



<b>Post Title:</b>	<b>SRB ASC Teacher at Stalham High School</b>
<b>Line Management</b>	<b>SENCo</b>

## General Responsibilities

To work in partnership with school's leadership and management team to lead and continue to embed effective specialist teaching and learning within a recently established ASC 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 team.

## Teaching and Learning

1. Prepare engaging, enticing, differentiated learning activities and environments, paying due regards to the school's schemes of work and the National 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 incorporating autism specific strategies to allow ASC learners access to the curriculum.
3. Ensure the curriculum offer is underpinned by approaches which support autistic children. Including developing an effective bespoke package of provision and support which is needs led.
4. Work collaboratively with educational professionals such as the Speech and Language Therapists and Occupational Therapists in curriculum planning and delivery ensuring that appropriate strategies are embedded throughout the curriculum as part of a graduated approach to meeting the needs of children with sensory processing and communication and language difficulties.
5. To take a lead in planning and implementing appropriate integrative experiences for children to ensure that all children have the opportunity to learn from mainstream peers in their mainstream classes.
6. Provide a clear, uncluttered low arousal environment in class in line with current research around the environment in which children with autism function best.
7. Develop and maintain high standards of work, behaviour, attendance and punctuality for all pupils.
8. Implement behaviour management strategies which are meaningful to autistic children. These strategies must show an understanding of the difficulties inherent in autism, which no child should ever be sanctioned for.
9. Effectively deploy teaching assistants and model high quality practice.
10. Provide updated visual timetables, notes on planners and important information on individual children for supply teachers.
11. 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 consideration their starting points.

## Assessment and Reporting

1. Regularly assess and accurately record key data around students' progress. This will include attainment levels as well as individualised assessments, including, but not limited to, AET and EHCP targets.
2. Regularly set SMART outcomes as well as targets for students' attainment levels alongside the assessment lead, SENDCO, the class team, mainstream link teacher and parents based on the individual children's needs.
3. Mark and return work within agreed time span, providing verbal, and where appropriate, written feedback and targets.
4. Liaise with parents/ carers on a regular basis as well as supporting them to understand their child's learning profile and diagnosis of Autism. Attend parent evenings and activity days.
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. In collaboration with the lead teacher provide the Head Teacher 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 which will include support staff.
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 whilst also offering training and support to mainstream staff.
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 ASC, 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, supporting to develop the whole school community's knowledge and understanding of autism and to be an advocate for autism.
8. Respond to consultations for the specialist provision, including observing children in their current settings, where appropriate.
9. Contribute to the School Development Plan and School Self Evaluation where it relates to the specialist provision.
10. Contribute to, and occasionally lead, staff development activities.
11. Support and uphold the school's policies on behaviour, discipline, safeguarding and bullying.
12. Lead initiatives, jointly with the Lead Teacher to promote integration within the school and ensure all children have the opportunity to learn from their peers

## **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 those needs.

## **Professional Development:**

1. Take part in the school's staff development programme by participating in arrangements for further training and professional development which will have an impact on the Department SIDP.
2. Continue personal development in the relevant areas including subject knowledge and teaching methods.
3. Engage actively in the Performance Management Review process.
4. Engage with Learning Support Assistants fully (including sharing content of lesson plan SOW) so that the student receives the best possible opportunity to improve.
5. Work as a member of a designated team and to contribute positively to effective working relations within the school.

## **Standards and Quality Assurance:**

1. Support the aims and ethos of the school and help promote a climate in which the school is always striving to review and improve its effectiveness.
2. Take responsibility, on a rota basis, for class assembly, playground duty and other general school commitments.



3. Set a good example in terms of dress, punctuality and attendance.
4. Participate in staff training and attend other relevant training.
5. Attend regular staff and team meetings.
6. Develop links and contribute to ASD specific working parties with neighbouring schools, other resource bases and special schools.
7. Adhere to our agreed professional standards and respect the confidentiality of information held at school.

**Other Specific Duties:**

1. Play a full part in the life of the school community to support its ethos and to encourage staff and students to follow this example.
2. Support the school in meeting its legal requirements for worship.
3. Comply with the school's Health and Safety Policy and undertake risk assessment as appropriate.
4. Undertake any other duty as specified by STPCD not mentioned in the above.

Person Specification	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>. Qualified teacher status (QTS).</li> <li>• A degree-level qualification or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• Further relevant professional and/or academic study and evidence of CPD.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working throughout the secondary age range.</li> <li>• Experience in working with vulnerable young people with autism.</li> <li>• Confidence to work effectively and assertively with young people, external agencies and parents/carers</li> <li>• Accuracy and precision in written presentation</li> <li>• Good ICT skills</li> <li>• Creative approach to problem solving</li> <li>• Effective time management and prioritisation skills.</li> <li>• Ability to work autonomously using own initiative and able to make judgements on when to adjust support.</li> <li>• To be flexible, adaptable, creative and willing to work outside term time</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of analysing data and using it to inform future practice.</li> <li>• Experience of line managing other members of staff.</li> <li>• Experience of leading whole-school initiatives.</li> </ul>



## Job Description & Person Specification

<b>Professional Skills and Attributes</b>	<ul style="list-style-type: none"><li>• A clear understanding of what makes good and outstanding teaching through a deep understanding of how autistic pupils learn.</li><li>• Effective communication, interpersonal, presentation and organisational skills</li><li>• Ability to work with a range of stakeholders.</li><li>• Ability to provide a differentiated support service to pupils</li><li>• Commitment to safeguarding and promoting the welfare of pupils</li><li>• Commitment to personal professional development.</li></ul>	
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