



# HUNSBURY PARK PRIMARY SCHOOL

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| <b>Job Title:</b><br>ASD Provision Class Teacher                      | <b>Starting date:</b><br>September 2022                           |
| <b>Salary grade:</b><br>MPR/ UPR with SEN point<br>(to be negotiated) | <b>Responsible to:</b><br>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 foundation 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.

## **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**

### **Extra- curricular activities**

- Contribute to the extra-curricular activities offer by organising and running at least one after-school weekly enrichment club or activity (3 half terms per year)

### **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



## PERSON SPECIFICATION – ASD PROVISION TEACHER



| Criteria                           | Essential  | Desirable  | Evidence   |
|------------------------------------|--|--|--|
| <b>Qualifications</b>              | <ul style="list-style-type: none"><li>• Qualified teaching status</li><li>• Degree</li><li>• Successful SEND teaching experience</li></ul>   | <ul style="list-style-type: none"><li>• Experience of working in an ASD specific provision</li></ul>   | <ul style="list-style-type: none"><li>• Application</li><li>• Documentary evidence</li></ul>                           |
| <b>Knowledge and understanding</b> | <ul style="list-style-type: none"><li>• Knowledge of the SEN code of Practice</li><li>• Knowledge of ASD specific approaches for teaching and learning (TEACH, PECs)</li><li>• Knowledge of sensory integration strategies</li><li>• Knowledge of Primary National Curriculum</li><li>• Knowledge of guidance and requirements around safeguarding children</li></ul>                                      | <ul style="list-style-type: none"><li>• Knowledge of the EHCP and annual review process</li><li>• Evidence of continual CPD and professional development in field of ASD</li><li>• Knowledge of Attention Autism</li><li>• Knowledge and use of signing (Makaton or Signalong)</li><li>• Knowledge of using Assessment 4 all</li></ul> | <ul style="list-style-type: none"><li>• Application</li><li>• Interview process including lesson observation</li></ul> |
| <b>Personal qualities</b>          | <ul style="list-style-type: none"><li>• Passionate about SEND</li><li>• Commitment to teaching and learning</li><li>• The ability to 'think outside of the box'</li><li>• A good communicator</li><li>• A strong Team player</li><li>• Humour and enthusiasm</li><li>• The ability to see each day as a fresh start</li><li>• Ability to work under pressure and prioritise</li><li>• Compassion</li></ul> | <ul style="list-style-type: none"><li>• Experience of enrichment activities</li></ul>  | <ul style="list-style-type: none"><li>• Application form</li><li>• References</li><li>• Interview</li></ul>            |

| Criteria                  | Essential  | Desirable  | Evidence  |
|---------------------------|--|--|---|
| <b>Personal qualities</b> | <ul style="list-style-type: none"> <li>• Displays warmth, care and sensitivity in dealing with children</li> <li>• Open minded, self-evaluative and adaptable to changing circumstances and new ideas</li> <li>• Able to enthuse and reflect upon experience</li> <li>• Willingness to be involved in the wider life of the school</li> <li>• </li> <li>• Ability to prioritise</li> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• High expectations for children's attainment and progress</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> </ul> |  |   |
| <b>Safeguarding</b>       | <ul style="list-style-type: none"> <li>• Current DBS</li> <li>• Knowledge of current safeguarding and child protection policies</li> <li>• A commitment to safeguarding</li> </ul>   | <ul style="list-style-type: none"> <li>• </li> </ul> | <ul style="list-style-type: none"> <li>• Documentary evidence</li> <li>• Interview</li> </ul> |
| <b>Communication</b>      | <ul style="list-style-type: none"> <li>• Good interpersonal/ communication skills</li> <li>• Ability to communicate effectively in a verbal and written form to a range of audiences.</li> <li>• Ability to deal sensitively with people and resolve conflicts</li> </ul>  | <ul style="list-style-type: none"> <li>• </li> </ul> | <ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> </ul>     |