

| Teacher | |
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| Division / Function: School | |
| Reports To: Assistant Head Teacher | |
| Why | <p>Job Summary:</p> <ul style="list-style-type: none"> To be responsible for high quality autism specific education and development of a class / group of autistic children. To have the potential to develop skills in order to work with pupils with complex needs in addition, such as ADHD, OCD and PDA. To be responsible for planning implementing and delivering a personalised curriculum to individual children and groups that is relevant and motivating for each child. Ensure the quality of teaching and learning meets statutory requirements. |
| What | <p>Principle Accountabilities:</p> <ul style="list-style-type: none"> Provide the highest standard of support, assisting children in achieving their maximum potential through the implementation of the SPELL framework. Plan, develop and deliver a broad and balanced curriculum to a class group. To assume responsibility for classroom management including the environment, staff and children. Develop a provision of the highest possible quality of education and maintain a supportive atmosphere, ensuring the safety, protection and wellbeing of each child. Manage and develop a curriculum area and monitor teaching standards for this area. Assist in the development of the curriculum. Report on and discuss children's attainment, achievement and progress with parents and any other bodies that have statutory functions. Contribute to EHCP reviews. Be responsible for monitoring, assessing, reporting, recording and evaluation of learning experiences. Manage a designated budget as required. To adhere to all organisational policies and procedures. <p>Job Descriptions only reflect 80% of a role, and are not an exhaustive list of duties. You are expected to carry out other activities that are within the scope of the role.</p> |
| How | <p><u>I am committed to making a difference</u> I commit to National Autistic Society's aims, objectives and values. I display a positive approach in the way I work and contribute to the wider needs of the organisation and its stakeholders either directly or indirectly. At work I overcome difficulties, setbacks and pressure, to get things done because I understand the impact of autism. I recognise and encourage commitment in others.</p> <p><u>I gather and share knowledge</u> I seek and use information, knowledge and experience and create opportunities to share this with others. I look for new developments and keep up to date with issues which impact my work. I interpret, distil and disseminate information, in and outside the National Autistic Society, for the benefit of people with autism and other stakeholders. I manage and protect others' personal information professionally.</p> <p><u>I cooperate with others to work safely</u></p> |

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| | <p>I understand the health and safety risks associated with my job and work responsibly with others to reduce them. I have a positive attitude to safety that causes me to care about the wellbeing of others as well as myself.</p> <p><u>I work in partnership</u> I build trust and partner with colleagues, other agencies and key people to facilitate the best outcomes for the National Autistic Society and/or people with autism. I overcome barriers and difficulties to bring people together and utilise relationships internally and externally to maximise service provision and/or the use of resources. I support colleagues to achieve our objectives.</p> <p><u>I develop people's performance</u> I allocate work, agree objectives and delegate as appropriate. I understand and consistently apply performance management processes and evaluate outcomes. I am not afraid to tackle difficult issues with people/performance. I give clear feedback and understand when and how to tell people what they need to do. I maximise individuals' performance by coaching and supporting them to develop.</p> <p><u>I adapt to changing priorities</u> I adopt a flexible, proactive approach to get the job done. I am responsive to change and recognise when tasks are urgent and/or important, taking appropriate action. I prioritise activities and know when to say 'no'. I deal positively with last minute changes and interruptions. I look for practical solutions and know when to find different ways to achieve an objective.</p> <p><u>I achieve professional standards</u> I comply with legislation, regulatory standards, National Autistic Society policies and procedures and quality standards. I know where to find copies and where to get advice on them. I work in a systematic, organised and methodical way. I accurately record, monitor and use data in accordance with laid down policies and procedures. I use my time and resources safely and efficiently.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Person Specification</p> | <p>Criteria which will be used in short listing and selecting candidates.</p> <p><u>Skills/Abilities</u></p> <ul style="list-style-type: none"> • Ability to work co-operatively with multi-disciplinary professionals, governors and other agencies. • Ability to promote a positive image of the School together with high standards of education, care and behaviour. • Ability to remain calm and reflective when working in a challenging environment. • Good IT skills to support the organisation and management of own work as well as a teaching tool. • Ability to contribute effectively to school self-review. • Proven ability to work on own initiative, be well organised, prioritise effectively and achieve results against deadlines. • Ability to work collaboratively as part of a team. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Evidence of a sound knowledge of the current curriculum initiatives in KS1-5 to promote good to outstanding teaching, learning and behaviour. • Impact autism may have on learning. • Curriculum development and implementation for children with additional educational needs. <p><u>Experience</u></p> <ul style="list-style-type: none"> • Experience of teaching in a Special School environment (desirable). • Experience working with autistic young people. <ul style="list-style-type: none"> • Experience of working with young people with complex needs, including OCD, PDA, ADHD (desirable). • Experience of successfully delivering a differentiated curriculum to pupils with a wide range of needs(desirable). |

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| | <u>Essential Education & Certification</u> <ul style="list-style-type: none"> • Qualified Teacher status. | |
| Context | The people you'll be working with | |
| | Internal <ul style="list-style-type: none"> • All school employees • Children • Speech & Language Therapists • Occupational Therapists • Psychologists | External <ul style="list-style-type: none"> • Parents • Local Authority • NHS Staff • Careers Advisors • Work experience providers • Other schools |
| | Environment | Work: School Travel: Occasional Hours: Full-time teachers |
| | Scope | Financial: Impact/Budget People: Management responsibilities for class team Resources: Equipment / Facilities |
| | Safeguarding Responsibilities | The NAS is committed to safeguarding and promoting the welfare of all children and adults who use our services and as such expects all staff and volunteers to share this commitment. |
| | Salary Band: MPS/UPS | Range: MPS 1-6, UPS 1-3 |
| | Date Established: | Date Reviewed: February 2025 |