



Hallfield Primary School
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Lead Teacher of Nursery Provision – Job Description and Person Specification

Job Description

The following job description is not exhaustive. It is expected that teachers will work closely with the Headteacher and governors to develop the role to reflect the needs and demands of the post.

Job Description/Post: Lead Teacher of 'Acorns' – a new nursery provision for children with Autism.

Salary Scale: MPS 4 – 6 + TLR (grading of TLR will be based on experience).

Responsible to: Inclusion Manager as Line Manager and the Headteacher, and Governors

Job Purpose: To work in partnership with school's leadership and management team to open and embed effective specialist teaching and learning within a newly developed Autism resource base. To carry out the professional duties of a standard scale teacher in accordance with School teachers' Pay and Conditions Document whilst also leading a small team of support staff.

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher to reflect or anticipate changes in the job, commensurate with the salary and job title.

Teaching and Learning

1. Prepare engaging, enticing, differentiated learning activities and environments, paying due regards to the Early Years Foundation Stage Curriculum, the special interests and motivations of individual children and their cognitive and other learning needs.
2. Plan for the delivery of the curriculum in accordance with agreed school policies and procedures.
3. Ensure the curriculum offer is underpinned by approaches which support children with Autism such as, but not limited to, SCERTS, TEACHH, PECS and sensory integration approaches, Attention Autism, sign-a-long and SoSafe into classroom practice as appropriate to the needs of the children in the class.
4. Work collaboratively with professionals such as the Speech and Language Therapists and Occupational Therapists in curriculum planning and delivery ensuring that therapy strategies are embedded throughout the curriculum as part of a graduated approach to meeting the needs of children with sensory processing and functional difficulties, and communication and language difficulties.
5. Provide a clear, uncluttered low arousal environment in class in line with current research around the environment in which children with Autism function best.
6. Liaise with colleagues to deliver units of work in a collaborative way which maximise integration opportunities.
7. To take a lead in planning and implementing appropriate integrative experiences for children, ensuring all children have the opportunity to learn from peers.
8. Develop and maintain high standards of work, behaviour, attendance and punctuality for all pupils.

9. Develop and implement behaviour strategies that are meaningful to each individual child's needs. These should also follow the principles of the school's Trauma Informed Approach and be communicated with appropriate adults.
10. Effectively deploy support staff and model high quality practice.
11. Provide updated timetables, notes on classroom organisation and important information on individual children for supply teachers.
12. Work alongside the school team to provide a happy and secure learning environment which supports all children to be the best that they can be, taking into account their starting points.
13. Create individualised learning plans and pupil passports which will promote a consistent package of support for the children.

Assessing and Reporting

1. Manage, coordinate and submit evidence for EHCP requests.
2. Regularly assess and accurately record key data around students' progress, using SCERTS. This will include attainment levels as well as individualised assessments, including, but not limited to, EHCP assessments, EHCP targets and EHCP reviews.
3. Regularly set SMART outcomes as well as targets for students' attainment levels alongside the Inclusion Manager and the class team based on the individual children's needs.
4. Liaise with parents/ carers on a regular basis and attend parent consultation days to support them to understand their child's learning profile and diagnosis of Autism.
5. Work collaboratively with outside agencies to support individual children.
6. Take responsibility for writing of annual reviews and any other written reports or documents relating to work in the provision, including attending appropriate meetings.
7. Provide the Headteacher and Senior Leadership team with half termly progress forecasts and updates related to the specialist provision.

