

## Job description

<b>Job Title:</b>	Teacher
<b>School:</b>	Lighthouse School is a thriving secondary school for students with autism.
<b>Salary Scale:</b>	M1 – M6 (suitable for NQTs) plus SEN Allowance of £1000.
<b>Hours of Work:</b>	1.0FTE
<b>Accountable To:</b>	Principal and Governing Body
<b>Reports To:</b>	Assistant Principal

### Job purpose

- To teach English, Maths, and other subjects to students with autism – most of whom are working at a KS1 and KS2 level.
- To plan and deliver engaging and creative lessons that develop a love of learning in students
- To teach small groups of students on the autistic spectrum (ASC) who range in academic levels
- To support in developing the wellbeing and communication levels of students
- To ensure appropriate accreditation is achieved by relevant students
- Ensure students make at least expected progress towards their EHCP and academic targets
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with students, parents/carers, governors, other staff and external agencies in the best interests of students
- To promote and instil the school's values (*Ambition, Versatility, Compassion, Innovation, Happiness, Devotion, Optimism, Respect*) and support the school with its vision of *Inspiring Bright Futures*
- Act within the statutory frameworks which set out the professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

## Main duties

Teachers' performance will be assessed against the Teacher Standards 2012 as part of the appraisal process as relevant to their role in school.

### Teaching

- Teach outstanding small group lessons ensuring that expected levels of progress are met
- Share an enthusiasm for learning, encouraging a shared understanding of the contribution education can make to pupils' futures
- To plan and deliver lessons that have purpose and inspire students to love their learning
- In conjunction with other teachers, develop an enriching and bespoke curriculum that engages students, addresses their individual needs, and is conducive to desired positive future outcomes
- To assess, monitor, and record individual pupil progress across the school
- 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
- Use relevant data to monitor progress and impact, and plan subsequent lessons, ensuring accurate records are kept and student's work is marked to a high quality
- Work collaboratively with other members of staff, governors and parents/carers to personalise lesson planning for each student to overcome barriers to learning
- Act as Form Tutor for a particular year group, supporting students with their spiritual, moral, social and cultural development to enable them to thrive at school and in their own environment
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students
- Give students, parents/carers regular feedback, and encourage students to reflect on progress, identify their emerging needs, and to take a responsible and conscientious attitude to their own work
- Contribute to EHCP, student progress reviews, and attend relevant meetings

### Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to inspire, motivate and challenge them
- Responsible for ensuring personal care of pupils is attended to (e.g. helping to feed, learning independence skills, etc...)
- Responsible for providing break and lunchtime supervision where required
- Responsible for the health and safety of self and others, using proactive and reactive strategies. This may include positive handling techniques.

- Demonstrating through practice an understanding and personal commitment to safeguarding and promoting the welfare of students within the school, raising any concerns following school protocol/procedures

### **Team working and collaboration**

- Work effectively as a team member and communicate effectively, identifying opportunities for working with colleagues and sharing the development of effective practice with them
- Encourage and support positive co-operation
- Responsible for allocated tutor's performance management as directed by the Senior Leadership Team
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation, and pastoral functions of the school
- Participate in any relevant meetings/professional development opportunities at the school
- Provide cover as required for absent colleagues

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Communicate effectively with parents/carers with regard to students' achievements and wellbeing using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

### **Professional development**

- Regularly review the effectiveness of your teaching and its impact on students' progress, attainment and wellbeing, refining your approaches where necessary, and responding to advice and feedback from colleagues
- Committed to continued professional development in approaches to working with autism, a specific curriculum area, and student wellbeing and mental health
- Participate in scheduled supervision and line management meetings as appropriate.
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

### **Other**

- To have professional regard for the ethos, policies, and practices of the school, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the head teacher

The above responsibilities are not an exhaustive list and the post holder will be required to undertake any other appropriate responsibilities and duties that may arise from time to time. Changes to this document will be made in consultation with the post holder.

Signature of Post Holder: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_



## Person specification

	Essential	Desirable
<b>Qualifications</b>	<p>PGCE-qualified</p> <p>Achieved, or in the process of achieving, QTS/QTLS</p>	<p>Evidence of continuous INSET and commitment to further professional development</p>
<b>Experience</b>	<p>Experience of teaching English and Maths</p> <p>Has experience and enjoys teaching children with Special Educational Needs and challenging behaviour</p>	<p>Experience of working with children with autism</p> <p>Experience of a specialist provision</p> <p>Experience working with teenagers</p>
<b>Knowledge</b>	<p>Knowledge of the primary curriculum (or how to differentiate accordingly)</p>	<p>Knowledge of ASC</p> <p>Knowledge of the English and Maths secondary curriculum</p> <p>Knowledge of Functional Skills (Entry Level 1 – Level 2) qualifications</p>
<b>Skills</b>	<p>Ability to adapt curriculum to suit requirements of complex needs pupils</p> <p>Good communication skills</p> <p>Be creative in teaching approaches</p> <p>Strong classroom management skills</p>	<p>Trained in Positive Handling Techniques</p> <p>Creative IT skills</p>
<b>Attitude</b>	<p>Highly motivated to make the school successful and contributes to the school's vision</p>	

	<p>Able to be flexible, manage change, and adapt rapidly to changing situations</p> <p>Calm disposition and able to communicate well and appropriately with students and parents</p>	
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<b>Closing date for applications:</b>	
<b>Contact:</b>	<b>Emma Sullivan (Principal) or Daniel Sitkin (Assistant Principal) 0113 457 0605</b>