AS Specialist Teacher (CAT CHOOS)
MPS - (threshold 3 where appropriate) + SEN Allowance
Communication and Autism Team (CAT) – Children out of School (CHOOS),
Warwick House, 948 Warwick Road, Acocks Green, Birmingham B27 6QG
Fixed term contract until December 2018

The Communication and Autism Team (CAT) Children out of School Service (CHOOS) requires a committed and enthusiastic teaching professional to join our unique center based provision and innovative team.

You will deliver interim education for a diverse group of children and young people who are currently without a school placement, attending our teaching centre and whose primary educational need is their autism. You will share our high expectations, co-operative approach and passion for providing the highest quality education for all pupils. You will have excellent subject knowledge skills which will be utilized in the leading, planning and delivery of creative individualized programmes of educational and social support for this group.

The team is committed to fostering excellent relationships between parents and carers.

Your work will focus on enabling and supporting the re-integration of these children and young people, into appropriate educational provision and will include working in partnership with other educational settings, families and multi-agency teams.

This post is on Teachers terms and conditions.

You must hold Qualified Teacher Status.

Reference No: PE0042016

Closing Date: 7 October 2016

A Disclosure and Barring Service (DBS) check will be undertaken

“Right to work in the UK documentation will be fully checked for all applicants. All non UK and non EU applicants are required to apply for a Certificate of Sponsorship from Birmingham City Council and must be approved by the UK Border Agency (UKBA) before any employment offer can be confirmed.”

“The City Council is currently consulting on potential changes to its terms and conditions (in line with its s.188 notice) which may have an impact on any contract of employment that is offered should the candidate be successful”
Directorate for People

Role Description

Post: Specialist Teacher  
Salary/Grade: Teacher’s Pay & Conditions - 1 SEN Point, with 2 available for the appropriate experience

Division: Complex Needs  
Section: Access to Education - Communication/ Autism Team, Children out of School (CHOOS)

1. Job Purpose

1.1 To provide interim autism specific teaching, learning and support for pupils who are between educational placements. To promote inclusion and support access to learning for this group of vulnerable students with autism and significant social communication difficulties.

1.2 To work collaboratively with families and other professionals to raise achievement, promote inclusion and increase access to learning for children with autism and/or significant social communication difficulties.

1.3 To work as a member of the team in developing the service offered to children with autism and/or significant social communication difficulties in the context of Birmingham’s Children and Young Persons Plan, Complex Needs Business Plan and the Communication/Autism Business Plan, taking into account national and local drivers and targets.

2. Duties & Responsibilities

2.1 To deliver on all policies of the team, Service, Division and Directorate policies and practises, including implementing the City’s Equal Opportunities policy.

2.2 To complete performance management and professional development arrangements according to the policy of the Service.

2.3 To deliver individualised, group and class programmes of teaching and learning in a range of environments including CHOOS centres and home environments.
2.4 To participate in themed work as directed by the Communication & Autism Leadership Team.

2.5 To adhere to and assist in ensuring that safeguarding policies and procedures are followed.

2.6 To participate in the planning, delivery, preparation and assessment of work for individual pupils/groups/classes, schools, parents and themes.

2.7 To maintain records and report on the assessment and progress of pupils to schools, parents and other agencies, through ILP’s, data returns and managing your own caseload of CYP.

2.8 To manage your own time/timetable effectively and efficiently.

2.9 To keep the line manager informed of work with individual pupils/families and within schools/clusters/consortia.

2.10 To participate in the production and development of resources as appropriate.

2.12 To give support and guidance to new staff and HLTA’s, if required.

**Work with allocated pupils**

2.13 To provide interim teaching and learning for a number of pupils as directed by your Line Manager:

- To create and maintain individual ILP’s for each individual pupil.
- To maintain and submit specific data relating to your ILP’s, assessment and caseload, through a dashboard.
- Assess and record each pupil’s progress systematically and use the results to inform future planning/interventions.
- Identify clear teaching objectives and content to deliver the national curriculum, and appropriate courses.
- Delivery of assessment and specific teaching techniques to individual pupils/groups and classes.
- Use of a range of standardised and criterion referenced assessment tools including analysis of pupils’ work in line with the National Curriculum across all key stages.
- Provide reports on individual progress to the Leadership Team/professionals and parents/guardians/carers as required.
- Written input toward statutory assessment and attendance at reviews as necessary.

