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| http://img.cdn.schooljotter2.com/sampled/6875773/176/176 | **All Souls CE Primary School**Foley Street, London, W1W 7JJ • Tel: 0207 186 0151 • **www.allsoulsprimary.co.uk*****Experiencing life in all its fullness, we grow to be the best that we can be.*** *(Based on Biblical Reference John 10:10)* |

**Lead Teacher for Autism Resource Provision “The Village”****– Job Description** |
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**Job Description/Post:** Lead Teacher of “The Village” – a recently established ASD Provision

**Salary Scale:** To be negotiated

**Responsible to:** SENDCO as Line Manager and the Head Teacher and Governors

**Job Purpose:** To work in partnership with school’s leadership and management team to lead and continue to embed effective specialist teaching and learning within a recently established ASD resource base. To carry out the professional duties of a standard scale teacher in accordance with School teachers’ Pay and Conditions Document whilst also leading a small team, including one teacher.

**Lead Teacher**

**Duties**

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Teaching and Learning**

1. Prepare engaging, enticing, differentiated learning activities and environments, paying due regards to the school’s schemes of work and the National Curriculum, the special interests and motivations of individual children and their cognitive and other learning needs.
2. Plan for the delivery of the curriculum in accordance with agreed school policies and procedures incorporating autism specific strategies to allow ASD learners access to the curriculum.
3. Ensure the curriculum offer is underpinned by approaches which support children with autism, such as but not limited to SCERTS, TEACHH, PECS and sensory integration approaches, Attention Autism, sign-a-long and SoSafe as appropriate to the needs of the children in the class.
4. Work collaboratively with professionals such as the Speech and Language Therapists and Occupational Therapists in curriculum planning and delivery ensuring that therapy strategies are embedded throughout the curriculum as part of a graduated approach to meeting the needs of children with sensory processing and functional difficulties and communication and language difficulties.
5. Liaise with colleagues to deliver units of work in a collaborative way which maximise integration opportunities.
6. To take a lead in planning and implementing appropriate integrative experiences for children to ensure that all children have the opportunity to learn from mainstream peers in their link classes.
7. Provide a clear, uncluttered low arousal environment in class in line with current research around the environment in which children with autism function best.
8. Develop and maintain high standards of work, behaviour, attendance and punctuality for all pupils.
9. Implement behaviour management strategies which are meaningful to autistic children. These strategies must show an understanding of the difficulties inherent in autism, which no child should ever be sanctioned for. Where appropriate, strategies, particularly positive strategies, will be consistent with school policy, but with individual needs always taking precedence.
10. Effectively deploy teaching assistants and model high quality practice.
11. Provide updated timetables, notes on classroom organisation and important information on individual children for supply teachers.
12. Work alongside the school team to provide a happy and secure learning environment which supports all children to be the best that they can be taking into consideration their starting points.

**Assessing and Reporting**

1. Regularly assess and accurately record key data around students’ progress. This will include attainment levels as well as individualised assessments, including, but not limited to, SCERTS and EHCP targets.
2. Regularly set SMART outcomes as well as targets for students’ attainment levels alongside the assessment lead, SENDCO, the class team, mainstream link teacher and parents based on the individual children’s needs.
3. Mark and return work within agreed time span, providing verbal, and where appropriate, written feedback and targets.
4. Liaise with parents/ carers on a regular basis as well as supporting them to understand their child’s learning profile and diagnosis of Autism. Attend parent consultation days.
5. Work collaboratively with outside agencies to support individual children.
6. Take responsibility for writing of annual reviews and any other written reports or documents relating to work in the provision, including attending appropriate meetings.
7. Provide the Head Teacher and Senior Leadership team with half termly progress forecasts and updates related to the specialist provision.

**Leadership and Management**

1. Lead and support a small team which will include an additional teacher.
2. Line manage staff within the provision to ensure outstanding autism-specific practice.
3. Help identify and be involved with provision staff’s training needs whilst also offering training and support to mainstream staff.
4. Take management responsibility for the specialised provision, including managing timetables, rotas and other day-to-day logistics.
5. Keep abreast of all relevant educational developments, particularly ones related to ASD, and relay key messages to team members.
6. Ensure that own practice and that of the team is in line with agreed school policies and procedures.
7. Provide a positive role model for other members of staff, supporting to develop the whole school community’s knowledge and understanding of autism and to be an advocate for autism.
8. Respond to consultations for the specialist provision, including observing children in their current settings, where appropriate.
9. Contribute to the School Development Plan and School Self Evaluation where it relates to the specialist provision.
10. Contribute to, and occasionally lead, staff development activities.
11. Support and uphold the school’s policies on behaviour, discipline, safeguarding and bullying.
12. Lead initiatives, jointly with the SENDO, to promote integration within the school and ensure all children have the opportunity to learn from their peers.

**Safeguarding and Wellbeing**

1. Follow school safeguarding policies, being continually aware of the additional safeguarding challenges for children with SEN.
2. Ensure the welfare and well-being of each pupil at all times during the school day and during any agreed extra-curricular activities.
3. Foster the involvement of pupils with the wider local community and vice versa.
4. Ensure that individual health care plans are in place for children with additional medical needs and undergo any training required to meet those needs.

**Standards and quality assurance**

1. Support the aims and ethos of the school and help promote a climate in which the school is always striving to review and improve its effectiveness.
2. Take responsibility, on a rota basis, for class assembly, playground duty and other general school commitments.
3. Set a good example in terms of dress, punctuality and attendance.
4. Participate in staff training and attend other relevant training.
5. Attend regular staff and team meetings.
6. Develop links and contribute to ASD specific working parties with neighbouring schools, other resource bases and special schools.
7. Adhere to our agreed professional standards and respect the confidentiality of information held at school.

**Other duties and responsibilities**

Any other reasonable duties as directed by the SENDCO or Head Teacher.

***We learn and grow through faith, hope and love***