

BRAYS SCHOOL

JOB DESCRIPTION: ASC TEACHER
SALARY SCALE: MPS/UPS + SEN Allowance

1.0 RESPONSIBLE TO:

The Executive Head Teacher and the Head of School

2.0 JOB PURPOSE:

To be responsible to the Head Teacher, for all learning activities undertaken by a group of pupils on the autistic spectrum, with speech, language and communication disorders and associated challenging behaviour and learning difficulties.

3.0 DUTIES:

The duties outlined in this job description are fully in accordance with the latest School Teachers' Pay and Conditions of Service Document and as such include:

- Teaching and other related activities for pupils with special educational needs.
- Providing or contributing to oral and written assessments and reports.
- To accurately assess performance levels of children in core, basic and foundation areas of the curriculum, including communication.
- To identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- To set high expectations for pupil's behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework in line with school procedures providing constructive and appropriate feedback, setting targets for pupil's progress.
- When applicable, understand the demands expected the demands expected of pupils in relation to the National Curriculum.

- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real examples.
- Maintaining good order and discipline among pupils and safeguarding health and safety.
- Participating in arrangements made to appraise the performance of teachers.
- Participating in induction and/or further training and professional development.
- Advising and co-operating with the head teacher and other staff on the preparation and development of appropriate courses of study, teaching materials, teaching programmes, methods of teaching etc.
- Participating in meetings at the school and relating to its curriculum, administration or organisation.
- Supervising and so far as is practicable, teaching pupils whose teacher is not available to teach them.
- Any directions which may reasonably be given by the head teacher.

5.0 REVIEW AND AMENDMENT

This job description is normally subject to periodic review and may be amended at the request of the head teacher or the post-holder. Once consultation on any amendment has taken place and agreement has been reached, the amended version will be signed and dated both by the head teacher and the post holder.

6.0 COMPLAINTS

If following review and amendment, agreement is not reached, the appropriate procedure for settling disputes should be used.

PERSON SPECIFICATION

TEACHER (ASC) MPS/UPS + 1 SEN ALLOWANCE

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	Qualified teacher status.	Degree Post graduate study
PROFESSIONAL DEVELOPMENT	Evidence of a willingness to undertake appropriate additional training in current educational practice and any other area of professional development indicated by the performance management process. Relevant training and/ or experience in Autism.	Evidence of further professional training/development.
EXPERIENCE	Successful teaching experience and a sound knowledge of early learning and or children with complex difficulties. Recent, successful experience of teaching children on the autistic spectrum. Experience of work with children having special educational needs. Evidence of good or better teaching outcomes. Knowledge of speech, language and communication disorders, associated challenging behaviour and learning difficulties.	Successful experience of work with children having special educational needs and disabilities.
SKILLS AND ABILITIES	Good interpersonal and communication skills. Self reflective practice Ability to self initiate improvements.	The ability to use signing and symbol systems to communicate.
OTHER	A commitment to the principle of inclusion. Promotion of positive behaviour strategies and constructive handling of problems. An awareness, understanding and commitment to equal opportunities. Team focused.	Evidence of emotional resilience in working with children exhibiting challenging behaviour.