Teacher Communication & Autism Team
Teacher’s Pay & Conditions - 1 SEN Point, with 2 available for the appropriate experience & qualification(s)
Temporary January 2017 – January 2020

The Communication and Autism Team is inviting applications for the post of temporary PT (0.6) Teacher to start as soon as possible. This exciting opportunity will be to join a well-established team supporting children and young people with autism between the ages of 5-25 in special & mainstream schools across the City. CAT are the West Midlands Autism Education Trust training hub and, as such, delivering training is an essential part of the role. We work closely with families and partner agencies to support children and young people with autism to achieve their potential in schools and colleges, both academically and socially, ensuring their opportunities are as broad as possible on transition to adulthood. We are committed to understanding autism as difference rather than deficit.

Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced CRB check will be required for the successful applicants.

Reference No: PE0102016

Closing Date: 11 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”
People's Directorate

Job Description

Post: Specialist Teacher
Salary/Grade: Teacher’s Pay & Conditions - 1 SEN Point, with 2 available for the appropriate experience & qualification(s)
Division: Complex Needs
Section: Access to Education - Communication/ Autism Team

1. **Job Purpose**
   
   1.1 To support schools in raising achievement, promoting inclusion, increasing access to learning and safeguarding for referred pupils with autism and/or significant social communication difficulties.

   1.2 To support, signpost and 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 participate in themed work, as appropriate, directed by the Communication & Autism Leadership Team.

   2.4 To deliver tiers 1, 2 & 3 Autism Education Trust training for Early Years, School Aged and Post 16, as required.

   2.5 To participate in the planning, preparation and delivery of additional training for schools, other services and groups as appropriate.

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

   2.7 To participate in the planning and preparation of work for individual pupils, schools, parents and themes.

   2.8 To maintain all records and report on the assessment and progress of pupils to schools, parents (through schools) and other agencies; through SSP, data returns and managing your own caseload of CYP.
2.8 To manage your own timetable/diary effectively and efficiently through use of the CAT time audit.

2.9 To keep the line manager informed of work in schools/clusters/consortia.

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

2.11 To give support and guidance to new staff, if required.

2.12 Maintain an overview of provision available.

2.13 To work outside of the Local Authority, through Service Levels of Agreement.

2.14 To keep up to date with new developments in education and autism through reading, research and/or the AET competencies.

2.14 To contribute to the professional development of the team by providing ‘in house training’ via best practice workshops and team meeting.

**Work in allocated schools**

2.15 To provide support in a number of schools as directed by your Line Manager:

- To create and maintain a School Support Plan (SSP) for each of your allocated schools/settings.
- To maintain and submit specific data relating to your SSP and caseload, through a dashboard.
- To provide advice, following identification of autism or significant social communication difficulties on specific teaching methods, resources and organisation, differentiation, and support systems through the mechanism(s) agreed by the school/setting.
- Support in devising, monitoring and reviewing targets both as part of the graduated response and statutory work for agreed targeted pupils, through use of the GAS scale.
- Modelling of assessment and specific teaching techniques.
- Assessment through 1:1 pupil support, where appropriate.
- Use of a range of standardised and criterion referenced assessment tools including analysis of pupils’ work.
- Written input toward statutory assessment and attendance at ‘Team Around the Child/Young Person’ meetings, transfer reviews and annual reviews, as necessary, where possible.
- Offering support, advice and training to school based staff.
- Offering support/advice to school governors on autism and/or significant social communication difficulties related issues.
- To liaise with class and subject teachers, SENCO’s, Head Teachers, Leadership Teams, Learning Assistants, parents and other related support agencies.
- Supporting and challenging schools and settings.
Work with families

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

- Parent Workshops delivered in localities, including Cygnet programme, drop in sessions and transition workshops.
- Signposting parents and families, as appropriate.
- Home visiting as appropriate.

CAT Children Out Of School service (CHOOS)

2.17 In order to ensure service is maintained, staff may be asked to support/ deliver teaching and learning as part of the children out of schools service. This would be on a volunteer basis.

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

3 Supervision Received

3.12 Supervising Officer Job Title  
Assistant Team Manager

3.13 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.

4. Supervision Given (excludes those who are indirectly supervised i.e. through others).

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<tr>
<th>Post Title</th>
<th>Grade</th>
<th>No. of Posts</th>
<th>Level of Supervision</th>
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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.

Observance of the **City Council’s Equal Opportunities Policy** will be required.
Children, Young People & Families

Person Specification

Job Title: Teacher
Grade: Level 4
Division: Children, Young People & Families

Method of Assessment (M.O.A.) AF = Application Form; I = Interview; T - Test or Exercise.

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<th>M.O.A.</th>
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<tr>
<td>Experience (Relevant work and other experience)</td>
<td>Substantial, recent experience of assessing and teaching children with communication difficulties/autism in mainstream and or special schools. Experience of working collaboratively and effectively with parents, other professionals and voluntary agencies.</td>
<td>AF/I</td>
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<td>Skills &amp; Ability</td>
<td>Good interpersonal skills, including the ability to work as part of a team and to negotiate effectively. Reflective approach to monitoring and evaluating own practise, and willing to adapt/develop practice. High level of spoken and written communication skills. Ability to work effectively under pressure and to manage own time efficiently.</td>
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<td>Training</td>
<td>Evidence of recent, relevant training in current educational practice, both generally and for children with communication difficulties/autism. Active in identifying and seeking to meet own development needs.</td>
<td>AF/AF/I</td>
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<td>Education/Qualifications</td>
<td>Qualified Teacher Status</td>
<td>AF</td>
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<td>Other</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.

An enhanced CRB check is required for the successful applicant.