

Job description

Job title

English Teacher / Lead English Teacher - SEND (ASC)
(Grade/Role dependant on skills and experience)

Hours

37.5 hours, 52 weeks

Contract

Maternity Cover – 2 terms - fixed-term contract

Role profile and grade

Grade depending on experience

TLS30A – Grade 3

TLS40A – Grade 4

TLS50A – Grade 5

Salary

£34,653.00 (Grade 3)

£41,490.00 (Grade 4)

£48,022.00 (Grade 5)

Location

Inscape House School, Cheadle

Reports to

Relevant Deputy Head

Type of DBS required

Child & Adult Workforce (We will apply for this on your behalf)

Job purpose

Inscape House School is a non-maintained ASC specialist day school for children and young people aged 5 to 19 years. It is part of the Together Trust, a charity that has been providing care, education and support in the North West of England since 1870. The post holder will be a member of the Inscape House School or Post 16 department on the Cheadle campus.

Key responsibilities

Teaching:

- Teach the English National Curriculum, (which could include working towards Entry Level, or GCSE) to students in Key Stages 3, 4 or Post 16.
- Adapt the teaching of curricula to meet the varying learning needs of students with Autistic Spectrum Conditions.
- Develop high expectations that inspire, motivate and challenge, both academically and socially.
- Create a safe and stimulating learning environment for students, rooted in mutual respect taking into account students' sensory needs.
- Develop goals that stretch and challenge all students throughout the school day.
- Demonstrate the values and behaviours that are consistent with a positive disposition and empathic understanding of the students' needs, so as to develop their self-belief and confidence in their own abilities.
- Promote outstanding progress and outcomes by students both academically and socially.
- Work in a multi-disciplinary capacity with the school's Therapy Team to ensure that good autism practice is embedded within lessons and progress towards EHCP outcomes are being met.
- Demonstrate a proven track-record of students making outstanding progress through excellent teaching and subject pedagogy.
- Have strong experience of working with autistic students and other associated learning difficulties.

Grade 5:

- Ensure that the teaching and learning of the English curriculum across the school is of a consistent and high quality.
- Support teachers of English with their subject content knowledge and pedagogy.
- Take accountability for the progress of English across the school.

Management of staff:

Grade 3:

- To effectively deploy Education Assistants (EAs) to facilitate learning, ensuring that all support positively impacts on the development of every student's independence.
- To create and maintain a high level of accountability on EAs for the learning and development of academic and social skills throughout the school day.

Grade 4:

- Manage a team of EAs effectively.
- To ensure that all EAs are punctual, have high attendance and are always mentally present to facilitate learning.
- Complete human resource processes with a team of EAs such as return to work from absence, professional discussions/supervision, professional development reviews and performance management, including target setting.
- To address underperformance issues as soon as they arise with EAs completing the necessary paperwork and informing Deputy Head. Persistent issues to be addressed jointly with Deputy Head
- Ensure that EAs have the academic and social skills required for the students' needs by advising on relevant training available within the Together Trust with the approval of the Deputy Head/Head Teacher.

Grade 5:

- To provide professional leadership and management of a subject area i.e. lead the English curriculum team.
- To line manage staff according to Trust policy and support, challenge and develop them in their roles thus ensuring a culture of accountability at all levels.
- To prepare agendas for relevant meetings.
- To participate in meetings and strategic planning.
- To carry out other responsibilities as required by the Deputy Head or Headteacher from time to time.

Outcome delivery:

- Be accountable for each student's attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.

- Guide students to reflect on progress they have made and their emerging skills and how they can continue to develop.
- Demonstrate knowledge and understanding of how each student learns, their personal motivators and how this impacts on teaching and learning.
- Encourage students to take a responsible and conscientious attitude to their own work and study.
- Complete the “Progress Towards EHCP Targets” document and ensure that it is individualised and truly reflective of each student’s current position and future aspirations.

Curriculum Knowledge:

Grade 3/4:

- Have a secure knowledge of the English Curriculum
- Have a secure knowledge of the Entry Level, Functional Skills and GCSE subject specific curricula.
- Be able to foster and maintain students’ interest in your preferred key stage and subject, and address misunderstandings
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English.
- Develop a love of reading for pleasure in learners.

Grade 5:

- Lead on a subject area across the school from Key Stage 1 to Key Stage 5. (This is likely to be part of a subject team)
- Develop or support the production of Schemes of Work and resources to support the delivery of your subject curriculum across all Key Stages.
- Manage a budget for your subject area and take responsibility for ensuring that a range of resources are available to staff for the delivery of the subject area.
- Be responsible for the progress of students across the school in English.

Plan and teach well-structured lessons:

- Understand and demonstrate autism-specific strategies e.g. TEACCH, SPELL and Attention Autism, to support students to effectively access lesson material.
- Promote a love of learning and children’s intellectual curiosity whilst also promoting skills in problem solving.

- Create numerous opportunities for students to communicate and socially interact with peers and unfamiliar people within a supportive environment.
- Set homework (where appropriate) and plan out-of-class activities to consolidate and extend the knowledge and understanding students have acquired focusing in on interactions, communications, sabotage and problem solving.
- Reflect systematically on the effectiveness of lessons and approaches to teaching ensuring engagement and structure throughout.
- Contribute to the design and provision of an engaging curriculum.

