



## St Paul's CofE Junior School Job Description Teacher Primary Autism Specialist Resource Unit

School:	St Paul's Church of England Junior School
Responsible to:	Headteacher
Grade:	MPS/UPS

### Main Purpose

To fulfil the professional duties of a teacher in line with the Teachers' Standards and STPCD, delivering high-quality teaching in our ASD Resource Unit for a group of up to 8 pupils, while supporting and promoting the school's Christian ethos, our vision and values and our strong sense of community.

### Key Responsibilities

Teaching and Learning:

- Lead a small, low-arousal classroom environment that prioritise structure, visual schedules, and routine
- Plan and deliver a bespoke Key Stage 2 curriculum mapped against individual EHCP targets
- Set high expectations that motivate, challenge and support all pupils
- Adapt teaching and provide appropriate scaffolding to meet pupils' needs
- Use a range of teaching strategies to promote engagement and progress

### Curriculum and Assessment:

- Contribute to coherent, progressive curriculum planning
- Assess, monitor and record pupil progress accurately
- Use AET Progression Tool and Resources to support bespoke curriculum planning and provision
- Work closely with colleagues to plan an effective schedule of bespoke mainstream integration activities for each pupil
- Provide clear and accurate progress information to parents and carers
- Maximise adaptive teaching methods to support mixed-age, mixed-ability groups

### Behaviour and Inclusion:

- Create a safe, orderly and positive learning environment
- Promote high standards of behaviour and respectful relationships
- Ensure inclusive practice by adapting teaching and scaffolding learning
- Support pupils' wellbeing and personal development

### Safeguarding and Welfare:

- Safeguard and promote the welfare of pupils at all times
- Follow statutory guidance (KCSIE) and school safeguarding procedures
- Maintain a safe learning environment



**Working with Others:**

- Work collaboratively with colleagues and the HoR
- Deploy Learning Mentors effectively to maximise pupil engagement and safety
- Communicate effectively with parents and carers
- Collaborate closely with external professionals, including Speech & Language Therapists (SALT) and Educational Psychologists
- Contribute to the wider life of the school

**Professional Responsibilities:**

- Engage in appraisal and professional development
- Reflect on and improve practice
- Maintain high standards of professional conduct
- Attend meetings and training as required
- Adhere to school policies and procedures while actively promoting and upholding the school's vision, values and ethos



## St Paul's CofE Junior School Person Specification – Class Teacher

**When completing your application, please ensure you provide clear examples of how you meet the essential and desirable criteria.**

Attributes	Essential	How measured	Desirable	How measured
<b>Experience</b>	Teaching across primary age range and an exemplary practitioner and role model.	1, 2, 5	Knowledge of Rosenshine's Principles of Instruction Experience of a progression/knowledge rich curriculum.	
	Proven experience of accurate and effective teacher assessment and the ability to set and meet challenging pupil targets.			
	Planning and managing the work of teaching assistants.	1, 2		
	An excellent understanding of the requirements of KS2 National Curriculum.	1, 2		
	Knowledge of the SEND Code of Practice.	1, 2		
<b>Skills / abilities</b>	Able to communicate with a variety of stakeholders – pupils, governors, colleagues, parents, community, external agencies.	2, 3		
	Ability to be an excellent role model for positive behaviour management.	3, 5	An excellent understanding of behaviour management strategies.	2, 3
	Ability to use IT effectively to support both the curriculum and work organisation.	1, 2, 5		
	Ability to work as part of, and contribute to a whole school team.	1, 2, 5		
	Experience of data analysis and the use of data to monitor pupil progress.	1, 2	Working knowledge of Target Tracker/Sonar Tracker.	1, 2
	Ability to deliver consistently high-quality lessons, evaluate the impact and develop future planning accordingly.	1, 2, 5		
<b>Inclusion</b>	Demonstrable commitment to inclusive teaching and learning.	1, 2, 5		
	Awareness and understanding of the effects of discrimination on pupils, parents, colleagues and policy.	1, 2		
<b>Education and Training</b>	Qualified Teacher Status.	4		
	Evidence of ongoing continuing professional development.	4		
<b>Personal Qualities</b>	Well organised with the ability to prioritise effectively.	5		
	A kind nature, good sense of humour and a genuine desire to help others succeed.	2, 3, 5		
	Commitment to supporting and upholding the Christian values and ethos of our school.	1, 2, 3		

Essential ~ without which a candidate would be rejected. Desirable ~ useful for choosing between two strong candidates

Measure ~ 1 = Application Form 2 = Interview 3 = Practical Exercises 4 = Proof of Qualification 5 = Evidence from Referees.

We will consider any reasonable adjustments under the terms of the Equality Act 2010 to enable an applicant with a disability to meet the requirements of the post.