

## JOB DESCRIPTION

**Job title:** Teacher  
**Responsible to:** School leadership team

## JOB PURPOSE

Working in collaboration with the school leadership team to design and deliver personalised learning programmes that effectively prepare autistic and/or neurodivergent children and young people for the next stage in their education, employment or lives.

## DUTIES AND RESPONSIBILITIES

1. Work alongside the Principal, trustees, colleagues, pupils, parents/carers and external stakeholders to promote the school's core values and mission.
2. Build positive and collaborative relationships with pupils and parents/guardians, including identifying opportunities for them to visit the school.
3. Safeguard and promote the welfare of pupils in line with the Society's Child Protection and Safeguarding Policy, protecting them from harm and reporting any concerns to the appropriate person.
4. Assist with the development and implementation of Individualised Education Plans (IEPs), Behaviour plans and targets for individual programmes.
5. Plan and deliver lessons – both on and off site - implementing a range of personalised strategies to support pupils according to their communication and sensory needs.
6. Prepare lessons and resources for individuals or small groups of pupils, both in school and outside of the classroom (including community visits, sporting events and school outings).
7. Ensure that learning programmes effectively prepare pupils for the next stage of their education, employment or lives, taking into account their personal aspirations.
8. Develop and adapt conventional teaching methods to meet the individual needs of pupils.
9. Oversee a team of staff on a day-to-day basis; ensure they are supporting you in your role and take action, where necessary, to address unsatisfactory performance.
10. Liaise with other professionals, such as social workers and speech and language therapists.
11. Take responsibility for an area of the curriculum, as directed by the Principal.
12. Supervise pupils both on and off site, ensuring safety measures are in line with health and safety and risk assessment policies and procedures.
13. Assess, record and report on the development, progress and attainment of all pupils.
14. Regularly review lesson plans and pupil progress, using this data to inform the delivery of the curriculum.
15. Assess and mark pupils' work, providing feedback to pupils on achievement and progress.
16. Gather and report information from parents, carers, residential and other professionals.
17. Safeguard the confidentiality of information relating to pupils, in line with NEAS policies.
18. Use specialist equipment, facilities and materials, and ICT to support learning, developing pupils' competence and independence in its use.
19. Ensure all pupils have equal access to learning opportunities.

20. Contribute to the inclusiveness of the school, working in an anti-discriminatory manner at all times, ensuring the requirements of the Equality Act (2010) are met.
21. Monitor pupils' health, well-being and behaviours of concern according to the school's Positive and Proactive Support policy.
22. Assist with pupils' personal care and administer medication where required.
23. Attend statutory regulatory reviews or other related meetings, such as Looked After Child (LAC) reviews, which may involve reviewing an education, health and care plan.
24. Recognise own strengths and areas of expertise, using these to lead, support and advise others, as well as helping with the induction and training of more junior staff.
25. Support role of parents/carers in education and provide regular, objective feedback on pupil progress.
26. Provide support for pupils in relation to their personal care needs as required.
27. Provide administrative support and keep all monitoring charts and pupil records up to date.
28. Ensure all resources and equipment are maintained and remain safe and fit for purpose.
29. Regularly review own practice, setting personal targets and taking responsibility for own professional development.
30. Attend and participate in all relevant meetings, including appraisals and supervisions.
31. Complete all mandatory training in the timescale required, including e-learning and in-service training.
32. Provide temporary cover, so far as is practicable, for team members and other teams in their absence.
33. Any other duties commensurate with the grading of the post.

### **Commitment to safeguarding**

The North East Autism Society is fully committed to safeguarding and promoting the welfare of all children, young people and vulnerable adults and expects all staff to share this commitment. We recognise it's our responsibility to take all reasonable steps to promote safe practice and to protect children, young people and vulnerable adults from harm, abuse and exploitation.

Employees and volunteers will endeavour to work together to encourage the development of an ethos which embraces difference and diversity and respects the rights of those we support.

### **Supporting autistic individuals**

Supporting autistic and/or neurodivergent people in a specialist education setting provides a rewarding and diverse day-to-day job, however aspects of the role can be demanding. This includes times of crisis when it may be hard to understand and respond to the needs of those we support.

Some of the children, young people and adults we support may have additional, co-occurring conditions including communication and/ or physical disabilities or difficulties meaning certain environments can be overwhelming and stressful. While others will have encountered placements breaking down in the past, relationships changing and other traumatic situations.

Crisis situations do occur and while full ongoing training, peer and managerial support is offered, the role does require resilience and a strength of character alongside the ability to put training theory into practice.

### **Physical**

At times some of our service users and learners become very anxious which leads to dysregulation, and whilst we do all we can to have strategies in place to mitigate dysregulation, sometimes it is necessary to adopt physical techniques which are specifically designed to keep the service users and staff members safe.

These techniques are physical and require a reasonable level of fitness, being able to help support someone's weight, together with being able to kneel and bend without restriction are essential. Having a reasonable level of fitness ensures the safety of both staff member and service users alike by being able to correctly undertake these physical techniques in a controlled manner as taught by our specialist trainers.

### **Mental**

A sound awareness of your own wellbeing and how the emotional pressure and demands of the role may impact on your ability to deliver the care and support.

When completing your application, please include clear examples of how you meet these requirements.

|                               | ESSENTIAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | DESIRABLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Education and training</b> | Qualified Teacher Status (QTS) with evidence of induction year – however Newly Qualified Teachers (NQT) will be considered if willing to complete induction year in first instance.                                                                                                                                                                                                                                                                                                                                                                             | Additional training – including autism-specific qualifications<br>Safeguarding training                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Experience and skills</b>  | Classroom experience, including experience of curriculum development<br>Awareness of autism and other forms of neurodiversity<br>Able to monitor and review pupil progress, assessing how well learning objectives are being achieved<br>Knowledge of relevant legislation, including safeguarding, Child Protection, health and safety etc<br>Leadership experience, with the ability to manage a team<br>Confident compiling written reports and analysing data<br>Knowledge and understanding of effective teaching and learning strategies for SEN students | Teaching experience across key stages<br>Experience of delivering Duke of Edinburgh/Forest School/John Muir Award activities<br>Experience of working with autistic and/or neurodivergent individuals, or those with a disability<br>Able to adapt communication style, with an understanding of different communication methods (e.g. communicating with those who are non-verbal)<br>Up-to-date knowledge of Ofsted Education inspection framework and requirements<br>Experience of Positive Proactive Support |
| <b>Values and attitude</b>    | Desire to make a difference to the lives of others<br>An effective team player with a professional and positive attitude<br>Committed to working in an anti-discriminatory way<br>Be friendly, approachable and patient and strive for the highest quality in all tasks<br>Committed to safeguarding and promoting the welfare of adults                                                                                                                                                                                                                        | Committed to helping pupils develop life skills<br>Able to easily build collaborative relationships with pupils, colleagues, parents/carers and other professionals                                                                                                                                                                                                                                                                                                                                               |

When completing your application, please include clear examples of how you meet these requirements.

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|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|                           | <p>Operate with integrity and be fair, honest and respectful at all times</p> <p>Comfortable being active for long periods of time and willingness to be flexible</p> <p>Place those we support at the heart of everything you do</p> <p>Have a passion for learning and sharing your knowledge</p> <p>Confident and able to put into practice everything learned via our thorough training programme, within multiple environments, which can include challenging or crisis situations.</p> |                                                                                      |
| <b>Other competencies</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Able to drive, with a clean UK driver's licence</p> <p>Knowledge of first aid</p> |