

**REMARKABLE AUTISM LTD**

**JOB DESCRIPTION**

<b>Job Title:</b>	Teacher
<b>Responsible to:</b>	Chief Executive Officer
<b>Directly Reporting to:</b>	Head Teacher
<b>Staff Reporting Directly to:</b>	Teaching Support Assistants
<b>Salary &amp; Hours of work:</b>	Monday – Friday, 32.5 hours per week, TTO 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 learners who achieve well.

**General Responsibilities**

Under the direction of the Head Teacher:-

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 Teacher:-

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/ so that each child/young person develops to his/her full potential. For example:
  - a. Prepare appropriate, differentiated schemes of work for all curriculum areas half termly
  - b. Prepare in advance weekly detailed daily learning plans/Medium term Plans/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 standards/ perceptions of the school are upheld in classroom practice so that content and teaching are appropriate to the individual needs of each learner.
  4. To plan, implement and update individual programme plans for each child/young person and liaise with residential staff as appropriate.
  5. To participate in appropriate methods of assessment to ensure that learner progress is recorded effectively.
  6. To participate in the annual review of statement/EHC plan procedures linked to the SEND Code of Practice.
  7. To assist with the implementation and future planning and development of the school curriculum.
  8. To be responsible for co-ordinating a designated area of the curriculum.
9. **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 school's 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 learners' spiritual, moral, cultural, mental and physical development, and in preparing learners for the opportunities, responsibilities and experiences of adult life;
  - d) Use data effectively to identify learners who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those learners;
  - 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 whole-school 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 learners;
    - 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.
10. **Subject leaders secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of learners' achievements and set targets of improvement:**
- a) Ensure curriculum coverage, continuity and progression in the subject for all learners, 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 learners;
  - c) Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different learners;
  - d) Ensure effective development of learners' literacy, numeracy and computing skills through the subject;
  - e) Establish and implement clear policies and practices for assessing, recording and reporting on learner achievement, and for using this information to recognise

- achievement and to assist learners in setting targets for further improvement;
- f) Ensure that information about learners' achievements in previous classes and schools is used effectively to secure good progress in the subject;
- g) Work alongside ELT to set expectations and targets for staff and learners in relation to standards of learner achievement and the quality of teaching; establish clear targets for learner achievement, and evaluate progress and achievement in the subject by all learners, including those with special educational and linguistic needs;
- h) Evaluate the teaching of the subject in the school, 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 learners' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- j) Ensure that teachers of the subject are aware of its contribution to learners' 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 learners' wider understanding.

**11. To create a safe and stimulating learning environment, placing the learners' at the centre of practice and valuing the contribution that each learner can make.**

- a) Promote outstanding progress and achievement of learner's core outcomes
- b) Demonstrate the values and behaviours that are consistent with a positive disposition and empathic understanding of each learner 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 learners at Wargrave House School
- e) To work with accreditation moderation processes, complete robust assessment and independent verification of all learner portfolios
- f) Together with classroom assistants supervise learners during playtime/leisure periods.
- g) Take meals with learners and assist with toileting, hygiene/self-care, social skills and eating programmes.
- h) As the lead classroom practitioner, ensure that the welfare of the learner is paramount and take responsibility for ensuring medication is administered in accordance with the learner's Care Plan and Wargrave House policy.
- i) To attend as appropriate and as authorised by the Head Teacher, courses, conferences and seminars 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 learners are kept strictly confidential to the school.
- k) Always maintain the highest degree of personal and professional integrity in line with the Teaching Standards.
- l) Become familiar with Wargrave House's policies and procedures and ensure they are strictly observed.
- m) Undertake continual professional development as reasonably requested by Remarkable Autism Ltd order to undertake the role and progress skills.
- n) Supervise learner placements and volunteer helpers as required.
- o) Carry out any other duties as are within the scope, spirit and purpose of the job, the title of the post and its grading

## 12. Employability within the curriculum

- a) To ensure the curriculum covers the areas of employability such as: work skills, teamwork and resilience, workplace expectations, health and safety and functional skills for work and life
- b) To work collaboratively with work experience teams to plan effective and detailed progression maps, individualised skills audits and updates to curriculum planning linked to learners work or supported work placements
- c) Adopt a person centred approach to ensuring each learner can pursue their ambitions of gaining sustainable employment
- d) To work innovatively with learners 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

## 13. Integration of therapeutic intervention within sessions

- a) Have high expectations for all learners 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

## 14. 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 learners' progress
- c) Ensure that feedback to learners 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 learner and management data to support good and outstanding progress by learners. This includes tracking learners using Wargrave House School 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

## 15. Adapt teaching to respond to the strengths and needs of all learners

- a) Regularly review and use therapeutic guidelines and intervention strategies to inform planning for individual learner need.
- b) Have a clear understanding of the needs of all learners and be able to use and evaluate distinctive teaching approaches to engage and support them
- c) Present learner progress at multi- disciplinary learner 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 learners' 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 learners have equal access to opportunities to learn and develop.

3. Attend staff meetings, parents' evenings/workshops and planned after school events as required.
4. Contribute to the overall aims, ethos and work of Wargrave House.
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 to keep abreast with current trends and ensure continued professional development.
9. Accompany learners on visits, trips and out-of-school activities as required, which will necessitate one-to-one supervision.
10. To undertake specific tasks as required by the Head Teacher.
11. Carry out specific tasks as required by the Head Teacher.

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 learners 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 learner is a disciplinary offence.

### **Additional information**

The work at Wargrave House 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 Wargrave House. However, you should make Wargrave House 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

learners, 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: .....