Adapt teaching to respond to the strengths and needs of all students:

- Know how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and understand how to adapt teaching to support students' education at different stages of development.
- 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.

Accurate and productive use of assessment:

- Know and understand how to assess student progress, including appropriate statutory assessment requirements.
- Use the Autism Education Trust (AET) framework to measure autism-specific areas of progress.
- Make use of formative and summative assessment to secure students' progress.
- Use progress data to monitor progress, set targets and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear expectations and routines to support behaviour in classrooms, and take responsibility for promoting good and courteous

behaviour both in classrooms and around the school and in the community, in accordance with the school's Positive Behaviour Support policy.

- Employ appropriate proactive, active and reactive strategies to manage behaviours of concern.
- Have high expectations of behaviour by establishing clear boundaries for socially acceptable behaviour.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good professional relationships with students and act decisively when necessary.

Professional Communication

- Attend and contribute to students' review meetings and multi-disciplinary team meetings.
- Work with students, families and the multi-disciplinary teams to identify student centred goals.
- Demonstrate skill in communicating with autistic students and a range of physical, cognitive, and communication difficulties.
- Develop knowledge and application of communication strategies including total communication and the use of technology/software to communicate with students with a range of complex language and cognitive difficulties with support from the SALT team.
- Ensure that feedback and appropriate information is given to students in a student centred manner.
- Liaise with members of the MDT and education team and work co-operatively and timely, with regard to facilitating student achievement of their EHCPs, IEPs and therapy plans.
- To provide feedback and advice to staff and members of the multidisciplinary team regarding the assessment and treatment of a students physical, functional, cognitive, sensory and perceptual abilities. This includes psychosocial needs.
- To provide feedback to parents, carers and external agencies, as consented by the student or their advocate(s).
- Make referrals to other agencies as required/appropriate.
- Comply with the TT Safeguarding policy and do not use personal devices to contact families or professionals.
- To maintain strict confidentiality concerning individual students.
- To participate in school self-evaluation and school's quality improvement planning.

Training

- To comply with the school's mandatory training requirements.
- Attend conferences and meetings including professional shows as required.
- Attend external and internal training courses as agreed for continual professional development and meeting appraisal objectives.
- To read current literature on autism and special educational needs and to disseminate information to the rest of the staff team.

Professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Contribute to in-service programmes including feedback on courses attended.
- To review and reflect on your own practice and performance through formal and informal observation feedback of teaching, learning and assessment; responding to advice and feedback from colleagues; effective use of professional development reviews.
- To participate in your own professional development review and work towards objectives set through performance management processes.
- Perform any duties as may reasonably be required by the Trust, or as requested by your Deputy Head and other Senior Leaders.

Other responsibilities

- Actively engage with the Together Trust's vision, mission and values.
- Commit to promoting equality, diversity and inclusion.
- **Unsocial Hours / Holidays / Working Environment**
Occasional attendance at evening meetings / course / home visits may be required outside normal school hours. Normal arrangements regarding school holidays apply.
- Indicated below are areas of special consideration in terms of the working conditions of the post:

Person specification

You will need demonstrate the extent that you have the necessary requirements for this role. Please use examples in your application how you match the criteria in the person specification and your experience of the responsibilities outlined for the role.

	Essential	Desirable
Education, qualifications and training	Qualified Teacher Status (QTS). If qualified to teach secondary students, to have a subject specialism in English. Evidence of recent relevant professional development	
Experience and skills	Experience of working with children who are autistic and have communication difficulties, ADHD, Mental health and/or sensory processing differences. Experience of successful work with students displaying challenging behaviour. A commitment to the ethos, vision and values of the school and the Together Trust. A strong commitment to working co-operatively with parents. The ability to work effectively and co-	Experience of working in an autism – specific school. Experience of organising resources and leading development of a curriculum area. Experience of working in a multi-disciplinary team within an education setting.

	operatively with colleagues within a staff team. The ability to communicate effectively, both verbally and in writing, to a range of audiences. Flexibility in dealing with changing circumstances. Ability to identify, clarify, prioritise and solve problems as they arise. The ability to use information technology to communicate with others, track academic progress and share planning and resources.	
Knowledge and understanding	Excellent knowledge of the Curriculum including, where appropriate, Entry Level, Functional Skills and GCSE qualifications. Knowledge and understanding at both theoretical and practical levels of current perspectives on autism spectrum conditions (ASC). Knowledge of approaches/methodologies that can support autistic children and young people. Knowledge and understanding of the National Curriculum and	

	the demands it places on children with additional needs. Knowledge of current developments in education generally and special education in particular.	
Personal Qualities	Commitment to continuing the development of professional skills. Flexibility and a positive attitude to change. Ability to cope with students who present with behaviours of concern. High levels of personal resilience. Ability to work under pressure and meet deadlines.	
Safeguarding	Knowledge of Safeguarding and Keeping Children Safe in Education. Knowledge and understanding of strategies for inclusion and equal opportunities. Knowledge of Health and Safety expectations affecting children and adults across the school.	

Applications are welcome from all regardless of age, disability, marriage or civil partnership, pregnancy or maternity, religion or belief, race, sex, sexual orientation, trans status or socio-economic background. We are



committed to making reasonable adjustments for disabled people. We positively encourage applications from those with lived experience.