

# JOB DESCRIPTION

## QUALIFIED TEACHER

**Reports to** Lead Teacher and Deputy Head Teacher

**Hours:**

Monday, Wednesday, Thursday: 8:45am – 4:45pm

Tuesday: 8:45am – 5:30pm

Friday: 8:45am – 4:30pm

*Part time working is considered – 3 or 4 days per week (working days must include a Tuesday)*

**Annual leave** 56 days school holiday

### Job overview

Based in the Jigsaw CABAS<sup>®</sup> School, as part of the Qualified Teaching team you will support autistic pupils using behaviourally based instruction and positive reinforcement techniques to accelerate learning. Working within small classes in a group or on a 1:1 basis, you will use specialised support plans to help pupils meet their individual needs and achieve their full potential. You will design, plan and deliver teaching sessions to encourage pupils' development and accelerate learning.

### Main duties and responsibilities

- Provide teaching to autistic pupils, following individualised curriculums to help them achieve their full potential
- Meet pupils' individual needs through effective personal support planning and review, and constructing good relationships with the pupils
- Work closely with the Qualified Teaching team to plan and deliver school-wide curriculum activities such as Topic, PE, Food Technology and organising themed days and events such as history week, cultures and languages week and healthy eating week
- Contribute to the design of an engaging school curriculum by providing differentiated long, medium and short term plans for the allocated area of responsibility
- Oversee the implementation and evaluations of curriculum plans across the school for allocated area of responsibility
- Contribute to the production, organisation and maintenance of appropriate curricular and teaching materials ensuring pupils receive a broad and balanced curriculum relevant to their age, abilities and interests
- Interact and participate with the pupils in the development of skills, supporting pupils with their social and emotional development
- Support the delivery of Key Stage 4 and 5 programmes and qualifications for students, including assessments, cording evidence and internal moderation
- Participate in rotas for supervising indoor/outdoor playtime for all pupils and encouraging good play
- Encourage and enable pupils to maintain acceptable levels of personal and environmental hygiene, providing personal care (toileting, feeding) when required
- Take part in extra-curricular and off-site activities with pupils during school hours, and taking the lead on educational visits
- Undertake in-house and external training to keep up-to-date with National Curriculum changes
- Understand and actively implement all school policies on curricular matters
- Progress your personal development by practical and theoretical training to ensure satisfactory understanding and practice of teaching duties
- Participate in staff meetings as required and contribute towards the school's curriculum newsletter
- Develop your knowledge of autism spectrum disorders and associated disabilities
- Undertake any other tasks which can be reasonably expected in relation to the role
- Adhere to all company policies and procedures within defined timescales

## PERSON SPECIFICATION

### Knowledge, skills and experience

- Qualified Teacher Status (QTS) or Qualified Teaching & Learning Status (QTLS)
- Mainstream teaching experience within the UK school system and an understanding of the UK National Curriculum
- An understanding and interest in Special Educational Needs and Disabilities (SEND)
- Comfortable working with children who exhibit behaviours that challenge
- Comfortable supporting others with personal/intimate care where required
- Strong written and verbal communication skills with the ability to liaise professionally with all stakeholders
- An understanding and personal commitment to safeguarding and promoting the welfare of children and young people
- Able to perform tasks of a physical nature (often demanding) including twisting and stooping and working at a lower height
- Commitment to our regular and ongoing professional development programme and training

### Personal qualities

#### Achieving results

- Identifies critical connections and patterns in information and/or data
- Anticipates and thinks ahead about next steps
- Modifies an existing idea, working practice to enhance own performance
- Generates results by acting in a focused way and within the deadlines; finds ways to go around obstacles with minimum guidance
- Writes information coming from multiples sources in a logical and comprehensive manner
- Manages the workload and completion of tasks by setting timelines and milestones, and involving stakeholders to deliver on time
- Assumes additional responsibilities to facilitate the achievement of team goals

#### Building relationships

- Follows-up with relevant people during and after the delivery of services to ensure that pupils' needs have been met
- Prioritises pupils' issues and addresses them accordingly
- Listens actively, considers people's concerns and adjusts own behaviour in a helpful manner
- Persuades by using concrete examples to make a point
- Listens to differing points of view and promotes mutual understanding
- Shares knowledge about and encourages others to keep up-to-date with the Organisation's rules, structures, networks, systems and environment
- Raises compliance, ethical or other issues to protect the Organisation's reputation and obligations

#### Planning for the future

- Actively shares knowledge among peers or offers advice to less experienced colleagues
- Self-assesses against standards for current position to identify learning needs
- Is able to present the Organisation's priorities as they relate to own area of work

### THE POST HOLDER WILL BE SUBJECT TO AN ENHANCED DISCLOSURE AND BARRING SERVICE (DBS) CHECK

**We are committed to safeguarding and promoting the welfare of children, young people and adults at risk. We expect all staff and volunteers to share this commitment**

**Caring   Person-Centred   Continuous Learning   Integrity   Teamwork**