**JOB DESCRIPTION**

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| **SCHOOL:** | Ashford Oaks Primary School |
| **JOB TITLE** | ASD Teacher |
| **SALARY/ SPOT POINT** | MPS + TLR2  |
| **REPORTS TO** | Assistant Headteacher / Inclusion Leader |
| **DATE** | November 2014 |

**JOB PURPOSE**: To ensure Effective Teaching and Learning

To work with the Leader of Learning and the Deputy Headteacher to ensure a quality and exciting curriculum

To assist the Senior Leadership Team on all aspects of teaching and learning

To work with the Assistant Headteacher / Inclusion Leader to ensure Ashford Oaks fulfils the Service Level Agreement for SEN Resourced Provision in Mainstream Schools

Teachers receiving Teaching and Learning Responsibility Payments provide professional leadership and management for their school to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. (Ref TTA Standards) They are accountable for a significant, specified responsibility focused on teaching and learning, that is not required of all classroom teachers. (Ref STRB/RIG). The requirements in this job description are in addition to those in the standard job description of all our teachers.

**SECTION 2 – TEACHER**

2.1 You are to carry out the duties of a school teacher as set out in Pay and Conditions Document 1994 and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher.

2.2 All staff are expected to uphold the school’s principles and policies which underpin good practice and the raising of standards

2.3 To adhere to the responsibilities and expectations set out in our school’s job description for a teacher.

**SECTION 3 – PERFORMANCE STANDARDS**

3.1 **Knowledge and Understanding**

* demonstrate a thorough and up-to-date knowledge of the teaching of your subject and take account of wider curriculum developments which are relevant to your work

3.2 **Teaching and Assessment**

* demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils’ individual learning needs
* demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management and, with the majority of your lessons at least “good” in OfSTED terms.
* demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback
* Make a distinctive contribution to raising pupil standards

3.3 **Pupil progress**

* demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils’ prior attainment, making progress as good or better than similar pupils nationally.

3.4 **Wider Professional Effectiveness**

* take responsibility for your professional development and use the outcomes to improve your teaching and pupils’ learning
* make an active contribution to the policies and aspirations of the school
* seek to share your expertise with colleagues
* take advantage of appropriate opportunities for professional development and
* use professional development effectively to improve pupils’ learning
* contribute effectively to the work of the wider team
* play a critical role in the life of the school

3.5 **Professional Characteristics**

* demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:
* inspiring trust and confidence,
* building team commitment,
* engaging and motivating pupils,
* analytical thinking,
* taking positive action to improve the quality of pupils’ learning.
* provide a role model for teaching and learning

**SECTION 4 – POST OF ADDITIONAL TEACHING AND LEARNING RESPONSIBILITY**

A teacher receiving a payment for a Teaching and Learning Responsibility should demonstrate knowledge and understanding of:

* school improvement and effectiveness strategies including the process of school self-evaluation
* processes and systems for quality assurance within subject area(s)
* principles and practices of effective leadership and management of change
* the application of information and communications technology (ICT) to learning, teaching and management of the subject area(s)
* principles of curriculum planning
* financial planning, stock inventory and resource planning

4.1 **Impact on educational progress beyond your own assigned pupils:**

* To play a role in the management of children’s behaviour to ensure the smooth running of the School.
* To assist the Senior Leadership Team in regular reviews of standards of teaching and learning within the strand of the SDP that they are responsible for.
* To liaise with previous and later Key Stages/School to smooth transition of pupils from on Key Stage to the next.

4.2 **Leading, developing and enhancing the teaching practice of others:**

* To lead and motivate colleagues by good example in the classroom.
* To assist staff throughout the year groups to maintain, organise, deliver and review the curriculum in the light of the school’s needs and the requirements of the National Curriculum.
* To help provide, administer or arrange the INSET needs of the school and the staff to increase knowledge of good practices and keep up to date.
* To assure a consistent and effective planning system that leads to high quality teaching utilising school assessment systems to maximise pupil attainment.

4.3 **Accountability for leading, managing and developing pupil development across the curriculum.**

* To lead the development, implementation and monitoring of Assessment of all pupils in our SEN Resourced Provision, all our ASD pupils and all those pupils with significant social communication difficulties
* To monitor the progress of pupils in our SEN Resourced Provision, our ASD pupils and those pupils with significant social communication difficulties toward their targets to make measurable contribution to whole school targets.

**SECTION 5 SPECIFIC DUTIES FOR Leader of Learning:**

* To work with the Assistant Headteacher/Inclusion Leader and SLT to lead the SEN Resourced Provision and to lead provision for ASD pupils and those with significant social communication difficulties
* To ensure Effective Teaching and Learning
* To work with the Leaders of Learning and the Deputy Headteacher to ensure a quality and exciting curriculum
* To assist the Senior Leadership Team on all aspects of teaching and learning
* To help develop procedures to monitor standards of teaching, learning and achievement within the school, and evaluation systems to determine impact on pupil learning and future development priorities for both SEF and School Plan
* To provide regular progress reports and updates to SLT ensuring they are fully aware of all successes, issues and concerns
* To demonstrate a thorough, up to date knowledge of current educational initiatives and Government policy and take a leading role in planning their implementation within the SEN Resourced Provision
* To promote the ethos of the school and it’s standing in the wider community.
* To work with the Assistant Headteacher/Inclusion Leader and SLT to ensure the school fulfils our Service Level Agreement for SEN Resourced Provision in Mainstream Schools
	1. Pastoral
* To provide pastoral support to colleagues and children within the year groups.
	1. Management
* To organise timetables and rotas as necessary to help keep the school running smoothly

The above job description was agreed on …………………………… (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss any proposed amendments. It will be reviewed as part of the annual performance management process.