**Role Purpose**: To facilitate the academic progression of students in specified subjects at relevant bases, in line with their academic and autism related targets.

**This role reports to:** Curriculum Development Leader (CDL)

**Skill Requirements:**

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| **Essential personal attributes** | * Drive, resilience, confidence, initiative, resourcefulness, calm under pressure, common sense and an ability to manage ambiguity. * Ability to build rapport & trust quickly with both students & staff. * Comfortable working in an informal, professional atmosphere * Pioneering approach, creative, measured risk taker, forward planner, collaborative * Passionate, prepared to go above and beyond * Role model |
| **Essential skills/experience** | * Qualified teacher status * Experience of working with children with Autism * A deep and thorough understanding of autism, perhaps backed up by Autism Level 1 and Level 2 Training. * An ability to communicate with staff and students * An understanding of both formative and summative assessment, with an aptitude for data analysis to proactively plan for educational improvement. * A commitment to learning outside the classroom * Change champion * A knowledge of, and up to date qualifications in, the safe handling of students. * Full comprehension of Child Sexual Exploitation (CSE) information and protocol, as well as all safeguarding issues. * An understanding of a variety of behaviour management techniques, with a focus on resolution management followed by developmental reflection. * An ability to perform in situations of high pressure, showing not only theoretical understanding, but also ‘real-life’ understanding. * An aptitude to work in partnership with a number of professionals, as well as parents/carers. |
| **Desirable skills/experience** | * Competent in administering first aid. * Experience of teaching in a variety of educational settings. * A commitment towards CPD. * History of working with children who are disengaged with education. |

**Key Responsibilities (including but not limited to)**

* Responsibility for complying with the Woodside Group adopted teacher matrix.
* Responsibility for planning Schemes of Work with a creative, yet target based approach, built upon a solid understanding of the student’s individual manifestation of autism.
* Responsibility for advocating outdoor learning, including this into as many lessons as possible.
* Responsibility for leading progression with student’s autism and/or associated behaviours.
* Responsibility for marking students’ work in line with the marking policy and feeding back to students and CDL
* Responsibility for contributing to the overall ethos of the base.
* Responsibility for embedding fundamental British values and opportunities for students to increase their spiritual, moral, social and cultural education.
* Responsibility for following a self-constructed Scheme of Work in line with a long-term plan, which guarantees the educational and personal improvement of students within the year.
* Responsibility for using assessment software to monitor students’ progress, the analysis of which will feed into planning.
* Responsibility for reporting on the progress of students’ both in subjects and related to their autism.
* Responsibility for the timely completion of teacher and student assessment documentation
* Responsibility for working collaboratively and across curriculum areas in partnership with other teachers and CDL.
* Responsibility for establishing and maintaining an environment conducive to the progress of our students bearing in mind their sensory needs.
* Responsibility for ensuring that students create the requisite evidence for any accreditation they’re working towards.
* Responsibility for highlighting and requesting resources to best impact the academic progress of the student.
* Responsibility for contributing targets to students Individual Education Plans.
* Responsibility to lead some inset day sessions
* Responsibility for attending and contributing to departmental meetings as and when required
* Responsibility for taking ownership of own continued professional development and performance management process.
* Responsibility for keeping up to date with latest educational advances and research in the field.
* Responsibility for attending moderation sessions
* Responsibility for embracing the local community and planning session in order to have an impact on the local area.

**Compliance responsibilities**

* Have an awareness of the risk assessment for bases in which they work and be up to date with all relevant policies and procedures.
* Demonstrates a commitment to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

**Administrative Responsibilities:**

* Responsibility for the preparation of Schemes of Work and communication of these to the relevant parties.
* Responsibility for the preparation of any resources for lessons.
* Responsibility for any work needed to contribute to staff meetings.
* Responsibility for the input of data to, and analysis of reports from, Classroom Monitor and For Skills.
* Responsibility for contributing to Risk Assessments where sessions deem this a requirement.
* Responsibility for bi-annually contributing to reports to be communicated home to parents.

**Health & Safety Responsibilities**

* All employees are responsible for ensuring they take every reasonable action to keep themselves and everyone in the school environment safe and well.