partners and parents.  Learning Mentors, Support Assistants | | | |
| **ASD**  **Leadership** | | * To line manage the resourced provision support staff on a day to day basis and ensure effective deployment of support staff. * Develop and deliver individualised learning programmes for resourced provision students – including individual and/or small group sessions. * To ensure access to structured independence and life-skills programmes for resourced provision students. * To develop the use of ICT software packages in relation to the learning needs of the resourced provision students. * To manage resourced provision and timetabling for students and staff in conjunction with the SENCo. * To co-ordinate specialist assessment and monitoring of students in the resourced provision. * To co-ordinate referrals to specialist support agencies, including NHS agencies, CAMHS etc on an individual basis for students in the resourced provision. * To work with academy departments and curriculum areas to develop and prepare resources and materials to support the individual learning needs of students in the resourced provision. * To ensure that all academy staff are aware of and have a clear understanding of students in the resourced provision and their programmes. * To advise departments and curriculum areas in their provision of extra-curricular events and activities to ensure that students in the resourced provision are included and receive their educational entitlement. * To co-ordinate the IEP/provision mapping process and the annual review of EHC plans in conjuction with the SENCo. * To ensure appropriate information is available for the Resourced Provision Panel meetings. * To carry out risk assessments in the academy, including for all external venues and visits for students in the resourced provision. * To support the SENCo to provide the strategic leadership across the resourced provision in accordance with the aims and objectives of the academy * To be responsible for the establishment and effectiveness of the policies and procedures needed to achieve these aims and objectives. * To monitor and evaluate the progress of staff and students towards meeting the overall aims and objectives. * To be responsible for student attainment and staff performance in the area. * To support the SENCo to strategically plan for future improvements. * To develop staff in the development of learning and teaching * To link with the other Lead Teachers to ensure that the work in the area fully reflects the academy's distinctive ethos and mission. | | | |
| **Curriculum** | | * To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. * To support the development of appropriate syllabi, resources, SoW, assessment policies, and learning and teaching strategies in the area. * To support the development of Personal Learning and Thinking Skills; Assessment for Learning; literacy; numeracy and other initiatives. | | | |
| **Learning** | | * To develop and enhance the teaching practice of all colleagues within the area, implementing improvements where required. * To promote excellence in the classroom by researching and developing excellent pedagogical practice. * To establish common standards of practice within the provision and develop the effectiveness of teaching and learning styles in all subject areas. * To keep up to date with national developments in teaching practice and methodology. * To conduct ‘learning walks’ and other learning evaluation strategies in accordance with academy policy. | | | |
| **Staff Development** | | * To work with the SENCo to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. * To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures. * To be responsible for the efficient and effective deployment of any relevant associate staff. * To participate in the academy’s ITT programme where appropriate. | | | |
| **Assessment** | | * To support the establishment of a robust target-setting process within the provision. * To ensure the maintenance of accurate and up-to-date information concerning the provision. * To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken. * To produce reports on examination performance, including the use of value-added data. * To provide all relevant bodies with robust information relating to the provision’s performance and development. | | | |
| **Communication** | | * To ensure that all members of the provision are familiar with its aims and objectives. * To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders. * To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies. * To represent the academy’s views and interests in a professional manner. | | | |
| **Marketing and Liaison** | | * To contribute to academy liaison and marketing activities, e.g. the collection of material for press releases. * To support the development of effective subject links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events. * To actively promote the development of effective subject links with external agencies. | | | |
| **Management of Resources** | | * To manage resourced provision resources and make recommendations to the SENCo around resources and staffing * To work with the SENCo to ensure that the provision’s teaching commitments are effectively and efficiently timetabled. | | | |
| **Pastoral System** | | * To monitor and support the overall progress and development of students within the provision. * To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary. * To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description. * To ensure the Behaviour for Learning System is implemented in the provision so that effective learning can take place. | | | |
| **Operational** | | * To promote teamwork and to motivate staff to ensure effective working relations. * To support the SENCo in the day-to-day line management of staff within the provision, ensuring that they follow academy policies and meet all requirements and deadlines * To support the SENCo to make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate. | | | |
| |  | | --- | | **Other Specific Duties**  All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. | | Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.  This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. | | | | | | |
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| **PERSON SPECIFICATION** | | | | |
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| **Job Title: ASD Lead Teacher** | | | | |
| **KEY CRITERIA** | **ESSENTIAL** | | **DESIRABLE** | |
| **Qualifications & Experience** | * education to degree level or equivalent * QTS and GTC registered * an excellent track record of recent, relevant professional development * accountability for the performance of a cohort of young people * experience of effective teaching and performance within the curriculum area. * evidence of good/outstanding classroom practice * clear demonstration of the ability to mentor/coach/model best learning experiences to other teachers and staff | | | * Post graduate qualification in a related field of r a commitment to obtain relevant ASD qualification * innovative use of resources * working with young people and inner city communities * leadership of a community project or an area of school development * taking accountability for the success of an initiative |
| **Knowledge & Understanding** | * knowledge of Autistic Spectrum Disorders (ASD) * the principles and characteristics of effective academies * innovative approaches to working with students, parents, staff and the local community * the principles and practices of strategic and operational planning and delivery * effective review and evaluation procedures * the application of ICT to effective management | | | * knowledge and understanding of ASD and methodology and strategies for working with students with ASD * different methods of consulting with stakeholders * community/voluntary/parent/   partner agency links   * strategies for ensuring equal opportunities for staff, students and other stakeholders |
| **Leadership & Management** | * work effectively both as a leader and as a member of a team * initiate, lead and manage change * prioritise, plan and organise * direct and co-ordinate the work of others * set high standards and provide a role model for students and staff * deal sensitively with people and resolve conflicts * seek advice and support when necessary * prioritise and manage own time effectively * a commitment to an open and collaborative style of management | | | * motivate all those involved in the delivery team * liaise effectively with other organisations and agencies |
| **Communication Skills** | * communicate the vision of the academy in relation to the development of the local community * negotiate and consult fairly and effectively * build relationships with key stakeholders * ability to communicate to a range of audiences. * chair meetings effectively * communicate effectively orally and in writing to a range of audiences | | | * develop, maintain and use an effective network of contacts |
| **Decision Making Skills** | * make decisions based on analysis, interpretation and understanding of relevant data and information * demonstrate good judgement | | | * think creatively and imaginatively to anticipate, identify and solve problems |
| **Personal Qualities** | * a commitment to inclusive education * evident enjoyment in working with young people and their families * empathy in relation to the needs of the academy and the local community * ability to inspire confidence in staff, students, parents and others * adaptability to changing circumstances/new ideas * reliability, integrity and stamina * personal impact and presence * work under pressure and to deadlines | | | * vision, imagination and creativity * a commitment to professional development |