

Aveley Primary School 2025/26

Job Description

Title:- Autism Resource Centre Teacher

Job Context: This job profile recognises the requirements of the current Pay and Conditions Regulations (STPC 2020) and reflects the vision, aims and policies established by the governors of the school.

Job Purpose:- To lead teaching and learning for children attending the Autism Resource Centre.

Accountable to:- Headteacher

Key Accountabilities:-

Policy and Leadership

To use and implement all school policies.

Management of Teaching and Learning

To provide for the learning experiences of pupils in my classroom and to work with a team of colleagues in developing teaching and learning strategies.

Management of People/Health and Safety

To lead, manage and work collaboratively with a group of pupils and, when appropriate, other adults and colleagues.

Management of Financial and Physical Resources

To develop, monitor and control financial and physical resources in my teaching area.

Evaluation and Quality

To monitor and evaluate pupils learning. To attend, and contribute to, Pupil Progress Meetings.

Administration/Meetings

To ensure that administrative requirements are fulfilled.

Key Tasks

Policy and Leadership

- Plans and assesses pupils learning using knowledge of school policies, schemes of work and school curriculum requirements for the relevant curriculum areas.
- To work with colleagues in developing relevant policies, schemes of work and handbooks.
- To establish and maintain regular communication with Headteacher and/or senior staff, governors and other schools where appropriate.

Management of Teaching and Learning

- Using knowledge of school policy and school Curriculum requirements and the specialist needs of learners,, plan work to meet the needs of individuals and groups promoting progression, continuity independence, communication and quality of learning.
- Uses relevant classroom management strategies to ensure a purposeful environment for teaching and learning to take place.
- Uses a variety of suitable teaching and learning styles and communicates clear learning expectations.
- Marks and provides assessment of work carried out by the pupil both in the school and elsewhere.
- Assesses, records and reports on the development, progress and attainment of pupils, including children's EHCP documents.

Management of People/Health and Safety

- Plans to manage pupil behaviour taking into account the personal, social and emotional needs of pupils.
- Safeguards the pupils' health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- Works as a member of a team, planning co-operatively, sharing information, ideas and expertise.
- Establishes good relationships with parents to promote pupils learning and development.
- Establishes and maintains positive relationships with pupils.
- Promotes the general progress and well-being of individual pupils and of any class or group of pupils assigned to you.
- Consults and communicates with parents of pupils.
- Consults, plans, directs or supervises with learning support staff, non-teaching staff and outside agencies, as appropriate.

Management of Financial and Physical Resources

- Organises and maintains a stimulating learning environment appropriate for the range of activities taking place, including up to date and informative learning walls and resources to support children's learning.
- Uses specialist resources as appropriate to support the needs of complex learners.
- Teaches pupils to take responsibility for resources and the environment.
- Ensures that resources are organised and readily available to promote learning.

Evaluation and Quality

- Monitors and assesses pupils work and uses assessment to inform planning and identifying individual needs.
- Keeps records of pupil's progress and report achievement in line with school policy and statutory requirements.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Review from time to time your methods of teaching and programmes of work.

- Participate in arrangements for your further training and professional development as a teacher including undertaking training and professional development which aims to meet needs identified in planning and review statements.

Performance Management

- Participate in arrangements made in accordance with the 2012 regulations for the appraisal or review of your performance and that of other teachers.

Administration/Meetings

- To keep records and carry out procedures to satisfy school policies.
- Establish and maintain regular communication flow (internal and external).
- To participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Attends assemblies, registers the attendance of pupils and supervises pupils, whether these duties are to be performed before, during or after school sessions.
- To work in collaboration with the SENCo to update and amend children's EHCP documents.
- You are not required to routinely undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgment.

Aveley Primary School Class Teacher Person Specification

	ESSENTIAL	DESIRABLE	EVIDENCE	SCORE (1-5)
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status 	<ul style="list-style-type: none"> Further /continued CPD related to SEND, in particular Autism 	Application Form	
Experience	<ul style="list-style-type: none"> Proven ability as an excellent classroom teacher Working effectively in a team Effective teaching and learning in the classroom Proven record of 'Good' teaching and learning and good progress of all learners, particularly those with SEND. Experience of working with children with Autism 	<ul style="list-style-type: none"> Proven record of leadership of other staff Experience of working with children with Autism and/or other complex needs. 	Application Form Interview References	
Professional Knowledge, Understanding and Skills	<ul style="list-style-type: none"> What constitutes quality and high standards in learning and teaching Inclusion and strategies for engaging all learners What constitutes appropriate and successful relationships with children Child protection in a primary school Achieving and sustaining high standards Effective organisational skills Ability to work well with parents and carers Experience of strategies used to support children with Autism 	<ul style="list-style-type: none"> Supporting and nurturing emotional literacy within the classroom How the learning environment supports high standards high quality teaching for children with Autism. 	Letter of application Interview Written task References	
Specific knowledge, understanding and skills	<ul style="list-style-type: none"> Using a positive approach to promote excellent learning behaviour Sound subject knowledge Confident and competent user of IT Demonstrate knowledge and understanding of Assessment for Learning. (AfL) 	<ul style="list-style-type: none"> In-depth qualification/understanding in a particular area e.g. Autism etc. A good understanding of what quality first teaching looks like in practice of children with Autism and/or complex needs. 	Application form Lesson observation Interview References	
Curriculum	<ul style="list-style-type: none"> The Early Years and National Curriculum and its assessment. Principles underlying the promotion of British Values Promote and develop enjoyment of learning Understanding of personalised learning. 	<ul style="list-style-type: none"> Cross curricular learning and teaching How the curriculum supports the ethos and values of a school Understanding of curriculum progression Experience using systems for assessing learners with SEND, such as B Squared. 	Letter of application Interview	

Professional Values	<ul style="list-style-type: none"> • Commitment to continuing professional development • High expectations of everyone • Ability to find solutions when barriers arise • Willingness to use variety of teaching strategies to engage all learners • Commitment to the personal welfare and safeguarding of children 	<ul style="list-style-type: none"> • Support for an enriched curriculum through out of hours learning and educational visits 	<p>Letter of application Interview</p>	
Personal Qualities	<ul style="list-style-type: none"> • Positive approach to work • Open minded, self-evaluative and adaptable to changing circumstances and new ideas • Passionate about learning and teaching • Displays warmth, care and sensitivity in dealing with children • Able to enthuse and reflect upon experience • Willingness to be involved in the wider life of the school • Ability to work flexibly • Ability to prioritise • Good interpersonal/ communication skills • A willingness to learn and the will to continue to strive for excellence • A passion and dedication to the success of all learners, whatever their level of need. 	<ul style="list-style-type: none"> • Demonstrate a commitment to environmentally-friendly and sustainable working practices • Willingness to engage with the opportunities for learning presented by the building • Insight into what is important in our school • Brings personal interests and enthusiasms to the school community 	<p>Letter of application Interview Reference</p>	