

## Job Description- Teacher of Autism

Post Title	Teacher of Autism
Salary Grade	MPS/UPS per annum depending on relevant teaching experience, plus SEN allowance
Job Evaluation Code	N/A
Reporting To	Headteacher
Line Management of	To be allocated

### Job Purpose (including main duties and responsibilities)

- To carry out the professional duties of a Teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's schemes of work and the National Curriculum

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

### Generic Responsibilities:

- Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the school behaviour policy.
- Contribute to the monitoring and development of the required subject/s area to ensure suitable opportunities are provided for learner aspirations to be met.
- Plan effectively in the short, medium- and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and the differentiated needs of learners are met. Plan and prepare homework and other out of class work.
- Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved. Deliver lessons to groups of learners or classes. Demonstrate the positive values, attitudes and behavior expected from learners.
- Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Provide timely, accurate and constructively feedback on learners' attainment, progress and areas of development.
- Demonstrate ongoing development and application of teaching practice, expertise and subject specialism and/or phase knowledge to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
- Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.

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- To support, guide, and line manage allocated support staff to create a high performing and effective team.
- Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school aims.
- Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.
- To work effectively with / be aware of and assist integrated processes, such as the Early Help Assessment and local opportunities aims for children, young people and their families
- Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.

#### Autism Specific Responsibilities:

- To plan on a daily basis for all pupils in the required subjects.
- To monitor the delivery of set/planned objectives to pupils within the required subject area/s.
- Ensure outstanding teaching and learning across the curriculum for pupils in your class, as a result of effective trans-disciplinary team working and strategies which are underpinned by the Prosper Learning Trust values and autism specific pedagogies.
- Ensure all pupils in your class make good or better progress towards their targets and EHCP outcomes through effective teaching, learning and emotional regulation support.
- Ensure that your own subject knowledge is thorough and is consistent with best practice teaching which includes the teaching of literacy and numeracy. This approach is promoted through excellence of delivery so that pupils access a broad and balanced curriculum which is supportive of their needs and offers challenge for their next steps in learning.
- Ensure that pupils access a timetabled curriculum and lessons are exciting and challenging; inspiring every pupil to develop their skills and knowledge so that they become effective independent learners and achievers.
- Demonstrate knowledge of how autistic pupils learn and engage with learning, and how this informs teaching strategies; regularly reflect on teaching, learning and practice within your own class to evaluate the effectiveness of your teaching and pupils' outcomes.
- Write weekly plans for your class which you are timetabled to teach and/or lead. Share these plans with other adults involved in supporting learning in your class.
- Work with the trans-disciplinary team to ensure education plans are reflective of the pupils' needs and the best outcomes are achieved.
- Ensure that your class team consistently provide excellent levels of teaching and learning support and follow agreed practices and protocols. This will include safeguarding, health and safety, medication, incident/accident reporting and all other legal and organisational requirements
- Be able to personalise planning to teach across diverse needs i.e. sensory based to learners at early national curriculum levels i.e. be able to plan 'respectfully for the stage not age'.
- Be interested and open to working flexibly across diverse learning needs, ages and phases.

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- Work collaboratively with the trans-disciplinary team to ensure application of autism and social communication needs and appropriate strategies to support pupils with this need. E.g. TEACCH / Positive Behaviour Support Plans / Sensory and Speech and Language programmes.
- Promote curriculum continuity, consistency, personalisation, differentiation and progression; taking into consideration pupils' prior attainment and individual EHCP's.
- Write and review risk assessments and arrangements for educational visits
- Use assessment data effectively to set clear lesson objectives, weekly objectives and personalised medium-term targets for all pupils within the class.
- Encourage pupils to be aware of their targets where possible and how to achieve them. Assisting them in tracking their own progress and giving them regular feedback using relevant communication modes.
- Responsible for leading the class team to ensure accurate and timely assessment, recording and reporting of pupil progress; including accurate and appropriate data collection and the use of data collection as an assessment for learning tool.
- Support class staff to make accurate and meaningful assessments; track and report on progress e.g. contribute to Annual and Termly reports of pupil progress and to target setting/review of learning journeys; ensuring these are written to a high standard and completed to deadline.
- Responsible for effectively and timely home-school communication parents and carers are kept informed and updated about their child's progress (and/or any challenges) and about the contribution they can make in supporting their child's learning.
- Accountable for pupils' attainment, progress and outcomes in your class.
- Ensure staff in the class are effectively led, to ensure that pupil progress and quality of life is at the centre of all that we do.
- Ensure effective, timely and supportive agreed interventions are put in place to keep pupils on track, including liaising with other colleagues and professionals.
- Ensure that all pupils in the class access additional learning opportunities including; participation in school events, educational visits and school visitors in order to promote their Spiritual, Moral, Social and Cultural (SMSC) development.
- Demonstrate an awareness of the SMSC as well as physical development of each child and adapt teaching to support pupils' education at different stages of development.

