

Caterham High School

ASD Teacher

JOB DESCRIPTION

Job Title:	ASD Teacher
Grade:	MPS/UPS plus SEN point (£2,270)
Responsible to:	Deputy SENCO: ASD

Main purpose

To teach and deliver high quality lessons as part of the ASD Provision team, demonstrating commitment to the school's inclusive ethos.

To develop an inclusive learning environment which ensures all students achieve their individual potential linked to the Preparing for Adulthood pathways.

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum and provision for students that ensures a smooth transition to their next stage of education or employment.

To see parents and carers as equal partners in their child's education, promote co-production and value their contribution, keeping them informed of their child's progress on a regular basis.

To work collaboratively and creatively with external agencies such as SALT and EP as well as mainstream teachers within the school, showing a high level of professionalism at all times.

To be trained and confident in the delivery of relevant interventions or strategies such as Positive Behaviour handling, PECs or any other evidence-based intervention from the student's EHCP.

To support the Deputy SENCo ASD by ensuring that resources and equipment are suitable to meet the needs of the students.

To track and assess progress in each area of the student's academic and social development using the school's autism specific assessment packages as well as the Preparing for Adulthood pathways.

To share and actively support the school's responsibility to provide and monitor opportunities for personal and academic growth to ensure students are safe, enjoy school and are well integrated into the school community

To actively support the day to day running of the ASD Provision by following processes, systems and policy to ensure consistent excellent provision

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD)

KEY PRIORITIES

- To work with the Deputy SENCo ASD, Headteacher and Leadership team to be responsible for ensuring all students make good or better progress
- To have high aspirations for students with Autism promoting good mental health, high attainment and high levels of personal development
- To lead and support the work of HLTAs and TAs as directed by Deputy SENCo ASD or AHT Inclusion
- To evaluate own teaching using a range of evidence to ensure all provision is good or better and meets the Teaching Standards
- To ensure that appropriate resources and lesson plans are in place to allow for outstanding teaching and development of students within the remit of the ASD APR, especially with regard to post 16 students
- To share outstanding classroom practice and knowledge about current thinking around autism to fellow professionals through CPD, advice and liaison.
- Give support to mainstream teachers so that mainstream plans fully meet the needs of students within the remit of the ASD APR, especially with regard to post 16 students
- To prepare and present EHCP annual review meetings and any other professional multi-agency meetings as necessary.
- To promote equal opportunities in all aspects of the school's work including the opportunity to access whole school activities.
- Support, teach and contribute to intervention programmes, contributing to evaluation and analysis to ensure effective provision that ensures good progress and attainment
- Keep up to date with ASD and inclusion initiatives and best practice, and share expertise with colleagues
- Act as a positive role model for students and staff at all times promoting inclusion and diversity

SPECIFIC RESPONSIBILITIES

Teaching and Learning, Progress and Attainment

- Establish high expectations for students within the remit of the ASD provision from all backgrounds, abilities, and dispositions, being aspirational and accountable for students' attainment, progress and targets
- Have a good understanding of ASD needs and students' specific needs and use this to plan lessons and intervention sessions to a high standard
- Adapt teaching to ensure that students within the remit of the ASD Provision have access to the mainstream curriculum where appropriate or where planned
- Have specific knowledge about the factors that help and inhibit ASD learners
- Ensure a safe and autism friendly environment is created in classrooms and contribute to this environment across the school

Subject knowledge

- Have a secure knowledge of the content of the National Curriculum and how it can be adapted to meet the needs of students with Autism
- Understand the features of an outstanding Programme of Study for students with autism
- Understand the curriculum of key stages prior to and of future learning

Assessment

- Know and use the assessment requirements for the key stages taught to promote progress, as well as any autism-specific assessment tools.
- Know and use school assessment strategies, practices and policy to guide planning and promote students' learning
- Use data effectively to plan lessons and learning episodes and give feedback to students and colleagues about progress
- Give students regular feedback both orally and through written marking in line with the school's expectations

ALL teaching staff must

Uphold public trust in the profession by maintaining high standards of ethics and behaviour, within and outside school by:

- Observing high standards of personal and professional behaviour and being a positive role model
- understanding and always acting within, the statutory frameworks which set out their professional duties and responsibilities
- maintaining high standards in their own attendance and punctuality
- proper and professional regard for the ethos, policies and practices of the school
- understanding, promoting, and acting within, school policies and guidelines, including the School's Code of Conduct and ICT policy
- uphold, support and act upon the school Safeguarding Policies and practice ensuring knowledge and understanding is up to date with clarity of procedures to be followed
- treating students with dignity, building relationships always rooted in mutual respect and observing proper boundaries appropriate to a teacher's professional position
- having regard to safeguard student's well-being, in accordance with statutory provisions and health and safety
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability

