JOB DESCRIPTION

Directorate: Peoples

JOB TITLE: Specialist Teacher

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

POST REQUIRES POLICE / CRIMINAL RECORDS BUREAU CLEARANCE: YES/NO

1.0 JOB PURPOSE

1.1 To work in partnership with schools in raising achievement, promoting inclusion, increasing access to learning and safeguarding for registered 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.

2.0 DUTIES AND 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, according to the CAT level the CYP is placed upon.

2.8 To maintain all records and report on the assessment and progress of pupils to schools, parents (through schools) and other agencies; through School Partnership Planning, data returns and managing your own register of CYP.

(i) assessing the development, progress and attainment of pupils;

(ii) reporting on the development, progress and attainment of pupils

2.9 To manage your own timetable/diary effectively and efficiently through use of the CAT time audit.

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

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

2.12 To give support and guidance to new staff within the team, if required.

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.

2.15 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**

2.16 To work in partnership with a number of schools as directed by your Line Manager:

- To create and maintain a School Partnership Plan (SPP) for each of your allocated schools/settings.

- To maintain and submit specific data relating to your SPP and register of CYP, 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

2.17 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.

3.0 SUPERVISION RECEIVED

3.1 SUPERVISING OFFICER JOB TITLE: Assistant Team Manager

JOB NO:

3.2 LEVEL OF SUPERVISION

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

4.0 SUPERVISION GIVEN (excludes those who are INDIRECTLY supervised i.e. through others)

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<thead>
<tr>
<th>POST TITLE</th>
<th>GRADE</th>
<th>NO OF POSTS</th>
<th>LEVEL OF SUPERVISION*</th>
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<tbody>
<tr>
<td>N/A</td>
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5.0 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

OBSERVANCE OF THE CITY COUNCIL’S EQUAL OPPORTUNITIES POLICY WILL BE REQUIRED
Person Specification

Directorate: Peoples

Post: Specialist teacher

Grade: Teacher’s Pay & Conditions - 1 SEN Point, with 2 available for the appropriate experience & qualification(s)
1 post 3 days permanent and 1 post 5 days fixed term for 2 years

Division: Complex Needs, Access to Education

Section: Communication and Autism Team

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

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<tr>
<th>CRITERIA</th>
<th>ESSENTIAL</th>
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<tbody>
<tr>
<td>Education/Qualifications</td>
<td>Qualified teacher status</td>
<td>AF</td>
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<td>NB: Full regard must be paid to overseas qualifications.</td>
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<td>Experience</td>
<td>Significant, substantial &amp; successful experience of assessing teaching and supporting children with communication difficulties, Autism 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 experience)</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.</td>
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<td>e.g. written communication</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>
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<td>High level of spoken and written communication skills.</td>
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<td>Ability to work effectively under pressure and to manage own time efficiently.</td>
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<td>An ability to fulfil all spoken aspects of the role with confidence.</td>
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<td>using the English Language as required by <strong>Part 7 of the Immigration Act 2016</strong></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.</td>
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<td>Active in identifying and seeking to meet own development needs.</td>
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<td>Other</td>
<td>An awareness, understanding and commitment to Equal Opportunities.</td>
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All staff are expected to **understand** and be **committed** to Equal Opportunities in employment and service delivery.