

**PERSON SPECIFICATION - Teacher**

<b>Category</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
<b>Education</b>	<p>Qualified Teacher Status (QTS with evidence of induction year but the Head Teacher is willing to consider a Newly Qualified Teacher (NQT) if willing to complete induction year in the first instance.</p> <p>On-going relevant in-service training.</p>	<p>Additional training / qualifications in autism / SEN.</p> <p>Safeguarding training.</p>	<p>Application Certificates</p> <p>Application CPD records</p>
<b>Experience</b>	<p>Experience of working with a range of professionals.</p> <p>Experience of curriculum development.</p> <p>To assess how well learning objectives are being achieved and use assessment to promote effective teaching and learning.</p> <p>Use of data to monitor outcomes for students.</p>	<p>Teaching experience across key stages.</p> <p>Experience of working with young people who have behaviours that challenge.</p> <p>Experience of delivering Duke of Edinburgh/Forest School/John Muir Award activities</p>	<p>Application/ Interview and references</p>
<b>Attitudes</b>	<p>An awareness of autism and other examples of neurodiversity.</p> <p>A commitment to working in an anti-discriminatory way.</p> <p>A commitment to continuous improvement.</p> <p>A commitment to raising achievement through setting high expectations, and being able to deliver effective teaching and learning processes.</p>	<p>Ability to adapt communication style.</p> <p>To easily build good working relationships with pupils, staff and parents.</p> <p>Committed to developing life skills.</p>	<p>Application / Interview</p>
<b>Skills and Abilities</b>	<p>Extensive knowledge of a range of autism and other examples of neurodiversity.</p> <p>Passionate commitment to the academic, personal and social development of children with autism.</p>	<p>Excellent ICT skills</p> <p>Positive approaches to behaviour support.</p> <p>Up-to-date knowledge of OFSTED Education inspection framework and requirements</p>	<p>Interview</p>

	<p>Experience of planning and delivering Activities for children and young people with Special Educational Needs (SEN).</p> <p>Ability to manage a team and deploy team effectively.</p> <p>Experience of recording and evidence gathering to demonstrate pupil attainment.</p> <p>Ability to make strong contribution to specified areas of the curriculum, being informed and able to respond to developments.</p> <p>Knowledge and understanding of effective teaching and learning strategies for SEN students.</p> <p>Commitment and ability to contribute to extended learning opportunities.</p> <p>Good report writing skills, paying attention to detail.</p> <p>Ability to handle data analysis, its interpretation and deliver appropriate responses.</p>	<p>Current safeguarding, Child Protection and Health &amp; Safety legislation</p> <p>Child Protection and Health and Safety issues</p> <p>Experience of PPS (Positive Proactive Support) and interventions where required.</p> <p>Knowledge of SEND reforms and contributing to Education, Health and Care Plans (EHCP)</p>	
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**JOB DESCRIPTION - Teacher**

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**Job Description:** Teacher

**Responsible to:** Head Teacher/ School Principal

**Place of Work:** North East Autism Society

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**Job Summary**

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To deliver high quality person-centred learning programmes for children and young people accessing an offsite curriculum programme. To ensure that an awareness of best practice within the field of Autism and other examples of neurodiversity promotes a secure foundation from which to achieve excellence, equality, fun and high expectations of all children and young people.

You will be required to attend all mandatory training within the timescale required and assessed as competent when required.

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**Duties and Responsibilities**

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**1. Shaping the future of the Offsite Curriculum**

To support the Head teacher / Principal, colleagues, pupils, parents, other departments, and stake holders to promote the shared vision for the development of the school.

**Actions:**

- Demonstrate the vision and values of the school in everyday work and practice.
- To promote the vision of the school's Offsite Curriculum.
- To implement aspects of the school improvement plan.
- Motivate and work with others.
- Embed personalised learning programmes that prepare children and young people for adulthood
- Keep up to date with current theory research and practice in the field of autism and other examples of neurodiversity
- To implement school policies and practices.
- To establish a safe and stimulating environment for pupils, rooted in mutual respect.
- To make a positive contribution to the wider life and ethos of the school.

**2. Learning and teaching**

To deliver outstanding teaching and learning for a range of abilities across the autistic spectrum.