Play an effective and active role in the school's Pastoral System by

- liaising with the relevant Head of Year to ensure the implementation of the school's Pastoral System and programmes
- evaluating and monitoring the progress of students and keeping up-to-date student records as may be required
- contributing to school activities (for example House activities, Drop Days or pastoral events)
- promoting the behaviour ethos of the school, adhering to systems and policy

Manage behaviour effectively to ensure a good and safe learning environment by:

- having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

Engage with the Quality Assurance systems of the school:

- implementing school quality procedure systems to ensure a high quality learning experience for students which meets internal and external quality standards

- by reviewing from time to time methods of teaching and programmes of work
- by taking part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Fulfil wider professional responsibilities by:

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher, and as outlined in the school's teacher's job description and as set out in the Pay and Conditions Document and subject to any amendments due to Government legislation
- making a positive contribution to the wider life and ethos of the school
- developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- providing cover for absent colleagues in the ARP as appropriate
- participating in meetings or events as appropriate e.g. tutor, staff or Parents' Evenings
- participating in whole school events e.g. Presentation Evenings, Open Evenings, Transition events, and other meetings or events

Special Conditions of Employment

Training and Development

The school has a shared responsibility with the job holder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

Health and Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances.

Equality and Diversity

Caterham High School is committed to equality and values diversity. As such it is committed to fulfilling its equality duty obligations, and expects all staff and volunteers to share this commitment. The duty requires the school to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people with whom they come into contact with dignity and respect, and are entitled to expect this in return.

Other Specific Duties

- To maintain confidentiality at all times
- To engage actively in the Performance Management Review process
- To carry out the duties in the most effective, efficient and economic manner available

- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students
- To contribute to the promotion of the school
- To undertake any other duty as specified by Teachers Conditions of Service not mentioned in the above
- to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers

Safeguarding

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct. They will uphold, support and act upon the school Safeguarding Policies and practice ensuring they have an up-to-date knowledge of relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people. Every teacher is responsible for ensuring that the school child protection policy is adhered to and concerns are raised in accordance with this policy. They will attend Safeguarding meetings and events as appropriate and work with the Safeguarding Lead to promote strong, secure systems and development of ethos across the school.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that a teacher will carry out. Employees will be expected to comply with any reasonable request from a manager or be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

I have read, understood and accept the above job description.

Last review date: April 2022

Next review date: July 2023

Headteacher's signature:

Date:

Postholder's signature:

Date:

Caterham High School Person Specification: ASD Teacher

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understand of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Education, Qualifications and Training	Essential	Desirable
Degree or equivalent in relevant discipline	X	
Qualified teacher status	X	
Evidence of SEND teaching experience and relevant CPD		x
Have at least 2 years' experience as a mainstream teacher and/or experience in a main-stream school	x	
Evidence of further study (eg MA, MBA, MEd) relating to autism		X
Evidence of and commitment to continuing professional development	X	
Knowledge Skills & Experience	Essential	Desirable
Have the ability to inspire and motivate students to reach their potential	X	
Knowledge of a range of SEND and ASD needs and how to support students to succeed	X	
Have appropriate outstanding teaching personal qualities that allow children and young people with ASD to make good progress with their learning during lessons	X	
Have experience of supporting mainstream teachers in differentiating planning for ASD students		x
Know the specific issues faced by ASD learners both in a provision setting and in a main stream secondary setting	X	
Evidence of leading the work of other adults in classrooms		X
Teach using an increasingly wide range of teaching strategies to meet different learning needs and abilities and understanding of the theory and practice of effective teaching and learning for students with ASD	X	
Record of excellent classroom practice with teaching experience across a range of key stages, with a strong reflective approach		X
Experience of engaging proactively with change in an educational situation, and ability to adapt		X
Understand the recording, monitoring and use of assessment to monitor progress and amend or set personalised targets	X	
Good knowledge of the National Curriculum, and other curriculum programmes suitable for students with ASD		x
Make effective use of ICT when teaching and planning or to support role	X	
Understanding behaviour management strategies and a positive view of Behaviour Management	X	
Ability to build effective working relationships with staff, students, parents and carers and other stakeholders	X	
Understanding of the accountability of the role	X	

Personal Characteristics	Essential	Desirable
Ability to demonstrate sound balanced judgement with decisiveness, flexibility and integrity	X	
Resilience, the ability to work under pressure and be able to meet deadlines, with good record keeping skills	X	
Excellent communication skills (including written, oral and presentation skills)	X	
The ability to think strategically, creatively and to prioritise	X	
The ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others	X	
The ability to support colleagues and a strong commitment to working as part of a team	X	
Personal resilience, energy and enthusiasm	X	
To have a sense of humour, kindness, and an ability to keep things in perspective	X	
Additional	Essential	Desirable
Display a knowledge of relevant legislation and guidance in relation to working with children and commitment to the protection and safeguarding of children and young people	X	
Sound knowledge of SEND Code of Practice	x	
Belief in the responsibility of a school to get the best outcomes for <i>all</i> students	X	