

Job description

Job Title: Teacher

Responsible to: Chief Executive Officer

Directly Reporting to: Head of Adult Services

Staff Reporting Directly to: Teaching Support Assistants

Salary & Hours of work: 32.5 hours / 5 days per week

Teachers Pay and Conditions Main Pay to Upper pay scale + SEN

Main Purpose of the Post

1. To carry out the professional duties of a teacher upholding the aims, ethos and philosophy of the company established by the CEO.
2. To adhere to all policies as validated by the CEO, Head Teacher, Governing Body and Trustees.
3. To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.

General Responsibilities

Under the direction of the Head of Adult Services

1. Work harmoniously with other staff to provide a caring, happy environment together with a well-structured programme for the Education development of each child/young person.
2. To play an active part in promoting good public relationships in the locality so as to increase public awareness of, and support for, the aims and objectives of the organisation.

Principle Accountabilities

Under the direction of the Head of Adult Services

1. To be responsible for the planning, preparation and management of an effective educational programme for a class of children/young people with autism within the school/college so that each child/young person develops to his/her full potential. For example:
 - a) Prepare appropriate, differentiated Plan and Review (P and R) sheets for each teaching session and Individual Education Tracker (IET) for all curriculum areas half termly
 - b) Prepare in advance daily detailed sessional P and R sheet /IET/Baseline resources.
2. Give support and direction to classroom assistants and work together to facilitate mutual support and sharing of knowledge.

3. To ensure that the curricular perceptions of the college are upheld in classroom practice so that content and teaching are appropriate to the individual needs of each student.
4. To participate in appropriate methods of assessment in order to ensure that student progress is recorded effectively.
5. To participate in the annual review of statement/EHC plan procedures linked to the Code of Practice.
6. To assist with the implementation and future planning and development of the college curriculum.
7. To be responsible for co-ordinating a designated area of the curriculum.

8. Within the context of the organisation's aims and policies, subject leaders develop and implement subject policies, plans, targets and practices. They:

- a) Develop and implement policies and practices for the subject which reflect the colleges commitment to high achievement, effective teaching and learning;
- b) Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- c) Establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life;
- d) Use data effectively to identify students who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those students;
- e) Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- f) Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:
 - contribute to college aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
 - are based on a range of comparative information and evidence, including in relation to the attainment of students;
 - identify realistic and challenging targets for improvement in the subject;
 - are understood by all those involved in putting the plans into practice;
 - are clear about action to be taken, timescales and criteria for success;
- g) Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvements.

9. Subject leaders, if applicable, secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of students achievements and set targets of improvement:
- a) Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs;
 - b) Ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students;
 - c) Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students;
 - d) Ensure effective development of students' literacy, numeracy and computing skills through the subject;
 - e) Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement;
 - f) Ensure that information about students' achievements in previous classes and schools/colleges is used effectively to secure good progress in the subject;
 - g) Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs;
 - h) Evaluate the teaching of the subject in the school and college, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
 - i) Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school/college;
 - j) Ensure that teachers of the subject are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens;
 - k) Ensure that teachers of the subject know how to recognise and deal with racial stereotyping;
 - l) Establish a partnership with parents to involve them in their child's/young person's learning of the subject, as well as providing information about, curriculum, attainment, progress and targets;
 - m) Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

10. To create a safe and stimulating learning environment, placing the students' at the centre of practice and valuing the contribution that each student can make.

- a) Promote outstanding progress and achievement of students core outcomes
- b) Demonstrate the values and behaviours that are consistent with a positive disposition and empathic understanding of each learner so as to develop positive working relationships
- c) Be a reflective practitioner and continually challenge own practice linked to most relevant andragogy
- d) To deliver high quality learning and assessment to all students at Ascent College
- e) To work with both RARPA and accreditation moderation processes, complete robust assessment and IV of all student portfolios
- f) Together with classroom assistants supervise students during playtime/leisure periods.
- g) Take meals with students and assist with toileting, hygiene/self-care, social skills and eating programmes.
- h) As the lead classroom practitioner, ensure that the welfare of the student is paramount and take responsibility for ensuring medication is administered in accordance with the student's Care Plan and Remarkable Autism policy.
- i) To attend as appropriate and as authorised by the Head of Adult Services , courses, conferences and seminars so as to keep up to date with the latest developments in education and the care of children/young people with autism.
- j) Ensure that matters concerning individual students are kept strictly confidential to the college.
- k) Maintain the highest degree of personal and professional integrity at all times.
- l) Become familiar with Remarkable autism's fire, health and safety regulations and ensure they are strictly observed.
- m) Supervise student placements and volunteer helpers as required.
- n) Carry out any other duties as are within the scope, spirit and purpose of the job, the title of the post and its grading