Leadership and Management

1. Lead and support a small team.
2. Line manage staff within the provision to ensure outstanding Autism-specific practice.
3. Help identify and be involved with provision staff's training needs and offer training and support to mainstream staff too. This may include providing advice and support to other staff, particularly around supporting children with Autism.
4. Take management responsibility for the specialised provision, including managing timetables, rotas and other day-to-day logistics.
5. Keep abreast of all relevant educational developments, particularly ones related to Autism and special needs, and relay key messages to team members.
6. Ensure that own practice and that of the team is in line with agreed school policies and procedures.
7. Provide a positive role model for other members of staff and be an advocate for Autism.
8. Support the Headteacher and Inclusion Manager with consultations for the specialist provision where appropriate.
9. Support the Headteacher and Inclusion Manager with consultations for the onward placement of children within the resource base when they leave the nursery setting.
10. Contribute to the School Development Plan and School Self Evaluation where it relates to the specialist provision.
11. Contribute to, and occasionally lead, staff development activities.
12. Support and uphold the school's policies on behaviour, discipline, safeguarding and bullying.
13. Jointly, with the Headteacher or Inclusion Manager lead initiatives to promote provision for children with Autism, within school and the wider school community.

Safeguarding and Wellbeing

1. Follow school safeguarding policies, being continually aware of the additional safeguarding challenges for children with SEN.
2. Ensure the welfare and well-being of each pupil at all times during the school day and during any agreed extra-curricular activities.
3. Foster the involvement of pupils with the wider local community and vice versa.
4. Ensure that individual health care plans are in place for children with additional medical needs and undergo any training required to meet needs.

Standards and quality assurance (amalgamate with above)

1. Be a role model to children through personal presentation and professional conduct.
2. Be familiar with the School Handbook and support all the School's policies, e.g. those on Health and Safety, Child Protection, Teaching and Learning, Assessment and Reporting.
3. Establish effective working relationships with professional colleagues and associate staff, and contribute to effective team working.
4. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal responsibilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
5. Liaise effectively with parents and with other agencies with responsibility for children' education and welfare.
6. Participate in meetings at the school that relate to the school curriculum, assessment procedures, staff training, or the administration or organisation of the school.
7. Engage with effective development programmes, local partners and school improvement organisations and Develop links and contribute to Autism specific working parties with neighbouring schools, other resource bases, special schools and the LA.

Other duties and responsibilities

Any other reasonable duties as directed by the Headteacher or Inclusion Manager.

Hallfield Primary School is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. An enhanced DBS disclosure will be requested for the successful candidate in accordance with Safeguarding Children and Safer Recruitment in Education Legislation.

Person specification

This section outlines the skills and experience against which candidates for this position will be assessed. The selection panel will expect candidates to show knowledge and understanding of each area, and to show how they have applied (or are aware of how to apply) this knowledge and understanding in contexts relevant to Hallfield Primary School. You should provide clear and objective evidence of how you meet these requirements when completing your application. Short-listed candidates will be involved in a variety of activities directly related to the Person Specification that will form part of the evidence base.

The panel will assess the following:

- Application form (A)
- Interview meeting and interview day activities (I)
- Lesson observation exercise (L)
- References and other pre-employment checks (R)

We may take up references for short-listed candidates *before* inviting to interview. Please therefore provide names and contact details of two professional referees with your application.

	Essential	Desirable	Measured
Commitment to AB school vision	Shares the founding vision and ethos for Hallfield Primary School: (Please visit the school and look on the the school's website) Excited by the chance to contribute to Hallfield Primary, and driven to do what it takes to succeed		A/I

	Essential	Desirable	Measured
Knowledge and Experience	<p>Qualified teacher with QTS (Qualified Teacher Status)</p> <p>Evidence of continued professional development, particularly in relation to SEN and AUTISM (e.g. SCERTS training)</p> <p>A minimum of four years teaching experience within the primary phase with at least one of those years being within a specialised AUTISM setting</p> <p>A good understanding of safeguarding policies, in particular with regards to safeguarding children with special educational needs</p> <p>Evidence of working in partnership with school leadership and/ or local authority officers to enhance specialist provision</p> <p>Experience of working collaboratively with external professionals (such as speech and language therapists and occupational therapists) in curriculum delivery</p>	<p>Experience of teaching children with AUTISM in both KS1 and KS2</p> <p>Have worked in more than one school.</p>	A/I
Education and Qualifications	<p>Degree or equivalent</p> <p>Teaching qualification/ QTS</p> <p>Recent and relevant professional development / training relating to Autism and SEND</p>	<p>EYFS expertise</p> <p>National Award for SENCO</p>	A/I

