

**JOB DESCRIPTION**

Job Title: **Lead Teacher for ASC SRP**

Reports to: **Senior Leadership Team**

**Specific Responsibilities**

To develop and manage all aspects of the ASC SRP including:

- Lead and manage teaching and learning for pupils with autism both within the school's ASC provision and across the school.
- Design a structured transition programme for pupils entering the ASC provision.
- Develop and be responsible for a specialised ASC curriculum and interventions that support the academic, social and emotional progress of pupils with autism.
- Develop personalised support and behaviour strategies for pupils in the ASC provision.
- Monitor and evaluate pupil progress within the ASC provision and ensure Provision Plans are kept up-to-date.
- Offer support and guidance to colleagues, modelling effective teaching strategies and approaches.
- Ensure staff throughout the school are provided with relevant and appropriate ASC training and advice.
- Establish good working relationships and effectively line manage all staff within the ASC provision.
- Coordinate and attend Annual Review meetings for all pupils within the ASC provision.
- Collaborate with a range of agencies and professionals to ensure pupils in the ASC provision access all available and appropriate resources and opportunities.
- Ensure the ASC provision meets all statutory requirements of the SEND Code of Practice and follows school policies relating to SEND and Inclusion.
- Create positive relationships between mainstream classes and pupils in the ASC provision and establish social and nurture groups.
- Facilitate SRP (ASC) steering group meetings as outlined in the Service Level Agreement.
- Ensure the SLT and Governing Body are made aware of SRP (ASC) policies, plans and targets and their integration within the School Improvement Plan.

**PURPOSE OF JOB**

The education and welfare of the pupils within the Specialist Resource Provision (SRP) in accordance with the requirements and conditions of the most recent School Teachers' Pay and Conditions Document and the Professional Standards for Teachers; having due regard to the requirements of the National Curriculum and SEND Code of Practice (2015), the school's aims, objectives and schemes of work and any policies of the Governing Body. To share in the corporate responsibility for the well-being of pupils.

**Accountabilities**

1. Prepare and teach lessons of a high standard to assigned learners in classes, groups or sets;
  - a. Following the designated programmes of study
  - b. Carrying out necessary amendments
  - c. Providing information/comments for records
  - d. Monitoring learners following agreed procedures
  - e. Maintaining assessment records

2. Maintain positive behaviour following school policy and demonstrate good practice in the class with regard to regular and punctual attendance, appropriate appearance following school dress code, model and encourage appropriate behaviour.
3. Contribute to the corporate tasks of development, record keeping, monitoring, accurate self-evaluation and maintenance of resources.
4. Participate in the application of the school homework policy which includes setting appropriate differentiated tasks, marking of homework, liaison with parents/carers both through direct contact and through responding to their comments in homework books, and maintenance of teacher marking book recording and monitoring homework completed.
5. Work closely with and consult those teachers who are also responsible for similar curriculum areas ensuring continuity and progression for all learners.
6. Engage in continuous self-professional development in all relevant areas.

### **Specific Responsibilities for Class Teachers:**

#### ***Leading Learning***

- a) Undertake regular teaching of and responsibility for a class, or groups, as directed by the Headteacher.
- b) Use and develop the professional skills of a good classroom teacher seeking to achieve the highest personal standards in organisation, teaching method and delivery and positive learning environment.
- c) Follow the National Curriculum, the EYFS curriculum, the school's and Local Authority's curriculum policies/guidelines in planning the work for a class and groups, ensuring that the work is relevant, broad-based, balanced, differentiated and, wherever possible, based on first-hand experience.
- d) Maintain all files following agreed school procedures and to present this to the SLT or Department Leaders as directed.
- e) Maintain up-to-date records of pupils' work and achievement in the National Curriculum core subjects and in all subjects, to use assessment for the focussed positive development of learning.
- f) Keep the appropriate personal profile on each child, following school procedure.
- g) Evaluate planning and the effectiveness of teaching and resources used, class organisation and the overall learning environment.
- h) Organise the regular change of displays both within the class and, following school procedure, in shared areas, to provide a rich and stimulating learning environment for pupils.
- i) Liaise effectively with colleagues in the assigned year group to ensure consistency of work and equality of learning opportunity.
- j) Teach all pupils with a wide range of learning needs in a fully inclusive classroom situation, following the advice and guidance of the SLT.

#### ***Personal and Professional Development***

- a) Develop and maintain good relationships with colleagues, parents/carers and pupils.
- b) Keep up-to-date and well-informed regarding developments in primary education and teaching methods by attendance at in-service courses, personal reading and study and discussion with other teachers at Garlinge Primary School and Nursery and other schools.
- c) Be responsible for own personal and professional development.
- d) Acquire and administer resources effectively.
- e) Attend staff, and other, meetings as per school procedures.

#### ***General School Duties***

- a) Undertake regular supervisory duties of pupils before school, at morning break, at the end of lunchtime break and at the end of the school day, as required by the Headteacher.
- b) Share and support the corporate responsibility for the well-being, education and positive behaviour of all pupils.

#### ***Working in Partnership with Parents/Carers***

- a) Attend all relevant parent/carer meetings and consultations.
- b) Accurately report on pupil progress and share assessment information with parents/carers.
- c) Guide parents/carers in supporting their child's learning.
- d) Assist the Headteacher in the development of positive, understanding relationships between school and home.

- e) Be available after school to see parents/carers who may wish to discuss pupil's work progress and any personal matters or problems.
- f) Be proactive in working positively with parents/carers by keeping them informed of any professional concerns and by quickly responding to their queries.

## **APPRAISAL**

(Based on threshold Standards and the school's agreed criteria for UPS3)

### ***Knowledge and Skills***

- Know and understand the principles and practice of effective teaching and learning.
- Be actively involved in quality preparation of schemes of work and lessons.
- Have a good knowledge and understanding of the Primary curriculum.
- Know and utilise the principles and practice of monitoring/assessment/evaluation.
- Apply ICT to enhance learning and teaching in all NC subject areas.

### ***Teaching and Assessment***

- Demonstrate consistent and effective lesson plans and sequences of lessons to meet pupils' individual learning needs.
- Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management.
- Demonstrate consistent and effective use of information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback;
- and at UPS3 Level, make a distinctive contribution to raising pupil standards.

### ***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.

### ***Wider Professional Effectiveness***

Work collaboratively within teams to monitor, maintain and enhance standards of pupil achievement. Outcomes from team scrutiny will inform Leadership decisions for all school improvement initiatives. Within each team, the staff member with the appropriate expertise will lead the team development initiatives in accordance with the requirements of the School Improvement Plan.

### ***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.

### **And at UPS3 level:**

- Provide a role model for teaching and learning
- Make an active contribution to the policies and aspirations of the school
- 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

### **General**

- Present the school in a positive way in the community.
- Respect the confidential nature of all information acquired in the performance of the job either verbally or in writing.
- Support the aims and ethos of the school, showing respect for self, each other and the environment.

- Promote equality for all individuals.
- Set a good example in terms of dress, punctuality, attendance and behaviour.
- Attend team and staff meetings during working hours as required.
- Regularly check emails and pigeonhole for correspondence.
- Undertake professional duties that may be reasonably assigned by the Line Manager or Headteacher.
- Undertake professional development and training opportunities to secure own working knowledge of new initiatives and practice.
- Comply with all school policies and procedures in particular those relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

**The Job Description is subject to the changing needs of the school and 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.**

SIGNED .....

DATE .....