In addition, Upper Pay Spine teacher are expected to:

- Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- Give advice on the development and wellbeing of children and young people, if required
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

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## Other Specific Duties

- To play a full part in the life of the school community and support the aims and ethos of the school by adhering to the school vision
- Set a good example in terms of dress, punctuality and attendance
- Uphold the schools' behaviour policy and code of dress for pupils
- To take responsibility for own professional development and to positively engage with development opportunities offered by the school and Trust
- To take responsibility for own wellbeing by positively engaging with support, advice and guidance from the school and Trusts leadership team
- To engage actively in the performance review process
- Undertake any other duty as specified by STPCD not mentioned above
- To take responsibility for asking for clarification, support and guidance when needed
- Comply with any reasonable request from a manager to undertake work of a similar level not specified in this job description
- Be courteous to colleagues and provide a welcoming environment to visitors
- To hold people in high regard and to speak positively to and about people at all times
- To approach challenges with a solution based and 'can do' attitude
- Whilst every effort has been made to explain the main duties for this post work each individual task may not have been identified

## General Information

- The school will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date shown, but in consultation with you may be changed by the Headteacher to reflect or anticipate changes in school priorities or the job commensurate with the job grade and title.
- The post-holder will be expected to undertake any appropriate training provided by PROSPER to assist them in carrying out any of the above duties.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to

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## Person Specification – Teacher of Autism

Method of Candidate Assessment: A = Application  
I = Interview  
R = Reference

Essential	Desirable	Assessment
<b>Skills, knowledge and aptitudes</b>		
Excellent classroom practitioner	Understands the framework for inspection of schools	A/I/R
Excellent knowledge of the National Curriculum and how it translates into teaching and learning activities for young people with special educational needs.		A/I/R
Clear understanding of child development, learning and children with SEN and associated special educational needs.		A/I/R
Demonstrable knowledge of excellent practice in terms of; curriculum planning, development, assessment, recording and reporting of pupil progress and outcomes. Including how this might prepare pupils for external examinations, awards or qualifications.		A/I/R
Understanding and experience of providing emotional regulation support and using pro-active strategies to reduce dysregulation; and/or a commitment to increase own personal knowledge in this area of evidence-based approaches.		A/I/R
Sound understanding of assessment, recording and reporting processes		A/I/R
Understanding of EHCP's and how these support children and young people.	Experience setting EHCP targets and monitoring progress.	A/I/R
Knowledge of inclusion and the SEND code of practice.		A/I/R
Clear vision of how the subject leader role can be used to ensure pupil progression and effective delivery of the subject throughout the school (if not an ECT).	Experience of being a subject leader in a range of subjects or key stages.	A/I/R
Sound understanding of assessment, recording and reporting processes.		A/I/R
Very good verbal and written communication skills.		A/I

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Qualifications and training		
DfE recognised teaching qualification and QTS or equivalent	Further professional development in autism-specific teaching strategies and interventions	DfE check A/I/R
Experience		
Has made significant contribution to teaching in their present school/or been recognised as a very good teacher in training.	Has experience of teaching other or general subjects to pupils with learning difficulties	A/I/R
	Has taught pupils with severe learning difficulties	A/I/R
	Has taught pupils with autism	A/I/R
Personal qualities		
Is <b>ASPIRATIONAL</b> in all they do, not only for themselves, but for colleagues, the school community and pupils.		I/R
Exceptional role model with the highest standards of <b>INTEGRITY</b> .	Calm, confident and professional manner	I/R
Puts <b>KINDNESS</b> at the heart of everything they do.		I/R
Is <b>RESILIENT</b> and has the ability to manage change and meet competing deadlines.		I/R
Ability to make difficult decisions based on balancing conflicting priorities and putting the pupils first.		I/R
Embraces change, is flexible and overcomes resistance to change in others.		I/R
Willingness to ask for advice and support where necessary.		I/R
High expectations of pupil achievement.		
Ability to form and maintain appropriate relationships and personal boundaries with children, young people and their families.		
Special requirements		
Cleared to work with children	Clean driving licence	I/R DBS Clearance
Willing to take part in out-of-school activities	MIDAS or mini-bus test	I/R
Prepared to respond positively to professional development opportunities offered by the school		I/R

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