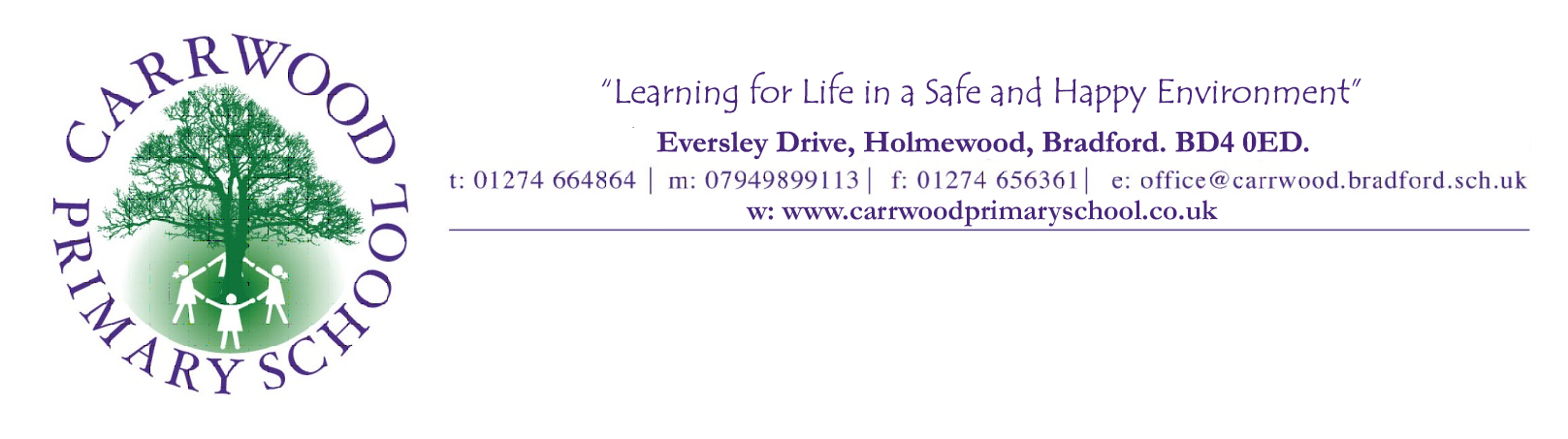
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| --- | --- | --- | --- |
| Post Title: | Class Teacher Autism DSP | | |
| Name: |  | | |
| Band /SCP | MPS 1 - 6 | SCP |  |
| Date Appointed: |  | Hours |  |

**Outline Job Description**

**General:**

1. To carry out the duties of a teacher as set out in the current Schoolteachers’ Pay and Conditions document
2. To work within the ethos and policies of the school and to share responsibility for the learning and physical environment of the whole school
3. To participate fully in school meetings, training and Performance Management both as a job holder and DSP Teacher
4. Under the direction of the Governors and the Head, to be responsible for the development, implementation, review and evaluation of the school’s policy for pupils on the Autism Spectrum (AS)
5. To be responsible for building the capacity and confidence of mainstream staff to include ASD pupils successfully through effective communication with staff and a repertoire of strategies including modelling exemplary practice, providing advice and staff training
6. To be proactive in developing and maintaining good liaison with parents and carers and all relevant external agencies and network groups
7. To work with other relevant staff to ensure compliance with statutory SEN regulations and DDA legislation

**With reference to pupils in the DSP:**

1. In consultation with colleagues, have overall responsibility for pastoral care, pupil progression, pupil tracking and provision mapping for the pupils and to report pupil progress through the school leadership structure
2. To advise on learning styles and appropriate teaching approaches, behaviour management, classroom strategies and whole school policies relating to ASD.
3. To support staff and model ASD specific teaching strategies relating to individual pupils within the classroom and whole school.
4. To contribute to the annual reviews of Education and Health Care Plans for students on Autistic Spectrum and to maintain high quality records
5. To provide high quality support to parents in addition to the annual review process and to work in partnership with parents to ensure excellent home-school liaison
6. To play a key role in ensuring all transitions are well planned and implemented
7. To plan, implement, deliver and evaluate a high quality provision based curriculum sufficiently differentiated for children with ASD. This will include daily, weekly and termly planning to meet children’s developmental, social (including trips), educational needs and interests.
8. To ensure pupil wellbeing, social, communication and interaction needs are met.
9. To have overall responsibility for the effective planning and deployment of all resources and in particular the supervision and deployment of teaching assistants reviewed on a regular basis in the light of pupil progress
10. To participate in and contribute to professional networks in Bradford and the region to extend their professional expertise and share good practice

**PART 2 Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attributes** | **Essential** | **Desirable** | **How identified** |
| **Qualifications** | Qualified Teacher Status  Further relevant SEN or AS qualification(s). | Post graduate qualification in Autism or Advanced Diploma in SEN or other SEN qualifications. | Application form  Interview  Documentary evidence if offered the post |
| **Specialist Knowledge** | Safeguarding procedures (see also Training below)  Experience of planning the teaching and learning of a range of pupils on the Autism spectrum in either a mainstream or special school.  Knowledge and experience of specific strategies to support ASD pupils such as TEACCH and PECS  Knowledge of current DDA and SEN legislation.  Knowledge of key current education guidance including aspects of confidentiality | Additional qualifications in ASD and/or SLCN  Knowledge of innovative practice and research in the field of Autism/Asperger Syndrome. | Application form  Interview  Reference(s) |
| **Skills** | The ability to communicate effectively and develop good working relationships with all stakeholders.  To be able to act, influence and negotiate in a professional manner in difficult or emotive situations  To analyse performance data and take a strategic view  To use IT effectively both for curriculum and for work organisation  To deliver consistently high quality lessons, evaluate the impact of these and plan accordingly  The ability to respond calmly and supportively to pupils displaying anxious or challenging behaviours as well as planning effectively to support their individual needs  Ability to work within a team |  | Interview |
| **Training** | Recent CPD including Safeguarding, SEN and ASD  Willingness to undergo further training where appropriate in relation to school development plan and meeting the needs of pupils on the Autism spectrum. | Recent, relevant and substantial CPD in relation to ASD. | Application form  Interview |
| **Experience** | Experience of working within a SEN provision including experience of the effective deployment of Teaching Assistants and other staff  Experience of contributing to whole school policy review  Experience as an outstanding classroom practitioner  Experience of collaborative and effective working with parents or carers and a range of agencies.  Knowledge of statutory SEN procedures (SEN Code of Practice).  Evidence of continuing professional development in SEN. | Experience of managing specialist provision for AS students  Experience of delivering training  Evidence of substantial continuing professional development in ASD.  Experience in professional networking in the field of SEN locally and regionally. | Application form  Interview |