



**Title:** Class Teacher – Autism and Complex Learning needs  
**School:** College Park School  
**Responsible to:** Deputy Head of School & Headteacher  
**Salary:** MPS or UPS + 1 SEN point or 2 for relevant specialist qualification  
**Closing Date:** Friday 17<sup>th</sup> January 2025 @ 12pm  
**Shortlisting:** W/b: 20<sup>th</sup> January 2025  
**Interviews W/b:** 27<sup>th</sup> January 2025

Please complete the application form shown on our school vacancies page:  
<https://www.qe2cp.westminster.sch.uk/page/?title=Recruitment&pid=210>

### **Main purpose of the job**

1. To offer all pupils an effective education in a stimulating environment through the delivery of a broad and balanced curriculum relevant to a range of needs, abilities and developmental levels.
2. Contribute, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
3. To work in collaboration and partnership with pupils, parents/carers, governors, other staff and multi-agency professionals.
4. To be responsible for promoting and safeguarding the welfare of children and young people within the school.

### **Duties and responsibilities**

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document* and to fulfil the Teachers' Standards

### **Key Responsibilities**

### **PROFESSIONAL ATTRIBUTES**

1. To have high expectations of children and young people with autism and complex needs including a commitment to ensuring that they can achieve their full educational potential and to establishing respectful, trusting, supportive and constructive relationships with them.
2. To hold positive values and attitudes and adopt high standards of behaviour in their professional role.
3. To communicate effectively with children and young people.
4. To communicate effectively with colleagues, parents, carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
5. To recognise that communication is a two-way process and to encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
6. To recognise and respect the contribution that colleagues, parents, carers and other professionals can make to the development and well-being of children and young people, and to raising their levels of attainment.



7. To evaluate their performance and be committed to improving their practice through appropriate professional development.
8. To have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
9. To act upon advice and feedback and be open to coaching and mentoring.

## **PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**

1. Have a knowledge and understanding of the pedagogy around teaching pupils with autism including how learning progresses within them and how this can be used to support pupils with autism and complex needs.
2. To have sound knowledge and well-informed understanding of a range of approaches to assessment, including those specific to autism and the importance of formative assessment / AfL.
3. Have a thorough knowledge and understanding of a range of teaching, learning and behaviour management strategies to support pupils with autism and complex learning needs.
4. Have teaching skills which lead to pupils with autism achieving well relative to their individual starting points and making progress as good as, or better than, similar pupils nationally
5. To know how to use comparative statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
6. To know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment progress and areas for development, including action plans for improvement.
7. To have a secure knowledge and understanding of their curriculum areas and related pedagogy including how learning progresses within them.
8. To know and understand the relevant statutory and non-statutory curricula and frameworks, for their curriculum areas and other relevant initiatives across the age and ability range they teach.
9. To know how to use skills in literacy, numeracy and computing to support their teaching and wider professional activities.
10. To understand how children and young people with autism and complex needs develop, how they progress, rate of development and well-being of learners are affected by a range of developmental, LDD, speech and language difficulties, social, religious, ethnic, cultural and linguistic influences.
11. To know how to make effective well differentiated provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
12. To have knowledge and understanding of sensory profiles and how to support emotional regulation leading to active engagement.



13. To understand the roles of colleagues and the contributions they can make to the learning, development and well-being of children and young people.
14. To know how to draw on the expertise of colleagues and to refer to sources of information, advice and support from external agencies.
15. To know and understand the SEN code of practice and role they have in ensuring outcomes are met and annual review process followed
16. To know the current legal requirements on the safeguarding and promotion of well-being of children and young people.

### **PROFESSIONAL SKILLS**

1. To plan for progression across the age and ability range they teach designing effective learning sequences within lessons and across a series of lessons informed by secure curriculum knowledge and knowledge of pupils' autism and complex learning needs.
2. Plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy, ensuring that all students make progress towards clear learning objectives
3. To know, understand and implement an informal, semi-formal and formal curriculum that is suited to an individual pupils needs and be able to measure the impact of an individualized curriculum.
4. To teach challenging, well-organised lessons and sequences of lessons to meet individual autism across the age and ability range they teach.
5. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the complex needs of learners
6. Show evidence of personalisation and differentiation for all learners to enable them to achieve their potential.
7. To plan set and assess homework, out-of-class assignments (where appropriate).
8. Liaise with other colleagues to prepare and deliver units of learning in a collaborative way (the contribution reflecting the post holder's level of responsibility)
9. Work closely with teachers and learning support assistants in ensuring that suitably differentiated material and learning pathways are provided to challenge all students regardless of ability
10. To teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
11. To provide learners, colleagues, parents and carers timely, accurate and constructive feedback on learner's progress and areas for development.
12. To support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.



13. To use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and to plan future teaching.
14. To review the effectiveness and impact of their teaching on learners' progress and attainment and well-being.
15. To establish a purposeful and safe learning environment.
16. To identify and use opportunities to personalise and extend learning.
17. To establish and maintain a clear and positive framework for discipline, in line with school's behaviour policy.
18. To promote learners' self-control, independence and cooperation through developing their social emotional and behavioural skills.
19. To work as a multi-professional team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them, carrying out joint target setting and implementation where applicable.
20. To ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil through clear planning and instructions.

## **EQUALITIES**

- To ensure implementation and promotion of the school's equal opportunities policies.

## **EVERY CHILD MATTERS**

- To ensure the best outcomes for all children and young people in support of the ECM agenda.

## **SUPPORT FOR THE SCHOOL**

- To make a positive contribution to the wider life of the school.
- To carry out other duties as may be required from time to time at the discretion of the Headteacher that is commensurate with the grade of the post.

## **PERSON SPECIFICATION**

### **Qualifications and training**

1. Qualified teacher status
2. Degree or equivalent
3. Evidence of further professional development relating to special educational needs (SEN) and autism (desirable).

### **Experience**

4. Teaching experience of pupils with autism and complex learning needs within a mainstream or special school setting (primary or secondary).

### **Professional knowledge and skills**

Demonstrate the ability to:

5. Create a stimulating and safe learning environment.
6. Establish and maintain a purposeful and supportive working atmosphere.
7. Plan, prepare and deliver a broad and balanced curriculum relevant and appropriate to pupils with autism and complex learning needs.
8. Teach using a wide range of teaching strategies to meet differing learning styles and a wide range of abilities.
9. Assess and record the progress of pupils' learning to monitor progress and to inform next steps.
10. Use a variety of strategies to maximise achievement for pupils with autism and complex learning needs.
11. Encourage pupils in developing self-esteem and respect for others.
12. Successfully deploy a wide range of effective behaviour management strategies appropriate to pupils with autism and complex learning needs.
13. Develop effective working relationships with parent/carers, colleagues and multi-agency professionals.
14. Lead and manage a team of Teaching Assistants within the class.

### **Personal qualities**

Demonstrate a commitment to:

15. Working with pupils with autism and to enable them to reach their full potential.
16. Managing challenging situations in a positive and solution-focused manner.
17. Working flexibly across the school within a pupil-centred approach to learning.
18. Equality of opportunity and promoting the Federation's vision and ethos.
19. Reflective practice and a willingness to further professional skills, knowledge and abilities.
20. Promoting and safeguarding the welfare of children and young people within the school.

***At the Federation of Westminster Special Schools, we are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.***

*In line with KCSIE 2022 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. You will be sent a link from **Social Media Check** to carry out an online search, as part of our Safer Recruitment process. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children.*

### **DBS:**



Because of the nature of the job, it will be necessary for an Enhanced criminal record Disclosure to be undertaken (DBS). Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences, this post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exceptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.