



Job description- ASD provision class teacher

Name: ASD provision class teacher	Starting date: September 2026
Salary grade: MPR/ UPR with SEN point (to be negotiated) Not suitable for ECT.	Responsible to: Assistant Headteacher: Head of DSP unit

Core purpose of Post:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
- To lead a subject across the provision
- Meet the expectations set out in the Teachers' Standards
- To participate in and contribute to the development of the whole school including the Designated Specialist Provision
- To understand how pupils' learning is affected by their physical, intellectual, emotional and social development and understand the stages of child development
- To promote the inclusion of ASD pupils

Strategic direction and development of the school

Supporting the school vision

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision for the whole school and provision.

Ethos

- Encourage an ethos which promotes effective teaching and learning, and which sustains improvement in the development of all pupils.
- Make a positive contribution to the wider life and ethos of the school.

Strategic planning

- Work with others on curriculum and pupil development to secure coordinated outcomes.

Teaching and learning

Curriculum

- Have a clear understanding of the needs of all pupils with special educational needs, in particular ASD; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Plan and teach well-structured lessons to classes within the provision, following the school's plans, curriculum and schemes of work (as appropriate for the provision.)
- Provide clear structures and routines for students within the provision, promoting an inclusive ASD environment.
- Provide lessons and sequences of lessons, which maintain pace, motivation and challenge relevant to students within the provision.
- Use a variety of teaching and learning styles to suit the needs of students within the provision.
- Adapt teaching to respond to the strengths and needs of pupils.
- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.

Monitoring, assessment, recording, reporting and accountability

- Have an up to date understanding of assessment frameworks for ASD specific students and have accountability towards progress made
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and effective use of assessment in planning future lessons.
- Be able to complete a yearly report as part of the annual review process for all students within designated class.
- Assess and record each pupil's progress systematically with reference to the school's current practice including the social progress of each child and use the results to inform planning.
- Mark and monitor classwork and homework (where appropriate), providing constructive feedback and set targets for future progress.
- Understand and know how national and local comparative and school data including National Curriculum test data can be used to set clear targets for pupils' achievement.

Standards and expectations

- Ensure effective teaching of whole class groups, small groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met.
- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for behaviour with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.

Monitoring and evaluation

- Be familiar with the SEND Code of Practice and identification, assessment and support of pupils with additional education needs.
- Evaluate your own teaching critically to improve effectiveness.
- Be familiar with the school's current systems and structures as outlined in policy documents including the Health and Safety and Child Protection policies

Leadership and coordination

- To monitor the quality of teaching and learning through detailed work scrutinies, planning scrutinies and through pupil conferencing, providing thorough diagnostic feedback to individual teachers.
- To create and implement an action plan for subject responsibility, which sets out short, medium- and long-term goals
- To monitor the effectiveness of programmes used to enhance the quality of curriculum for pupils.
- To ensure continuity across the phases within the provision
- To work collaboratively with colleagues from the mainstream provision to ensure continuity
- To support colleagues in the successful delivery of a foundation subject.

Safeguarding and child protection

Ensure that you know who the Designated Safeguarding Lead (DSL) responsible for dealing with child protection and the Deputy DSL are.

- Be familiar with the safeguarding and child protection policy.
- Know what procedures are to be followed if you suspect that a child is at risk of harm.
- Be particularly sensitive to signs which may indicate possible safeguarding concerns and following the necessary reporting steps / process.
- Follow the school's graduated approach towards Attendance management

Professional development and appraisal

- Be aware of the need to take responsibility for your own professional development.
- Take part in the school's appraisal procedures.
- Take part in further training and development in order to improve own teaching.

Efficient and effective deployment of staff and resources

Ensure a stimulating but safe working environment in which risks are regularly assessed.

- Direct and supervise support staff assigned to you.
- Deploy resources delegated to you.

Accountability

Effective communication

- Communicate effectively with pupils, parents and carers.
- Provide reports on individual progress to the Headteacher and parents as required. Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.

Working with colleagues and other professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the School.
- Develop effective professional relationships with colleagues.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Understand and act within the statutory frameworks setting out professional duties and responsibilities

Health, safety and discipline

- Promote the safety and wellbeing of pupils.
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.

Contribution to school life

Pastoral duties

- As a class teacher, be responsible for the pastoral welfare of the pupils in your class
- Build positive working relationships with parents and carers across the provision, taking into account different backgrounds, cultures, beliefs and values

School events

- Demonstrate support of the Friends' organised events, including attending the Christmas and Summer fetes