**Work in schools**

- Delivery of individualised transition packages
• To liaise with class and subject teachers, SENCO's, Head Teachers, Leadership Teams, Learning Assistants, parents and other related support agencies.

Work with families

2.14 To provide advice and support to children/young people and their families on specific autism and significant Social Communication Strategies and Interventions through:

• Raising awareness of AS issues amongst families
• Sign posting to parent workshops, including Cygnet programme, drop in sessions and transition workshops.
• Home visiting as appropriate.

Communication and Autism Team

2.15 In order to ensure service is maintained, staff may be asked to support school casework and training as part of the Communication and Autism Team. This would be on a volunteer basis.

Any other duties commensurate with the grade and nature of the post.

3. Supervision Received

3.1 Level of Supervision

1. Regularly supervised with work checked by supervisor.
   or
2. Left to work within established guidelines subject to scrutiny by supervisor.
   or
3. Plan own work to ensure the meeting of defined objectives.

3.2 Supervising Officer Job Title  Assistant Team Manager / AS Lead Teacher

4. Supervision Given (excludes those who are indirectly supervised i.e. through others).
<table>
<thead>
<tr>
<th>Post Title</th>
<th>Grade</th>
<th>No. of Posts</th>
<th>Level of Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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5. **Special Conditions**

- The above responsibilities are in accordance with the requirements of School Teachers Pay and Conditions and subsequent orders in terms of duties and working time, work/life balance; any local agreements; LA circulars and guidelines giving interpretations of teachers’ conditions of service.

- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.

- This post is exempt from the Rehabilitation of Offenders Act.

- An enhanced Disclosure and Barring check will be undertaken.

*Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people* and expects all staff to share this commitment.

Observance of the *City Council’s Equal Opportunities Policy* will be required.

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### Directorate for People

#### Person Specification

**Post:** Specialist AS Teacher  
**Salary/Grade:** Teacher’s Pay & Conditions - 1 SEN Point, with 2 available for the appropriate experience

**Division:** Peoples, Complex Needs, Access to Education  
**Section:** Communication and Autism Team, Children out of School

**Method of Assessment (M.O.A.)**  
A.F. = Application Form; I = Interview; T. = Test or Exercise; C. = Certificate; P. = Presentation.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ESSENTIAL</th>
<th>M.O.A.</th>
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<tbody>
<tr>
<td><strong>Education/Qualifications</strong></td>
<td>Qualified Teacher Status</td>
<td>AF</td>
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<td>NB: Full regard must be paid</td>
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<tr>
<td>to overseas qualifications.</td>
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<td>AF</td>
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<tr>
<td><strong>Experience</strong></td>
<td>Significant, substantial &amp; successful experience of assessing teaching and supporting children with communication difficulties, ASD and behaviour difficulties across a range of age groups and settings.</td>
<td>AF/I/T</td>
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<td>(Relevant work and other</td>
<td>Significant experience in supporting school staff, parents with children communication difficulties/Autistic Spectrum Disorder and behaviour difficulties including delivery of training.</td>
<td>AF/I/T</td>
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<td>experience).</td>
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<td><strong>Skills &amp; Ability</strong></td>
<td>Good interpersonal skills, including the ability to work as</td>
<td>AF/I</td>
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<td>e.g. written communication</td>
<td>part of a team and to negotiate effectively.</td>
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<td>skills, dealing with the public etc.</td>
<td>Reflective approach to monitoring and evaluating own practise, and willing to adapt/develop practice.</td>
<td>AF/I</td>
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<td><strong>Training</strong></td>
<td>High level of spoken and written communication skills.</td>
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<td>Evidence of recent, relevant</td>
<td>Ability to work effectively under pressure and to manage own time</td>
<td>AF/I</td>
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<td>training in current</td>
<td>efficiently.</td>
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<td>educational practice, both</td>
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<td>generally and for children</td>
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<td>with communication</td>
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<td>AF</td>
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<td>difficulties/autism.</td>
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<td>Active in identifying and</td>
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<td>AF/I</td>
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<td>seeking to meet own</td>
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<td>development needs.</td>
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<tr>
<td><strong>Other</strong></td>
<td>An awareness, understanding and commitment to Equal Opportunities.</td>
<td>AF/I</td>
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All staff are expected to **understand** and be **committed** to Equal Opportunities in employment and service delivery.