

# Job Description



<b>Post Title:</b>	<b>Teacher</b>	<b>Post No:</b>	
<b>Department:</b>	Education	<b>Grade:</b>	MPS/UPS (Outer London) + SEND Allowance
<b>Responsible to:</b>	Headteacher (working closely with SENCo and Inclusion Team)		
<b>Responsible for:</b>	Pupils within the Specialist Resource Provision and assigned support staff		
<b>Functional links with:</b>	SLT, teachers, support staff, therapists, external agencies, parents/carers and Local Authority		
<p><b>The post holder will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.</b></p> <p><b>Purpose of the Role</b></p> <ul style="list-style-type: none"> <li>To fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document</li> <li>To meet the expectations set out in the Teachers' Standards</li> <li>To lead and develop a Specialist Resource Provision for pupils with Autism Spectrum Condition (ASC) and Speech, Language and Communication Needs (SLCN), enabling them to access learning, develop independence and successfully engage in mainstream school life where appropriate.</li> <li>The postholder will play a central role in establishing the provision, embedding effective inclusive practice across the school and modelling high-quality adaptive teaching.</li> </ul>			
<p><b>Strategic direction</b> The Lead Teacher will:</p> <ul style="list-style-type: none"> <li>Establish and develop the Specialist Resource Provision in partnership with SLT and Local Authority</li> <li>Contribute to a positive whole-school ethos where inclusion is a shared responsibility</li> <li>Design curriculum pathways appropriate to pupils' needs</li> <li>Monitor progress using EHCP outcomes and assessment frameworks</li> <li>Advise leaders on resources, staffing and training required</li> <li>Support school improvement priorities relating to SEND and inclusion</li> <li>Build effective relationships with parents and carers</li> </ul>			
<p><b>Teaching and learning – To:</b></p> <ul style="list-style-type: none"> <li>Deliver structured, specialist teaching for pupils with ASD and SLCN</li> <li>Implement evidence-informed approaches (e.g. structured environments, visual communication, regulation strategies)</li> <li>Adapt the National Curriculum into personalised pathways</li> <li>Support integration into mainstream lessons where appropriate</li> <li>Assess learning using small-step progress measures</li> <li>Support emotional regulation, independence and social communication</li> <li>Work closely with therapists and external professionals</li> <li>Model adaptive teaching strategies for mainstream staff</li> <li>Maintain and develop class resources, co-ordinate their deployment and monitor their effectiveness in meeting the class objectives;</li> </ul> <p><b>Inclusion &amp; Outreach - To:</b></p> <ul style="list-style-type: none"> <li>Support teachers in meeting needs of pupils with ASD/SLCN across the school</li> <li>Provide modelling, advice and training for staff</li> <li>Contribute to behaviour support planning</li> </ul>			

- Support transitions into and out of the provision
- Liaise with external agencies (EP, SALT, OT, CAMHS etc.)

**Working with Staff - To:**

- Achieve constructive working relationships with all staff
- Plan for and deploy support staff within the provision
- Guide and support Teaching Assistants
- Monitor effectiveness of interventions
- Contribute to professional development discussions where appropriate

**Personal and Professional Conduct – To:**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

**Partnership with Families - To:**

- Build strong working relationships with parents/carers
- Contribute to review meetings and to EHCP reviews
- Support families in understanding strategies used in school

**Professional Development**

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Take part in the appraisal and professional development of others, where appropriate

**Health, Safety and Discipline**

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

**General Responsibilities – To:**

- Promote safeguarding, equal opportunities and inclusion
- Undertake CPD linked to SEND and autism practice
- Contribute to wider school life
- Take on any additional responsibilities which might, from time to time, be determined.
- Direct and supervise support staff assigned to them, and where appropriate, other teachers

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role.

The job description may be amended at any time in consultation with the postholder.

Line Manager's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Postholder Signature: \_\_\_\_\_ Date: \_\_\_\_\_