



JOB DESCRIPTION

Main Scale Teacher for the ARP for Cognition & Learning and Autism



Purpose of Job

To be a leader of learning who has high expectations of the children with Autism Spectrum Condition (ASC) and Cognition & Learning needs within the school's Additional Resource Provision (ARP). To provide an education which ensures that the children *Enjoy, Endeavour, Achieve, Together* and demonstrate **respect**, **equality**, **humour** and **compassion** to all members of their community and are **responsible** for, and **determined** to, achieve.

Key accountabilities/duties/responsibilities

All Teachers are required to carry out the duties of a school teacher as set out in the current 'School Teachers' Pay and Conditions Document' and all Teachers job descriptions are linked to the DfE Teachers' Standards 2012 (updated Dec 21).

The post holder is responsible to the ARP leader, the Head of School and to the Executive Headteacher for his/her duties, responsibilities and teaching tasks.

Set high expectations which inspire, motivate and challenge pupils

- Set goals that stretch and challenge pupils.
- Give pupils regular feedback and develop their learning behaviours so that they develop **determination** and *Achieve, Together*.
- Contribute to a culture of belonging and high aspirations so that the pupils are *Enjoy, Endeavour*.
- Promote the inclusion of ARP pupils within mainstream classes and wider school activities wherever appropriate.
- Support pupils to develop independence, resilience and social skills.
- Work collaboratively with mainstream teachers to ensure suitable adaptation of learning and successful integration opportunities.
- Promote positive behaviour through proactive, restorative and therapeutic approaches.

Promote good progress and outcomes for pupils

- Be responsible for safeguarding the health and wellbeing of the pupils, actively promote the development of personal/social skills as well as provide emotional support of each pupil in the class.
- Have a thorough knowledge of all the abilities and needs of pupils in the class and implement adaptive teaching which builds on these.
- Demonstrate knowledge and understanding of how pupils learn.
- Develop the pupil's **determination** so they are willing to challenge themselves.

Demonstrate good subject and curriculum knowledge

- Attend relevant INSET/CPD opportunities and keep up-to-date with current educational thinking and practice.
- Demonstrate an understanding of, and take **responsibility** for, promoting high standards of literacy including the correct use of spoken English at all times.
- Adapt the National Curriculum appropriately to ensure pupils can access meaningful learning experiences.

Plan and teach well-structured lessons

- Plan for, organise and maintain a stimulating classroom learning environment appropriate to the needs, age and level of development of the pupils, which facilitates learning.

- Plan, deliver and evaluate high-quality lessons that meet the diverse learning needs of pupils with autism and cognition and learning difficulties.
- Develop short, medium and long term planning which builds progressively on the skills and knowledge the pupils require.
- Develop personalised learning programmes and interventions linked to EHCP outcomes.
- Use evidence-based approaches to support communication, social interaction, emotional regulation and independence.
- Employ a range of teaching strategies including visual supports, structured teaching approaches and assistive technology where appropriate.
- Demonstrate a clear understanding of appropriate teaching strategies so all pupils are *Enjoy, Endeavour, Achieve, Together*.

Adapt teaching to respond to the strengths and needs of all pupils

- Plan appropriately to meet the need of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; through adaptive teaching.
- Identify the needs of individuals and groups within the class, taking note of individual education plans and liaising with the ARP leader /SENCo as required.
- Be aware of pupils' capabilities and prior knowledge. Plan teaching to build on these, demonstrating knowledge and understanding of how pupils learn and implementing strategies to close gaps in learning.

Make accurate and productive use of assessment

- Plan for future learning through the use of an appropriate range of observation, assessment, monitoring and recording strategies to ensure that all pupils are challenged and reach their full potential.
- Use formative and summative assessment opportunities to maximise pupils' progress.
- Use relevant data to monitor progress, set targets, set homework and plan subsequent lessons.
- Assess, record and monitor pupil attainment and progress.
- Contribute to annual reviews and EHCP reviews.
- Produce high-quality reports for parents, governors, the local authority and other professionals as required.

Manage behaviour effectively to ensure a good and safe learning environment

- Implement whole school strategies to support behaviour for learning.
- Use positive reinforcement and language to ensure mutual **respect**.
- Be a positive role model and consistently demonstrate the positive attitudes, the Queenswell values and behaviour which are expected of pupils.
- Promote and safeguard the welfare of all pupils within the school, raising any concerns in accordance with the school's protocols and procedures.
- Carry out supervision duties as directed.

Fulfil wider professional responsibilities

- Engage in and maintain a dialogue with parents/carers, therapists and other professionals about the teaching/learning of pupils.
- Report to parents/carers on the development, progress and attainment of pupils.
- Facilitate the work of support staff to enhance pupils' progress.
- Support the development of students or trainee teachers on placement.
- Participate in and support the performance management policy.
- Take opportunities to develop professionally and share good practice to develop consistently high standards of teaching and learning.
- Attend and actively participate in meetings.
- Liaise effectively with governors as necessary.
- Support the school extra-curricular activities.

- Make a positive contribution to the wider life and ethos of the school.
- Be a proud member of the Queenswell community.
- Provide guidance and support to colleagues regarding autism, cognition and learning needs and inclusive practice.
- Participate in multi-disciplinary meetings and planning discussions.
- Collaborate with therapists, educational psychologists and other professionals.

Flexibility

The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by line manager. This job description is not exhaustive and may change as the post develops. Such changes will be subject to consultation between the post holder and their manager and, if necessary, further job evaluation.

The School's Commitment to Equality

To deliver the school's commitment to **equality** of opportunity in the provision of its services, all staff are expected to promote equality in the work place and in the services the school delivers.

Class Teacher Person Specification

Essential	Desirable
Education, Qualifications and Experience	
• Qualified Teacher Status • Degree	• Proven ability as an excellent teacher • Evidence of continuous professional development • NPQML • Additional qualifications relating to SEND, Autism or Inclusion • Being a subject leader or ambition to become a middle leader • Experience of working in a multi-cultural community • Experience of working within an ARP or Special School.
Knowledge and skills	
• Plan and teach high quality lessons using the National Curriculum • Demonstrate strategies and methodologies for quality first teaching • Understand inclusion and strategies for engaging all learners • Ability to use a positive approach to promote learning and excellent behaviour for learning • Ability to work well with a range of audiences, including parents/carers and other professionals • Ability to write reports, keep accurate records and communicate effectively • Assess pupil progress and use this to inform future planning • Confident and competent use of ICT	• Knowledge of the local community • Specific expertise and enthusiasm for planning and teaching a creative, cross-curricular approach • Knowledge of structured autism approaches such as TEACCH • Understanding of therapeutic and nurture-based approaches • Experience of using Teams, Google Drive and Outlook.
Personal Qualities	
• Be passionate about education and making a difference to children's lives • Demonstrates enthusiasm, empathy and resilience • Open-minded, self-evaluative and adaptable to change and new ideas • Proven ability to prioritise workloads • Work collaboratively as a team member • Ability to form and maintain appropriate relationships and personal boundaries with children and their families • Excellent communication and organisational skills (including written and oral skills) • Show a commitment to good attendance and excellent punctuality	• Sense of humour • A can do attitude

Essential	Desirable
Commitment	
• To the values and ethos of Queenswell Schools • To maintaining confidentiality at all times • To safeguarding and promoting the welfare of children. • To equality for all • To further professional self-development • To the wider life of the school	