

Post: **ASD Resourced Provision Class Teacher**
Main Scale/Upper Pay Range

Responsible to: The Executive Headteacher

Job Purpose

- Be responsible for the learning, achievement and welfare of all pupils in an ASD Resourced Provision class ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document* and *Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of performance management as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils with complex needs learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs and disabilities and EAL and be able to use and evaluate distinctive teaching approaches to engage and support them
- Support individual pupil needs with a range of specialist teaching and learning strategies (such as TEACCH, use of AAC, Sensory Integration and Intensive Interaction), ensuring that teaching and learning is differentiated and person-centred
- Ensure that EHCPs, Pupil Passports, Individual Behaviour Plans, and Individual Risk Assessments are followed, reviewed and updated as appropriate, and that strategies and support are in place e.g. individualised programmes/resources/specialist equipment
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and where appropriate encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take ownership of their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly within the school policy
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
- In EYFS or where there are specific needs, support positive toileting using Hampshire guidelines.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities throughout the Federation, which relate to the learners, curriculum or organisation, including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions
- Work collaboratively with a multi-disciplinary team of professionals to meet individual needs

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers, ensuring that they are fully involved in their child's learning and development and well-informed about the curriculum, their child's individual targets, progress and achievement. Encourage and welcome contact and endeavour to ensure that such relationships are supportive, informative and helpful
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the Federation
- Take the lead in teaching and learning of a curriculum subject

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Executive Headteacher