	Essential	Desirable	Measured
Teaching and Learning	<p>Evidence of outstanding teaching and learning and how this has been evaluated</p> <p>Evidence of an up to date, thorough knowledge of all aspects of the primary curriculum and strategies of how these can be modified for children with AUTISM</p> <p>Evidence of an understanding of how children learn with a particular focus on children with AUTISM</p> <p>Passionate about and committed to developing a rich, exciting and imaginative curriculum, which offers stimulating and challenging experiences for all children and aims to develop a lifelong love of learning</p> <p>Evidence of planning for and delivering suitably differentiated learning activities for children with AUTISM</p> <p>Evidence of assessing pupils with AUTISM and demonstrating children's progress, including progress in less defined curriculum areas and "soft skills"</p> <p>Evidence of organising all aspects of a learning environment, including the room organisation, adopting low arousal principles</p> <p>Evidence of managing challenging behaviours</p> <p>Evidence of problem solving and thinking creatively, particularly with regards to complex behaviours</p>	<p>Committed to continuous learning for the entire school community</p> <p>Awareness of current curriculum issues and educational developments</p>	A/I/L

	Essential	Desirable	Measured
Leadership and Management	<p>Evidence of leading and effectively deploying staff within a small team</p> <p>Evidence of leading a curriculum area including curriculum development, supporting staff, managing change, policy development and resourcing</p> <p>Experience of being an effective leader</p> <p>Experience of modelling high quality practice to other members of staff.</p> <p>Ability to inspire, motivate and support staff and pupils; leading by example</p> <p>The ability to communicate clearly, both orally and in writing with the staff, pupils, governors, parents and the community that the school serves.</p> <p>Ability to take difficult decisions and convey outcomes clearly and sensitively</p> <p>Be able to work in partnership with the Senior Team, in particular the SENCO and Head Teacher</p>	<p>Experience of responding to consultations either independently or in collaboration with a SENCO</p> <p>Competent and effective in monitoring evaluating and improving a team of support staff through effective observation and feedback</p> <p>Experience of delivering training to other members of staff, particularly in relation to SEN and AUTISM</p>	A/I
Strategic Direction and Development	<p>Ability to think creatively and strategically, to identify and determine priorities for school improvement</p> <p>Evidence of implementing new initiative across a school or within a resource base</p> <p>Experience and knowledge of promoting equal opportunities within school and celebrating a diverse (including neuro diverse) community</p>	<p>Evidence of articulating and developing a vision for inclusive SEN practice.</p> <p>Previous experience of setting up a resource base within a mainstream school.</p> <p>Evidence of participation in strategic school planning</p>	A/I
Partnership and community links	<p>Track record of, and genuine belief in, the importance of the parent/ carer and community in children's education</p>	<p>Experience of developing community and pupil involvement in schools</p>	A/I

	Essential	Desirable	Measured
Personal attributes	<p>Ability to communicate and deal sensitively with adults and children; Genuine understanding of children and commitment to develop each as an individual; Confidence to build a creative learning culture and to try new things; Value diversity and the unique contribution that every individual makes to the learning community; Able to prioritise and delegate, and implement tasks sensitively and flexibly</p> <p>Has a presence which inspires confidence and has a clear vision for primary and special needs education</p> <p>Well-developed interpersonal skills and the ability to establish good relationships with adults and children and work effectively in a team</p> <p>Able to tackle difficult issues tactfully and sensitively for a positive resolution</p> <p>Able to work in partnership with parents/ carers in order to achieve the best outcomes for the children</p> <p>Is approachable, a good listener, who values the views of others and who is able to offer effective pastoral care</p> <p>Flexible, resistant and optimistic, with a good sense of perspective and humour.</p> <p>Able to be reflective of own practice.</p> <p>Able to keep calm under pressure</p>		I/A/L