11. Employability within the curriculum

- a) To ensure the curriculum covers the areas of employability such as: work skills, team work and resilience, work place expectations, health and safety and functional skills for work and life
- b) To work collaboratively with work experience and supported internship teams to plan effective and detailed progression maps, individualised skills audits and updates to curriculum planning linked to students work or supported internship and work placements
- c) Adopt a person centred approach to ensuring each student is able to pursue their ambitions of gaining sustainable employment
- d) To work innovatively with students who are not ready to access work, however have an aspiration to do so
- e) To develop and deliver value added activities specific to the area of specialism

12. Integration of therapeutic intervention within sessions

- a) Have high expectations for all students and ensure that Positive Behaviour Plan Strategies are followed at all times
- b) Maintain good professional relationships, be ready to adapt lesson activities linked to therapeutic advice and guidance
- c) Ensure communication guidelines are embedded within all sessions including speech and language therapy interventions are followed and adhered to
- d) Ensure all therapy interventions are followed and embedded within each session

13. Accurate and productive use of assessment

- a) Know and understand how to assess learners within pre-entry, entry and level 1- 3, including using standardised and non-standardised assessments
- b) Continually use formative and summative assessment to secure students' progress
- c) Ensure that feedback to students is appropriate, specific and differentiated to their level of understanding
- d) Be able to use a range of assessment criteria within one session such as non- accredited and accredited criteria to assess individual learner progress
- e) Use progress data to monitor progress, set targets and plan subsequent sessions
- f) Record and use student and management data to support good and outstanding progress by students. This includes tracking learners using Ascent College MIS and ensuring data is available at tracking deadlines
- g) Prepare reports, progress records and other documents as required
- h) IV other practitioners work and provide accurate IV feedback and detailed reports

14. Adapt teaching to respond to the strengths and needs of all students

- a) Regularly review and use therapeutic guidelines and intervention strategies to inform planning for individual student need.
- b) Have a clear understanding of the needs of all students and be able to use and evaluate distinctive teaching approaches to engage and support them
- c) Present student progress at multi- disciplinary student review and welfare meetings and be ready to respond and adapt session planning and approaches depended on meeting actions
- d) Have a secure understanding of how a range of factors can inhibit students ability to learn and how best to overcome these.

Common Responsibilities

1. Be aware of and comply with policies and procedures relating to safeguarding, health and safety, security confidentiality and data protection, reporting all concerns to an appropriate person. **NB. Failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child or vulnerable adult is a disciplinary offence.**
2. Ensure all students have equal access to opportunities to learn and develop.
3. Attend staff meetings, parents evenings/workshops and planned after college events as required.
4. Contribute to the overall aims, ethos and work of Remarkable Autism.
5. Use specialist knowledge, skill, experience and training to act as a mentor to others, providing appropriate guidance and supervision as appropriate.
6. Maintain continuity and consistency and ensure good communication by attending relevant meetings e.g. behaviour support meetings, staff meetings, parents' evenings and annual reviews, some of which will take place out of school hours.
7. Set a good example in terms of dress, punctuality and attendance.
8. Participate in training, including INSET days, external courses and conferences in order to keep abreast with current trends and ensure continued professional development.
9. Accompany students on visits, trips and out of school/college activities as required which will necessitate one to one supervision.
10. To undertake specific tasks as required by the Head of Adult Services
11. Carry out specific tasks as required by the Head of Adult Services.

It is a requirement upon all staff to report (to the designated Safeguarding Lead, Chief Executive, Head teacher, or the Governing Body, or other approved inspectorate with which the service has an agreement for inspection under the Children Act 1989, or to the local social services authority or to the police) any concerns they may have about practices in the service, or the behaviour of colleagues, which they consider likely to put at risk of abuse or other serious harm. Staff have a duty to prevent vulnerable students or colleagues from being drawn into terrorism and are required to report any concerns following the Company's Safeguarding Prevent procedures.

Remarkable Autism Limited provides a guarantee that the procedures will be invoked in ways that do not prejudice any whistle blower's own position and prospects if they have reported an allegation or concern in good faith.

It is now a requirement that your job description makes it clear that failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a student is a disciplinary offence.

Additional information

The work at Remarkable Autism for those working directly with the service users can on occasion be physically demanding and employees must be able to undertake in full the requirements of the job and requisite training.

For the safety of staff and the service users, training will be provided to assist employees to carry out their role, specifically Positive Behavior Support strategies, Moving & Handling, First Aid and Health & Safety training (this provides staff with the skills to carry out the sometimes necessary holds in a reasonable and proportionate manner. Employees will be required to fully participate in all training.

Having a disabling condition does not preclude you from working for Remarkable Autism. However you should make Remarkable Autism aware of any adaptations required to enable you to undertake the work.

