

JOB DESCRIPTION

Job Title:	Teacher specialising in Autism	Service Area:	Northern Counties School
Responsible To:	Head of School	Salary:	

JOB PURPOSE

To be responsible for delivering the curriculum to students, mainly within the Northern Counties School, aged between 3-19. You are employed in the capacity of a teacher to carry out the duties set out in paragraphs 33-36 (inclusive) of the Schoolteachers Pay and Conditions Documents 2000 (the 2000 Document).

MAIN DUTIES

This post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of pupils, the preparation and marking of their work and the promotion of their progress and welfare as set out in sub-paragraphs (11) and (12) of Paragraph 35 of the 2000 Document. You will work under the reasonable direction of the Head Teacher who will ensure that a reasonable balance in the workload of each teacher is maintained.

- To demonstrate effective curriculum planning and preparation so that each pupil achieves the highest quality educational attainment possible.
- To develop learning and teaching strategies to meet the needs of individual pupils, which enable them to achieve and develop.
- To demonstrate efficient classroom organisation and management so that effective teaching and learning can take place.
- To develop and maintain effective pupil assessment / recording schemes to meet the requirements of the curriculum.
- To establish effective working relationships with pupils, parents and the multi-professional staff.
- To take an active part in decision making, planning and evaluation processes of the school.

Within your role you act as a contributor to the ASD team, this will include:

- To review the curriculum when necessary.
- To contribute to tasks links to consultation with staff draft / review school policy for your area of responsibility ie ASD.
- To help to develop a plan with staff to implement/review the school policy.
- To help to develop the curriculum with staff and contribute to whole school schemes of work where appropriate.
- To help to carry out and maintain an audit of the available resources for your area

of the curriculum

-To contribute to proposals for the school development and improvement plans.

-To support the performance management targets of your staff team and ensure that these are carried out and achieved.

-To advise the Head Teacher of difficulties, opportunities for development or resources needed to achieve the school policy.

-To ensure that the school is working within government and school guidelines by maintaining regular contacts with other schools, advisory staff etc, to keep the school informed of developments / approaches being adopted elsewhere.

ORGANISATIONAL STANDARDS

Professional duties

The Percy Hedley Foundation operates in a demanding and often changing environment. Members of staff must be flexible, adaptable, willing to face up to changing circumstances and new opportunities. The following list of duties and responsibilities must therefore be taken as a guide and is not to be comprehensive:

- Participate in the review of the Foundations Policies, Procedures and Processes;
- Participate in arrangements for the performance development review process
- Participate in arrangements for further training and professional development
- Keep up to date with changes or developments within your professional area
- Fully participate in the induction and training programme provided by the Percy Hedley Foundation
- Contribute to the professional development of other staff, including the induction of new staff.

Discipline, Health and Safety:

- Adhere to and promote Percy Hedley Foundation Health, Safety and Welfare policy at all times
- Purchase equipment from a recognised source
- Report all incidents and accidents to Health and Safety Officer
- Maintain a high standard of record keeping in line with Percy Hedley Foundation policies and procedures.

Equality and Diversity:

- Promote equality of access to education, training and employment opportunities for disabled people, and advocate a positive attitude
- Recognise that disabled people are individuals who have specific needs
- Employ support strategies that will empower disabled people
- Show awareness of knowledge and display non-discriminatory behaviours at all times in relation to culture, race, ethnicity, disability, gender, sexuality and age
- Recognise the importance of inclusion by using appropriate means of communication at all times
- Be flexible, trying to meet the changing needs of both disabled people and environment.

Safeguarding:

- Percy Hedley Foundation have adopted recruitment and selection procedures, and other Human Resource Management processes, that help deter, reject or identify people who might abuse vulnerable children/adults, or are otherwise unsuited to work with them.
- The Trustees/Governing Body are committed to promoting the welfare of children and young people/adults and staff are expected to ensure that the highest priority is given to following guidance and regulations to safeguard those in our care.

Confidentiality:

- Respect confidentiality. All personal information about people using the foundations services to which you have access should be treated as confidential. Information about the people's needs, progress and assessment should only be shared with the team to aid support
- Remain objective and do not favour any gender, language or culture and comply with the Percy Hedley Foundation policy.

SUMMARY OF KNOWLEDGE, SKILLS & EXPERIENCE			
Criteria	Essential	Desirable	Means of Assessment
Qualifications and Career Development	<ul style="list-style-type: none"> -Cert Ed -Evidence of own professional development 	<ul style="list-style-type: none"> -Good honours Degree -ASD Qualification 	<ul style="list-style-type: none"> Application form Interview References
Experience	<ul style="list-style-type: none"> -Experience of successful classroom management -Effective working relationships with staff, pupils and parents -Significant experience of working with children and young people with autism who display challenging behaviours. 	<ul style="list-style-type: none"> -Experience of teaching children with learning difficulties and modifying the National Curriculum -Knowledge of assessing children with special educational needs 	<ul style="list-style-type: none"> Application form Interview References
Personal Qualities	<ul style="list-style-type: none"> -Effective communication skills -Shows respect for and commands respect from staff and pupils -Demonstrate a flexible attitude -Show a willingness to learn new skills and a commitment to CPD -Ability to work as a team member, collaborating with professionals as part of an integrated approach -Strong presence in the classroom and wider school -Good record of attendance 	<ul style="list-style-type: none"> -Knowledge of interdisciplinary working -Empathetic understanding of parents who have children with special needs -Good role model -Capacity to work under pressure and meet deadlines 	<ul style="list-style-type: none"> Application form Interview References
Partnerships	<ul style="list-style-type: none"> -A commitment to involve parents in the education of their children -Show an understanding of inclusive practice and school community links -A commitment to becoming involved in the life of the school as a resource within the community 	<ul style="list-style-type: none"> -Demonstrate the ability to build and maintain effective partnerships working with external agencies -Links with SEN professional associations 	<ul style="list-style-type: none"> Application form Interview
Skills and Knowledge	<ul style="list-style-type: none"> -Knowledge of the capabilities of ICT applications for improving teaching and learning -An excellent teacher with a clear understanding of learning and teaching processes -Confident in own ability and a willingness to take on the challenge of working with SEN pupils within a inter disciplinary team -Efficient and effective time management and organisational skills with ability to prioritise -Ability to teach across subject areas and an ability to differentiate effectively. 	<ul style="list-style-type: none"> -Knowledge of recent curriculum development initiatives -In depth knowledge of core curriculum subjects including current accreditation. 	<ul style="list-style-type: none"> Application form Interview