

| <h1>Teacher</h1> | |
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| <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Division / Function: Helen Allison School </div> <div style="width: 45%;"> Reports to : Senior Assistant Head/Deputy Principal </div> </div> | |
| Why | Job summary: <ul style="list-style-type: none"> • Ensure the quality of teaching and learning meets statutory requirements. • Work effectively within the transdisciplinary team to contribute to joint planning of the curriculum. • To be responsible for high quality, autism specific education and development of a class / group of pupils with ASD enabling all to make progress to EHCP objectives. |
| What | Principal accountabilities <ul style="list-style-type: none"> • Plan, develop and deliver a broad and balanced curriculum. • Devise and implement an individualized educational programme in liaison with a multidisciplinary team. • To assume responsibility for classroom management as well as the environment, pupils and staff including line management of class staff (with support and training). • Develop a provision of the highest possible quality of education and maintain a supportive atmosphere, ensuring the safety, protection and wellbeing of each pupil. • Manage and develop curricular areas and monitor teaching standards for these areas (England and Wales only). • Assist in the development of the Curriculum. • Report on and discuss pupil's attainment, achievement and progress with parents and any other bodies that have statutory functions. • Be responsible for monitoring, assessing, reporting, recording and evaluation of learning experiences. • Provide the highest standard of support, assisting pupils in achieving their maximum potential through the implementation of the SPELL framework (ongoing training & support given). • Manage a designated budget as required. • Job Descriptions only reflect 80% of a role, and are not an exhaustive list of duties. You are expected to carry out other activities that are within the scope of the role. |
| Competencies | <p><u>I am committed to making a difference</u> I commit to NAS aims, objectives and values. I display a positive approach in the way I work and contribute to the wider needs of the organisation and its stakeholders either directly or indirectly. At work I overcome difficulties, setbacks and pressure, to get things done because I understand the impact of autism. I recognise and encourage commitment in others.</p> <p><u>I cooperate with others to work safely</u> I understand the health and safety risks associated with my job and work responsibly with others to reduce them. I have a positive attitude to safety that causes me to care about the wellbeing of others as well as myself.</p> <p><u>I maximise service user's quality of life</u> I work with key people to protect and further the interests of service users. I engage and facilitate people with autism to enhance and promote their independence and quality of life. I use SPELL consistently to create structure, predictability and bring about positive engagement. Using a person centred approach and appropriate communication: I create positive experiences, opportunities and develop service users.</p> |

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| <p><u>I achieve professional standards</u></p> <p>I comply with legislation, regulatory standards, NAS policies and procedures and quality standards. I know where to find copies and where to get advice on them. I work in a systematic, organised and methodical way. I accurately record, monitor and use data in accordance with laid down policies and procedures. I use my time and resources safely and efficiently.</p> | | |
| <p><u>I cooperate with others to work safely</u></p> <p>I understand the health and safety risks associated with my job and work responsibly with others to reduce them. I have a positive attitude to safety that causes me to care about the wellbeing of others as well as myself.</p> | | |
| <p>Person specification</p> <p>Criteria which will be used in shortlisting and selecting candidates.</p> | | |
| Criteria | Essential | Desirable |
| Skills/Abilities | | |
| <ul style="list-style-type: none"> • Determination and persistence. • Self-Motivation • Critical Thinking • Driving License (desirable) | <ul style="list-style-type: none"> ✓ ✓ ✓ | <ul style="list-style-type: none"> ✓ |
| Knowledge | | |
| <ul style="list-style-type: none"> • Autism/SEN/language difficulties desirable | | <ul style="list-style-type: none"> ✓ |
| Experience | | |
| <ul style="list-style-type: none"> • Teaching Experience • Worked with young people with autism /SEN | <ul style="list-style-type: none"> ✓ | <ul style="list-style-type: none"> ✓ |
| Education & Certification | | |
| <ul style="list-style-type: none"> • Relevant subject degree • QTS or QTLS status as appropriate | <ul style="list-style-type: none"> ✓ ✓ | |
| Context | Interfaces | |
| | <p>Internal</p> <ul style="list-style-type: none"> • Pupils/Students • Support Workers • SaLT, Psychologists & OT | <p>External</p> <ul style="list-style-type: none"> • Parents/Carers • Professionals • Community • Ofsted • Accreditation • Other Health Care Professionals |

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| | Environment | Work: Helen Allison School sites Travel: Occasional Hours: Normal Teachers Hours + attend meetings and training courses outside normal work pattern. |
| | Scope | Financial: Some responsibility for pupils/students money. People: Support Staff Resources: IT and school equipment. |
| | Safeguarding responsibilities | The NAS is committed to safeguarding and promoting the welfare of all children and adults who use our services and as such expects all staff and volunteers to share this commitment. |
| Position | Salary Band: | Range : MPS/UPS + SEN Allowance |
| | | Date Reviewed: May 2019 |
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