# Job description

## Job title
SEND (ASC) Teacher – ICT/Computing/Computer Science
(Grade depending on skills and experience)

## Hours
37.5 hours, 52 weeks

## Contract
Permanent

## Role profile and grade
*Grade depending on experience*
TLS30A – Grade 3, Point 13 rising to Point 18
TLS40A – Grade 4, Point 19 rising to Point 24
TLS50A – Grade 5, Point 25 rising to point 30

## Salary
£34,653.00 rising to £38,388.00 (Grade 3)
£41,490.00 rising to £44,760.00 (Grade 4)
£48,022.00 rising to £52,400.00 (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 Computing/ICT 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 autistic pupils.
- Develop high expectations that inspire, motivate and challenge, both academically and socially.
- Create a safe and stimulating learning environment for pupils, rooted in mutual respect taking into account pupils' sensory needs.
- Develop goals that stretch and challenge all pupils throughout the school day.
- Demonstrate the values and behaviours that are consistent with a positive deposition and empathic understanding of the pupils' needs, so as to develop their self-belief and confidence in their own abilities.
- Promote outstanding progress and outcomes by pupils 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.

*Additional to a successful Grade 4 candidate:*

- Demonstrate a proven track-record of pupils making outstanding progress through excellent teaching and subject pedagogy.
- Have strong experience of working with autistic pupils and other associated learning difficulties.

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 pupil's independence.
- To create and maintain a high level of accountability so that EAs are able to support the learning and development of academic and social skills throughout the school day.

*Grade 4:*
- Line 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 HR 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 pupils' 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 ICT/Computing 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 pupil's attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils 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 pupil learns, their personal motivators and how this impacts on teaching and learning.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Curriculum Knowledge:
- Have a secure knowledge of the ICT/Computing curriculum.
- Have a secure knowledge of the externally accredited ICT/Computing qualifications at Key Stage 4.
- Be able to foster and maintain pupils' interest and address misunderstanding.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English.

*Grade 4:*
- Lead on ICT/Computing across the school from Key Stage 1 to Key Stage 5. (This is likely to be part of a subject team)
- Develop 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.

*Grade 5:*
- Broaden the ICT/Computing offer to reach a wider cohort of students.
- Improve the externally accredited qualification results.

Plan and teach well-structured lessons:
- Understand and demonstrate autism-specific strategies e.g. Attention Autism, Talking Mats, use of visuals and sensory strategies etc., to support pupils 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 pupils 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 pupils 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.

**TOGETHER TRUST**

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

- Know how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils 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 pupil progress, including appropriate statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use progress data to monitor progress, set targets and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils 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 pupils' needs in order to involve and motivate them.
- Maintain good professional relationships with pupils and act decisively when necessary.

Professional Communication

- Attend and contribute to pupils' review meetings and multi-disciplinary team meetings.
- Work with pupils, families and the multi-disciplinary teams to identify pupil centred goals.
- Demonstrate skill in communicating with pupils with autism 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 pupils with a range of complex language and cognitive difficulties with support from the SaLT team.
- Ensure that feedback and appropriate information is given to pupils in a pupil centred manner.
- Liaise with members of the MDT and education team and work co-operatively and timely, with regard to facilitating pupil 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 pupils physical, functional, cognitive, sensory and perceptual abilities. This includes psychosocial needs.
- To provide feedback to parents, carers and external agencies, as consented by the pupil 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 pupils.
- 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). | |

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| | A subject specialism in ICT/Computing/Computer Science or similar<br><br>Evidence of recent relevant professional development | |
| **Experience and skills** | Experience of working with autistic children/young people with communication difficulties, learning difficulties, ADHD, Mental health and/or sensory processing issues.<br><br>Experience of successful work with pupils displaying challenging behaviour.<br><br>A commitment to the ethos, vision and values of the school and the Together Trust.<br><br>A strong commitment to working co-operatively with parents.<br><br>The ability to work effectively and co-operatively with colleagues within a staff team.<br><br>The ability to communicate effectively, both verbally and in writing, to a range of audiences.<br><br>Flexibility in dealing with changing circumstances.<br><br>Ability to identify, clarify, prioritise and solve problems as they arise. | Experience of working in an autism – specific school.<br><br>Experience of organising resources and leading development of a curriculum area. Experience of working in a multi-disciplinary team within an education setting. |

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| | 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.<br><br>Knowledge and understanding at both theoretical and practical levels of current perspectives on autism spectrum conditions (ASC).<br><br>Knowledge of approaches/methodologies that can support children with autism e.g. Attention Autism and SPELL.<br><br>Knowledge and understanding of the National Curriculum and the demands it places on children with additional needs.<br><br>Knowledge of current developments in education generally and special education in particular. | |
| **Personal Qualities** | Commitment to continuing the development of professional skills. | |

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| | Flexibility and a positive attitude to change.<br><br>Ability to cope with pupils who present with behaviours of concern.<br><br>High levels of personal resilience.<br><br>Ability to work under pressure and meet deadlines. | |
| **Safeguarding** | Knowledge of Safeguarding and Keeping Children Safe in Education.<br><br>Knowledge and understanding of strategies for inclusion and equal opportunities.<br><br>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.