Confidentiality

Maintain confidentiality for all areas of Remarkable Autism Limited, its staff and its work. The nature of the work within the service entrusts people with confidential information about the students, their families and staff. Any breach of this confidentiality will constitute gross misconduct.

Note: This job description reflects the present requirement of the post. As duties and responsibilities change and develop, the job description will be reviewed and subject to amendment.

Remarkable Autism Limited operates a safe recruitment process. Appointment to the post will be subject to suitable references and an enhanced Disclosure Barring Service check. Remarkable Autism Limited is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Signed and accepted

Date

Person specification

Teacher Ascent College

You should be able to demonstrate that you meet the following criteria:

E = Essential D = Desirable

Qualifications		
DESCRIPTION		Evidence
2:1 honours degree	D	Application
2:2 honours degree	E	
Qualified Teacher and QTLS Status or willing to work towards	E	
PGCE/PGDE in post compulsory education or other relevant FE teaching qualification related to the role	D	
Driving licence	D	
Experience		
DESCRIPTION		
Planning and delivery of the National Curriculum/Adult Core Curriculum/RARPA (Recognising and Recording Progress and Achievement)	E	Application Selection process Interview
Planning and delivery of accredited programmes of study	E	
Planning and delivery of non-accredited programmes of study based on the PfA (preparation for adulthood) themes	D	
Teaching children and young people with Autism	E	
Experience of leading curriculum development	E	
Successful working with parents/carers and other stakeholders such as social workers, speech and language therapists, physiotherapists and educational psychologists and voluntary agencies	E	
Involvement in school/college development and improvement planning	D	
Have a secure understanding of how a range of factors can inhibit learner's ability to learn and how best to overcome these	E	
Develop and deliver a progressive and innovative curricula which clearly evidences each learner has made progress from their starting point	E	
Organise learning outside the classroom in activities such as community visits, employability or sporting events that are embedded in the curriculum	E	

Person specification (continued)

Knowledge		
DESCRIPTION		Evidence
Sound knowledge of the National Curriculum/Adult Core Curriculum	E	Application Selection process Interview
Understanding of Education, Health and Care plan legislation.	D	
Awareness of implementation of legislation relating to Safeguarding and online safety	E	
Understanding of Autism and barriers to learning and specialist strategies to overcome these	E	
An understanding of assessment strategies including Assessment for Learning	E	
Understanding of the personalisation of educational provision	E	
An understanding of Supported Internships and/or Employability pathways for post 16 autistic/SEND adults	D	
Skills		
DESCRIPTION		Evidence
Knowledge of statutory annual reviews or other related meetings, such as Looked After Child (LAC) reviews, regarding students with an SEN, which may involve reviewing education, health and care (EHC) plans	D	Application Interview
Competencies to plan and deliver an appropriate curriculum at all Key Stages including Post 19 education	E	
Ability to teach across the learner cohort within the school/college. This could include learners within the pre entry curriculum, entry level and up to level 3	E	
Set individual targets incorporating accredited learning criteria, EHC Plan and RARPA	E	
Monitor progress through marking and assessment	E	
Clear vision of strategies for raising achievement	D	
Use autism specific approaches involving specialist skills, such as PECS and Teach strategies, Total Communication approach, RARPA	D	
Collaborate with the TSA's to define appropriate activities for the students in relation to the curriculum and their age	E	

Person specification (continued)

Skills		
DESCRIPTION		Evidence
Excellence in day-to-day contribution and reliability	E	Application Interview
Ability to motivate and inspire others	D	
Ability to set and work to deadlines	E	
Willingness to lead and take part in extra-curricular activities	D	
Ability to communicate effectively and accurately orally and in written form	E	
Good organisational skills, time management and execution of tasks	E	
Excellence as a teacher and classroom manager	E	
Personal Qualities & Attributes		
DESCRIPTION		Evidence
Commitment to equality, diversity and inclusion	E	Application Interview References
Passion for working with young people with Autism	E	
Flexibility and adaptability	E	
Commitment to actively promoting the policies and procedures of the school/college	E	
Sensitivity, diplomacy and tact	E	
Passion for raising computing standards across the service	E	
An excellent team player	E	
Clear commitment to supporting staff development	E	
Confidentiality	E	
Commitment to personal and professional development	E	

Person specification (continued)

Personal Qualities & Attributes		
DESCRIPTION		Evidence
A commitment to safeguarding and promoting the welfare of children	E	Application Interview References
A positive and resilient individual with drive, integrity, a cheerful disposition and sense of humour	E	
Ability to work under pressure and meet deadlines	E	
Commitment to personal and professional development	E	

Remarkable Autism operates a safe recruitment process. Appointment to the post will be subject to suitable references and an enhanced Disclosure Barring Service check which includes an Adult and Child Banned list check. Remarkable is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.