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| http://img.cdn.schooljotter2.com/sampled/6875773/176/176 | **All Souls CE Primary School**Foley Street, London, W1W 7JJ • Tel: 0207 186 0151 • **www.allsoulsprimary.co.uk*****Experiencing life in all its fullness, we grow to be the best that we can be.*** *(Based on Biblical Reference John 10:10)* |

**Class Teacher for Autism Resource Provision, “The Village”****– Job Description** |
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 **Job Description/Post:** Class Teacher of “The Village” – an autism resource provision within a mainstream primary school

**Salary Scale:** MPS 3 or 4 – dependent on experience

**Responsible to:** Lead Teacher as Line Manager and the SENDCO, Head Teacher and Governors

**Job Purpose:** To work in partnership with lead teacher and school’s leadership to maintain and develop our specialist primary provision. To carry out the professional duties of a standard scale teacher in accordance with School Teachers’ Pay and Conditions Document.

**Class Teacher**

**Duties**

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Teaching and Learning**

1. Prepare engaging, enticing, differentiated learning activities and environments, paying due regards to the school’s schemes of work and the National Curriculum, the special interests and motivations of individual children and their cognitive and other learning needs.
2. Plan for the delivery of the curriculum in accordance with agreed school policies and procedures incorporating autism specific strategies to allow autistic learners access to the curriculum.
3. Ensure the curriculum offer is underpinned by approaches which support children with autism, such as but not limited to SCERTS, TEACHH, PECS and sensory integration approaches, Attention Autism, sign-a-long and SoSafe as appropriate to the needs of the children in the class.
4. Work collaboratively with professionals such as the Speech and Language Therapists and Occupational Therapists in curriculum planning and delivery ensuring that therapy strategies are embedded throughout the curriculum as part of a graduated approach to meeting the needs of children with sensory processing and functional difficulties and communication and language difficulties.
5. To maintain the classrooms and other learning environments and ensure these are organised to meet students’ needs.
6. Liaise with colleagues to deliver units of work in a collaborative way which maximise integration opportunities.
7. Develop and maintain high standards of work, behaviour, attendance and punctuality for all pupils.
8. Implement behaviour management strategies which are meaningful to autistic children. These strategies must show an understanding of the difficulties inherent in autism, which no child should ever be sanctioned for. Where appropriate, strategies, particularly positive strategies, will be consistent with school policy, but with individual needs always taking precedence.
9. Effectively deploy teaching assistants and model high quality practice.
10. Provide updated timetables, notes on classroom organisation and important information on individual children for supply teachers.
11. Collaborate with the Lead teacher to define appropriate activities for the pupils in relation to the curriculum
12. Work alongside the school team to provide a happy and secure learning environment which supports all children to be the best that they can be taking into consideration their starting points.

**Assessing and Reporting**

1. Regularly assess and accurately record key data around students’ progress using Evidence for Learning which is shared with parents. This will include attainment levels as well as individualised assessments, including, but not limited to, EHCP targets.
2. Regularly set SMART outcomes as well as targets for students’ attainment levels alongside the lead teacher, assessment lead, SENDCO, class team and mainstream link teacher based on the individual children’s needs.
3. Mark and return work within agreed time span, providing verbal, and where appropriate, written feedback and targets.
4. Liaise with parents/ carers on a regular basis as well as supporting them to understand their child’s learning profile and diagnosis of Autism.
5. Write and contribute to annual reviews and any other written reports or documents relating to work in the provision, including attending appropriate meetings.

**Safeguarding and Wellbeing**

1. Follow school safeguarding policies, being continually aware of the additional safeguarding challenges for children with SEN.
2. Ensure the welfare and well-being of each pupil at all times during the school day and during any agreed extra-curricular activities.
3. Foster the involvement of pupils with the wider local community and vice versa.
4. Work alongside the Lead Teacher and Health and Safety Lead to ensure that individual health care plans are in place for children with additional medical needs and undergo any training required to meet those needs.

**Standards and quality assurance**

1. Support the aims and ethos of the school and help promote a climate in which the school is always striving to review and improve its effectiveness.
2. Take responsibility, on a rota basis, for class assembly, playground duty and other general school commitments.
3. Set a good example in terms of dress, punctuality and attendance.
4. Participate in staff training and attend other relevant training.
5. Attend regular staff and team meetings.
6. Adhere to our agreed professional standards and respect the confidentiality of information held at school.

**Other duties and responsibilities**

Any other reasonable duties as directed by the Lead Teacher, SENDCO or Head Teacher.

***We learn and grow through faith, hope and love***