

Executive Headteacher
Jo Petch

**Head of the Bi-borough Inclusion
Service**
Anna Selwyn

Headteacher
Pamela Murphy
Kennet Road, W9 3LG
020 7641 5825
office@qe2cp.westminster.sch.uk

Headteacher
Claire Shepherd
Garway Road, W2 4PH
020 7221 3454
admin@qe2cp.westminster.sch.uk

Title: Class Teacher – autism and complex needs - College Park School

Responsible to: Head Teacher

Salary: NQT or MS + 1 SEN point or 2 for recognised specialist qualification

Main purpose of the job

1. Fulfil the national teaching standards
2. Contribute, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
3. Have a knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies to support pupils and students with autism and complex needs.
4. Show that in all lessons, evidence of personalisation and differentiation for all learners to enable them to achieve their potential
5. Have sound knowledge and well informed understanding of the assessment requirements and arrangements for the areas they teach
6. Have a knowledge and understanding of the pedagogy around teaching children with autism including how learning progresses within them and how this can be used to support pupils and students with autism and complex needs.
7. Have a knowledge and understanding of sensory profiles and how to support emotional regulation leading to active engagement.
8. 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

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9. Have teaching skills which lead to learners with autism achieving well relative to their prior attainment, making progress as good as , or better than, similar learners nationally

10. Promote collaboration and work effectively as a multi-professional team member, contributing actively whenever possible

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, their 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 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.



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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. To know a range of approaches to assessment, including those specific to autism and the importance of formative assessment / AfL.
2. 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.
3. 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.
4. To have a secure knowledge and understanding of their curriculum areas and related pedagogy including how learning progresses' within them.
5. 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.
6. To know how to use skills in literacy, numeracy and computing to support their teaching and wider professional activities.
7. 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.



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8. 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.
9. To understand the roles of colleagues and the contributions they can make to the learning, development and well-being of children and young people.

To know how to draw on the expertise of colleagues and to refer to sources of information, advice and support from external agencies.

10. To know and understand the SEN code of practice and role they have in ensuring outcomes are met and annual review process followed
- 11.
12. 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 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 a 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.

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5. To plan set and assess homework, out-of-class assignments (where appropriate).
6. 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)
7. 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
8. To teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
9. To provide learners, colleagues, parents and carers timely, accurate and constructive feedback on learner's progress and areas for development.
10. 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.
11. To use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
12. To review the effectiveness and impact of their teaching on learners' progress and attainment and well-being.
13. To establish a purposeful and safe learning environment.
14. To identify and use opportunities to personalise and extend learning.
15. To establish and maintain a clear and positive framework for discipline, in line with school's behaviour policy.

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16. To promote learners' self-control, independence and cooperation through developing their social emotional and behavioural skills.
17. 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..
18. 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 head of school that is commensurable to the grade of the post.



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PERSON SPECIFICATION

1. Qualified Teach Status and/ or NQT
2. First Degree or Equivalent
3. Ideally, applicants should have an additional specialist teaching qualification.
4. SEN teaching experience
5. Demonstrate the ability to consistently deliver good / outstanding teaching and be able to provide support and supervision to teaching assistants in the class.
6. Demonstrate an ability to co-operate with other professionals and agencies outside the school and be aware of the value of a multi-disciplinary team approach.
7. Demonstrate an understanding of the possible causes of challenging behaviour and show how they have effectively managed pupils with challenging behaviour in the past.
8. Demonstrate knowledge and understanding of a range of strategies for developing literacy, communication and interaction skills for pupils.
9. Work collaboratively with colleagues in the department to deliver better outcomes for the children, families and staff through active contribution to the SIP and self-evaluation process.
10. Good ICT skills and be able to use ICT to good effect in delivery of the curriculum, record-keeping and day-to-day.
11. Commitment to safeguarding and promoting the welfare of children

Personal Qualities

12. Creative, enthusiastic and proactive, keen to embrace new ideas and challenges
13. Approachable, caring and empathetic
14. Flexible, listens and is prepared to seek advice and support
15. Demonstrate a concern for the pastoral & spiritual welfare of all in the school
16. Committed to active parental involvement
17. Able to deal sensitively with people and resolve conflict
18. Commitment to making learning fun

The Federation of Westminster Special Schools are committed to equal opportunities, safeguarding and promoting the welfare of children and young people and therefore expect all its staff and volunteers to share this commitment. All appointments are made subject to receipt of a completed application form, satisfactory references and Enhanced DBS.