

Job description

Job title

EBSA (Emotionally Based School Anxiety and ASC Teacher
Grade 3 or 4

To teach and work as part of the EBSA team and as part of
main school teaching team

Hours

37.5 hours, 52 weeks

Contract

Permanent

Role profile and grade

TLS30A – Grade 3, Point 7 OR TLS40A – Grade 4, Point 10

Salary

Grade 3 starting salary £36,040.00

Grade 4 starting salary £43,150.00

Location

EBSA Team and Inscape House School, Cheadle, Stockport

Reports to

Relevant Deputy Head

Type of DBS required

Enhanced, Child & Adult Workforce

The Together Trust is committed to safeguarding and promoting the welfare of the people we support and expects all our staff and volunteers to share this commitment.

Safeguarding checks will be undertaken for the successful candidate in line with our safer recruitment policy, including an Enhanced DBS check (at no cost to yourself).

This role will involve regulated activity.

Job purpose

There is a growing need for EBSA support packages for autistic children and young people who experience anxiety and are not yet ready to access education within a busy school environment. This role will support pupils with school-based anxiety through personalised provision, with the aim of helping them build confidence and readiness to access the main school. The post holder will also work as part of the main teaching team at Inscape House School.

Inscape House School is a non-maintained ASC specialist day school for children and young people aged 5 to 19. It is part of the Together Trust, which has provided care, education and support across the North West of England since 1870. The post holder will be based on the Cheadle campus and work across both the EBSA team and main school provision.

Key responsibilities

Teaching:

- Understand National Curriculum requirements and adapt teaching to meet the needs of pupils with ASC, anxiety, ADHD, SEMH and school-based anxiety.
- Teach pupils through personalised outreach packages, using nurture principles, trauma-informed practice and child-led approaches to support reintegration into the main school where appropriate.
- Teach accredited courses where appropriate, including Entry Level, Functional Skills or GCSE within a relevant subject discipline.
- Set high expectations that inspire, motivate and challenge pupils academically and socially.
- Create a safe, stimulating and respectful learning environment which considers pupils' sensory needs.
- Promote pupils' self-belief, confidence, independence and progress through empathic, autism-informed practice.
- Work collaboratively with the Therapy Team, EBSA team and wider school staff to embed good autism practice and support progress towards EHCP outcomes.

Grade 4

- Demonstrate a proven track record of securing strong pupil progress through excellent teaching and subject pedagogy.
- Have strong experience of supporting autistic pupils and those with associated learning, trauma, attachment or emotionally based school non-attendance needs.

Management of staff:

- Effectively deploy Education Assistants to facilitate learning and support the development of pupils' independence.
- Plan work for support staff and ensure their input positively contributes to pupils' academic and social development throughout the school day.

Grade 4:

- Manage and deploy a team of Education Assistants effectively, ensuring support is purposeful, consistent and promotes pupil independence.
- Promote high standards of punctuality, attendance, engagement and professionalism within the EA team.
- Complete relevant HR processes with EAs, including return-to-work meetings, supervision, professional development reviews, performance management and target setting.
- Address underperformance promptly, completing required paperwork and informing the Deputy Head; persistent concerns should be managed jointly with the Deputy Head.
- Identify training needs for EAs and advise on relevant Together Trust training, with approval from the Deputy Head or Head Teacher.

Outcome delivery:

- Liaise with the multi-disciplinary team and monitor pupils' progress against SMART targets.
- Be accountable for each pupil's attainment, progress and outcomes.
- Use pupils' prior knowledge, capabilities, motivators and learning profiles to plan effective teaching.

- Support pupils to reflect on their progress, emerging skills and next steps.
- Encourage pupils to take responsibility for their own work and study.
- Complete the “Progress Towards EHCP Targets” document, ensuring it is individualised and reflects each pupil’s current position and aspirations.

Curriculum Knowledge:

- Have a secure knowledge of the primary curriculum or at least one secondary subject curriculum.
- If secondary trained, have a secure knowledge of the Entry Level, Functional Skills and GCSE subject specific curricula.
- Be able to foster and maintain pupils’ 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.