**Actions:**

- Promote a culture and ethos where all pupils can achieve success and engage in their own learning.
- To prepare termly forward plans, Individual Education Plans or learning contracts for each pupil to a set deadline
- To carry out therapeutic programmes as agreed by the therapy department
- To assess, record and report on the development, progress and attainment of pupils.

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- To work with colleagues across all areas of the school to ensure an effective development plan is implemented.
  - Ensure quality of access to the curriculum for all.
  - To implement creative, responsive and effective approaches to learning and teaching.
  - To ensure strategies used are effective and based on an understanding of pupils with A.S.C. and Asperger syndrome.
  - To provide a calm, organised environment which is conducive to learning and where pupils are well managed.
  - To analyse, interpret and report on data using the information to improve outcomes for individual pupils.
  - Maintain an effective partnership with parents to support and improve pupil's achievement and personal development.
  - Follow the system in place to provide parents and local authorities with information on pupil achievement and attainment
  - Coordinate a curriculum area to secure and sustain effective teaching of the subject, in liaison with the Head Teacher.
  - To reflect systemically on the effectiveness of lessons and approaches to teaching.

### **3. Developing self and working with others**

To work with and through others. Be committed to own continuing professional development.

#### **Actions:**

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Be part of a collaborative learning culture within the school.
- To manage a team of staff on a day to day basis ensuring they are able to support you in your role.
- To work within a team setting, promoting a consistent approach, working to agreed team goals.
- Maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- To review regularly own practice, set personal targets and take responsibility for own personal development.
- To manage own workload and that of others.
- To participate in arrangements made in accordance with the school's performance review policy

### **4. Managing the learning environment**

To provide all students with an efficient , effective and safe learning environment.

#### **Actions:**

- To implement policies and practices which take account of current national and local changes, policies and initiatives.
- Organise the environment efficiently and effectively to ensure that it meets the needs of the curriculum health and safety regulations and pupils with ASC or Asperger Syndrome.
- To manage and coordinate a team of staff to ensure their effective deployment
- To manage a curriculum bespoke to the needs of our young people
- To ensure all resources are monitored, fit for purpose and utilised efficiently.
- To ensure that equipment is safely and securely stored.
- To ensure risk assessments are carried out and implemented.
- To implement the school's policies and practices on safeguarding.
- To be aware of and adhere to the policies and practices of the society

### **5. Accountability**

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To be accountable for the efficiency and effectiveness of own work to your line manager, the head teacher, trustees, C.E.O., pupils, parents, staff, local authority and other members of the local and wider community.

**Actions:**

- Fulfil commitments arising from contractual accountability.
- Work collaboratively, share knowledge and understanding, celebrate success and accept accountability for outcomes.
- Support the Head teacher to present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences.
- Reflect on personal contribution to Offsite curriculum achievements and take account of feedback from others.

## **6. Strengthening Community**

To work collaboratively with parents, residential staff and across multiple agencies for the wellbeing of all pupils.

**Actions:**

- Create and promote positive strategies to ensure equality and diversity.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Collaborate with other departments within the school and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural wellbeing of pupils and their families.
- Maintain an effective partnership with parents and residential staff to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents, residential staff, professionals and others into the school to enhance and enrich the school.
- To cooperate and work with relevant agencies to safeguard pupils

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## Core Competencies

### **Technical Competencies**

- PGCE / Certificate in Education/ QTS/QTLS

### **Management Competencies**

- Teamwork
- Flexibility
- Achievement Motivation
- Quality Awareness
- Risk Awareness
- Health & Safety Awareness

### **Managing Tasks / Projects**

- Ensuring tasks and duties are performed within clearly defined time quality standards

### **Managing Information / Data**

- Compiling and processing, supplying information and data to both internal and external contacts whilst ensuring confidentiality is maintained where appropriate.
- To ensure effective assessment verification and moderation procedures for all learners/ residents programmes.

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**Communications**

- High level of verbal and written communication skills
  - Information sharing with senior professionals
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To acknowledge you have read and understand your role and responsibilities please sign below:

**Signed** \_\_\_\_\_

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_