



JOB DESCRIPTION

JOB TITLE: Teacher (QTS)

LVS Oxford delivery of education and care to children and young people with a diagnosis on the autism spectrum (ASD) is a continually developing service. This job description provides a framework for the post that will be subject to creative development and regular review.

Your Line Manager will be: Teaching & Learning Co-ordinator

Staff reporting to you will be: Learning Support Assistants

Your salary scale will be: MPG + Management point if additional responsibilities allocated

Your hours will be:
38 weeks contact time (students)
5 days INSET training
5 days directed CPD

OVERVIEW OF POST

The teacher is responsible, as class teacher for an age-phase group within LVS Oxford departments. The role includes responsibility for the assessment of students' needs, group and individual programme planning, curriculum delivery, progress monitoring, recording, evaluation and reporting as well as contributing generally to meeting the aims and ethos of the school as a whole. The role demands the application of specialised teaching approaches for learners with an ASD, systematic planning and record keeping and the management and deployment of Learning Support Assistants.

Teachers with subject specialism may have responsibility as subject coordinators for the development and monitoring of curriculum delivery across the school; if so, a management point will be paid.

MAIN RESPONSIBILITIES AND EXPECTATIONS

- **KNOWLEDGE AND UNDERSTANDING**
Demonstrate secure knowledge and understanding of the needs of students with ASD, relevant curriculum areas, specialised teaching approaches, statutory curriculum requirements, the school's aims and priorities and the procedures for assessment, planning, recording, monitoring, evaluation and reporting,
- **PLANNING AND SETTING EXPECTATIONS**
Demonstrate consistent and effective planning of lessons, courses and individual programmes with clear objectives to meet the needs and raise the attainment of all students including contributing to school-wide curriculum developments. Ensure plans build on previous achievement and set challenging targets. Subject specialists contribute to the planning of work and the setting of expectations across the school in the relevant subject.
- **TEACHING AND MANAGING PUPIL LEARNING AND CARE**
Demonstrate consistent, creative and effective use of a range of appropriate strategies for teaching and behaviour management including visual learning styles, with the support of the Autism Toolkit. Ensure coverage of all curriculum requirements and that EHCP outcomes are systematically addressed and met.

Teachers are required to undertake lunch time supervision and eat with the students.

- **ASSESSMENT AND EVALUATION**
Demonstrate consistent and effective assessment, record keeping and progress monitoring in accordance with the school's assessment systems. Analyse recorded data and sampled work to continually diagnose students' needs and to set realistic, challenging targets for improvement.
- **PUPIL ACHIEVEMENT**
Demonstrate consistent awareness of the progress of individuals towards the targets set for them, ensure that evidence is gathered that effectively demonstrates appropriate work undertaken and good progress made. Ensure that records and assessments show the extent to which students achieve relative to prior attainment.
- **RELATIONS WITH PARENTS AND WIDER COMMUNITY**
Establish a partnership with parents to involve them in their child's learning and development. Provide consistent and accurate information about curriculum, attainment, progress and targets through reports and regular communication. Attend meetings as required and forge links with outside agencies and the wider community.
- **MANAGING OWN PERFORMANCE AND DEVELOPMENT**
Improve teaching and learning outcomes by evaluating own practice in relation to student progress, targets and feedback from senior staff monitoring. Prioritise and manage own time and workload effectively to balance the demands of classroom teaching, planning and involvement in wider school development. Co-operate in agreed arrangements for performance monitoring and appraisal. Take responsibility for your own professional development and take full advantage of training opportunities, including full participation in in-house training.
- **MANAGING AND DEVELOPING STAFF AND OTHER ADULTS**
Effectively deploy and manage the LSAs working with you, establishing clear expectations and professional working relationships and giving clear guidance on strategies for raising achievement. Involve LSAs as appropriate in planning, recording and running activities and give guidance and support as required. Subject coordinators take responsibility for monitoring the delivery of their subject and advising colleagues on appropriate strategies and practices.

- **MANAGING RESOURCES**
Ensure effective management of the learning environment including the creation and maintenance of learning resources, displays and teaching aids and the appropriate use of ICT. Manage any delegated funds and allocate available resources with maximum efficiency and advise the Leadership Team of likely priorities for future expenditure.
- **STRATEGIC LEADERSHIP**
Demonstrate an active contribution to the policies and aspirations of the school and to the development of effective strategies to raise attainment. Participate in discussions about curriculum development and ensure that the Leadership Team are well informed about plans, priorities and effective strategies in your class or subject. Provide a role model for students and other staff through consistent professional conduct

ADDITIONAL RESPONSIBILITIES AND EXPECTATIONS

- The taught year is 190 days; 38 weeks over 6 terms with 5 days additional for statutory training days and a further five days additional directed professional development.
- The teaching day is 9.30am – 4.00pm, Monday to Thursday and 9:30 a.m-2:30 pm on Friday. Teachers are required to work between 8.30am and 4.30pm each day so as to fully discharge their professional duties.
- Teachers are expected to cover for absent colleagues and may be asked to work in other areas of the school at the discretion of the Leadership Team.

SELECTION CRITERIA

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Short listing is based on the extent to which candidates meet the criteria laid out below. It is therefore helpful to address each element systematically within your application; demonstrating clearly your current status in regard to the relevant qualifications, experience, knowledge and skills.

QUALIFICATIONS

ESSENTIAL

- QTS
- No criminal convictions or cautions that may be relevant to the safety and welfare of students.

DESIRABLE

- Clean current driving licence

EXPERIENCE

ESSENTIAL

- Experience of teaching children with special educational needs, particularly children with ASD
- Relevant successful experience of teaching or working with children and young people in an educational setting

DESIRABLE

- Experience of curriculum planning
- Experience of a range of teaching and learning styles

KNOWLEDGE

Candidates must demonstrate knowledge of...

- Autistic Spectrum and associated disorders
- Children & Families Bill
- Keeping Children Safe in Education (September 2019)
- Safe procedures for manual handling
- Recognised positive approaches to working with children with ASD and challenging behaviours
- Anti-discrimination and equal opportunities legislation and practice
- Key aspects of Health and Safety legislation

SKILLS AND ABILITIES

Candidates must demonstrate the ability to...

- Maintain consistently good practice in planning, teaching and curriculum development
- Teach creatively and effectively with students with ASD, employing a range of appropriate specialist strategies

- Lead, motivate and guide others, and ensure policies and procedures are fully understood and translated into practice.
- Promote autonomy, independence and employability for all students
- Work punctually and reliably
- Work the hours required to manage a substantial workload and fulfil the role effectively
- Communicate clearly to a range of other people
- Assess the performance of others and respond appropriately
- Produce accurate and professional written records, plans and reports to meet deadlines
- Manage budgets effectively
- Carry out lifting and other physical interventions as required
- Contribute to the assessment and planning of individual learning programmes for students
- Form and promote positive relationships with staff, students, parents, the local community and outside agencies
- Coach, mentor and deliver training to staff
- Organise workloads and manage own time effectively, including changing priorities
- Contribute to the School Development Plan

Name:

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Signed

.....Date