Plan and teach well-structured lessons:

- Use autism-specific strategies, such as TEACCH, SPELL and Attention Autism, to support pupils’ access to learning.
- Promote a love of learning, curiosity, communication, social interaction and problem-solving within a supportive environment.
- Set homework where appropriate and plan activities that consolidate and extend learning beyond the classroom.
- Reflect on the effectiveness of lessons and approaches to ensure learning is engaging, structured and purposeful.
- Contribute to the design and delivery of an engaging curriculum.

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

- Use creative approaches to engage pupils with school-based anxiety.
- Differentiate effectively and use approaches that enable pupils to access learning.
- Understand factors that can inhibit learning and adapt teaching to overcome barriers.

- Adapt teaching to reflect pupils' physical, social, intellectual and developmental needs.
- Use and evaluate distinctive teaching approaches to engage and support all pupils.

Accurate and productive use of assessment:

- Use Boxall Profiling and the Autism Education Trust framework to measure small steps of progress and autism-specific outcomes.
- Understand how to assess pupil progress, including relevant statutory assessment requirements.
- Use formative and summative assessment, alongside progress data, to monitor progress, set targets and plan subsequent lessons.
- Give regular, accurate feedback and encourage pupils to respond to it.

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

- Establish clear expectations, routines and boundaries to support positive behaviour in line with the school's Positive Behaviour Support policy.
- Use appropriate proactive, active and reactive strategies to respond to behaviours of concern.
- Manage classes effectively using approaches that meet pupils' needs and support motivation and engagement.
- Maintain positive professional relationships with pupils and act decisively when required.

Professional Communication

- Attend and contribute to review meetings and multi-disciplinary team meetings.
- Work with pupils, families and the multi-disciplinary team to identify pupil-centred goals.
- Communicate effectively with autistic pupils and those with physical, cognitive, sensory or communication needs.

- Use communication strategies, including total communication and technology, with support from the SaLT team where required.
- Provide pupil-centred feedback and share relevant information with pupils, families, staff, the MDT and external agencies as appropriate.
- Liaise with the MDT and education team to support pupils' EHCPs, IEPs and therapy plans.
- Make referrals to other agencies where required and appropriate.
- Comply with Together Trust safeguarding expectations, including not using personal devices to contact families or professionals.
- Maintain strict confidentiality concerning individual pupils.
- Participate in school self-evaluation and quality improvement planning.

Training

- Complete mandatory training requirements.
- Attend relevant conferences, meetings and training to support continuing professional development and appraisal objectives.
- Keep up to date with current literature on autism and special educational needs, sharing relevant information with colleagues.

Grade 4:

- Deliver training in your subject area at the request of the Senior Leadership Team.

Professional responsibilities:

- Work in partnership with the EBSA team, education providers, the NHS and Local Authorities to meet the needs of children and young people with SEND.
- Contribute positively to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues and seek advice or specialist support when needed.
- Contribute to in-service programmes, including sharing learning from courses attended.

- Reflect on practice and performance through observation feedback, professional dialogue and development reviews.
- Engage with performance management processes and work towards agreed objectives.
- Undertake any other duties reasonably required by the Trust, Deputy Head or 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.

Person specification

You will need to demonstrate how you meet the requirements for this role. Please include examples in your application that show how your experience matches the person specification and responsibilities outlined.

	Essential	Desirable
Education, qualifications and training	Qualified Teacher Status (QTS). If qualified to teach secondary students, to have a subject specialism. Evidence of recent relevant professional development.	Nurture Practitioner Qualification – Nurture UK
Experience and skills	Experience of working with autistic children and young people with communication needs and one or more associated needs, such as learning difficulties, ADHD, SEMH, school-based anxiety, mental health needs or sensory processing differences. Experience of successful work with pupils 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/carers. 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 with students who have school-based anxiety or non-attendance. Experience of working in a multi-disciplinary team within an education setting. Experience of working closely with families of children who have school-based anxiety and non-attendance.

	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 Entry Level, Functional Skills and GCSE qualifications where appropriate. Strong theoretical and practical understanding of current approaches to autism spectrum conditions. Knowledge of autism-informed approaches such as TEACCH, Attention Autism and SPELL. Understanding of the National Curriculum and the demands it places on pupils with additional needs. Knowledge of current developments in education generally and special education in particular.	Knowledge of the six guiding principles of Nurture. Knowledge of how to support students with attachment difficulties and school-based anxiety.

Personal Qualities	Commitment to continuing the development of professional skills. Flexibility and a positive attitude to change. Ability to cope with pupils 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.