**HALLFIELD PRIMARY SCHOOL**
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**CONNECTED FUTURES PARTNERSHIP**
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# Key Stage 1/2 (KS1/2) Teacher in Autism Specialist Resource Provision (SRP)
# Job Description and Person Specification

## Job Description

The following job description is not exhaustive. It is expected that teachers will work closely with the Head of School, Executive Headteacher and governors to develop the role to reflect the needs and demands of the post.

**Job Description/Post:** EYFS Teacher in Autism Specialist Resource Provision.
**Salary Scale:** MPS 1 – 6
**Responsible to:** SRP Lead teacher as direct Line Manager, Inclusion Manager, Head of School, Executive Headteacher, and Governors

**Job Purpose:** The Key Stage 1/2 Specialist Resource Provision Teacher is responsible for delivering high-quality teaching and learning for pupils with Autism within the Specialist Resource Provision, aligned to the National Curriculum, while supporting inclusion and participation within the wider school community.

The role combines strong Key Stage 1/2 pedagogy with specialist Autism practice. The post holder will lead classroom practice, curriculum adaptation and professional standards within the provision, working closely with Teaching Assistants, therapists, families and senior leaders.

The role includes day-to-day leadership and coordination of support staff, but does not include formal line management responsibility.

**Duties**

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Executive Headteacher or Head of School to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Key Responsibilities**

**Teaching and Learning (KS1/2 and Specialist Provision)**

- Plan and deliver high-quality, engaging and inclusive Key Stage 2 teaching that meets the academic, communication, sensory and emotional needs of pupils with Autism.
- Adapt and deliver the National Curriculum through specialist approaches to ensure access, progression and meaningful learning.

- Design learning environments that are structured, predictable and low-arousal, informed by current Autism research and best practice.
- Use specialist Autism approaches such as SCERTS, TEACCH, Attention Autism, PECS, sensory integration strategies and trauma-informed practice, as appropriate to pupils' needs.
- Embed strategies provided by Speech and Language Therapists, Occupational Therapists and other professionals into daily classroom practice.
- Plan for appropriate inclusion opportunities, enabling pupils to learn alongside mainstream peers where this supports learning and wellbeing.
- Develop and implement personalised learning plans, pupil passports, visual supports and structured routines to ensure consistency.
- Promote high expectations for learning, communication, independence, self-regulation and wellbeing for all pupils in the provision.

**Assessment, Monitoring and Reporting**

- Assess and track pupil progress against National Curriculum objectives, EHCP outcomes and individualised learning targets.
- Use a range of assessment tools, including formative assessment, specialist assessment frameworks and non-academic measures of progress.
- Contribute to EHCP processes, including evidence gathering, report writing, annual reviews and meetings.
- Set clear, measurable outcomes and next steps in collaboration with the SRP Lead, Inclusion Manager and wider team.
- Maintain accurate records relating to progress, attendance and safeguarding.
- Communicate effectively with parents and carers about pupil progress, learning approaches and next steps.

**Leadership of Practice and Provision (Non-Line Management)**

- Provide day-to-day leadership of classroom practice, modelling high-quality Key Stage 2 and Autism-specific teaching.
- Coordinate and guide the work of Teaching Assistants within the provision, ensuring clarity of roles, routines and expectations.
- Support effective staff deployment through shared planning, daily briefings and reflective discussion.
- Contribute to identifying training needs related to Autism and inclusive practice, sharing strategies and resources with colleagues.
- Offer advice and practical support to mainstream staff to strengthen inclusive practice across Key Stage 2 where appropriate.
- Maintain oversight of classroom organisation, timetables, transitions and routines to ensure consistency and high standards.
- Keep up to date with developments in National Curriculum, Autism and SEND practice and share relevant guidance with colleagues.
- Act as a professional role model and advocate for inclusive, neuro-affirming practice.

**Strategic and Whole-School Contribution**

- Support senior leaders with admissions, consultations and transitions into and out of the Specialist Resource Provision.
- Contribute professional insight to decisions regarding onward placement and transition to Key Stage 3, where appropriate.

- Contribute to the School Development Plan and Self-Evaluation in relation to SEND and specialist provision.
- Contribute to staff development activities, training and professional learning discussions.
- Work collaboratively with senior leaders to promote high-quality Autism provision across the school.

**Safeguarding, Behaviour and Wellbeing**

• Uphold and promote the school's safeguarding, child protection, behaviour and wellbeing policies at all times.
• Recognise and respond to the additional safeguarding vulnerabilities of children with Autism and complex needs.
• Ensure that children feel safe, supported and emotionally secure within the learning environment.
• Work closely with families, therapists and external agencies to support pupils' holistic wellbeing.

**Professional Responsibilities**

• Maintain high standards of professional conduct in line with the Teachers' Standards and School Teachers' Pay and Conditions Document.
• Engage in ongoing professional development related to National Curriculum, Autism and inclusive practice.
• Establish effective working relationships with colleagues, external professionals and families.
• Participate in meetings related to curriculum development, assessment, inclusion and school improvement.
• Carry out any other reasonable duties as directed by the Executive Headteacher, Head of School, Inclusion Manage or SRP Lead, consistent with the role.

**Other duties and responsibilities**

Any other reasonable duties as directed by the Executive Headteacher, Head of School, Inclusion Manage or SRP Lead.

Hallfield Primary School is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. An enhanced DBS disclosure will be requested for the successful candidate in accordance with Safeguarding Children and Safer Recruitment in Education Legislation.

## Person specification

This section outlines the skills and experience against which candidates for this position will be assessed. The selection panel will expect candidates to show knowledge and understanding of each area, and to show how they have applied (or are aware of how to apply) this knowledge and understanding in contexts relevant to Hallfield Primary School. You should provide clear and objective evidence of how you meet these requirements when completing your application. Short-listed candidates will be involved in a variety of activities directly related to the Person Specification that will form part of the evidence base.

The panel will assess the following:

- Application form
- Interview meeting and interview day activities
- Lesson observation exercise
- References and other pre-employment checks

## Essential Criteria

## Qualifications and Training:

- Qualified Teacher Status
- Degree or equivalent
- Evidence of recent and relevant professional development in KS1/2 and SEND
- Strong National Curriculum (NC) expertise and understanding of the statutory EYFS Framework

We may take up references for short-listed candidates *before* inviting to interview. Please therefore provide names and contact details of two professional referees with your application.

| Category | Essential | Desirable | Teachers' Standards | Assessment Method |
|---|---|---|---|---|
| **Qualifications and Professional Status** | Qualified Teacher Status. Degree or equivalent. Secure NC expertise. Evidence of recent and relevant professional development in NC and SEND. | Additional training or accreditation related to Autism or SEND. | TS 8 – Fulfil wider professional responsibilities | Application, Interview, References |
| **Knowledge and Understanding** | Secure knowledge of the NC and child development. Strong understanding of Autism and associated needs, including communication, sensory processing, regulation and behaviour. Understanding of inclusive and trauma-informed practice. Knowledge of specialist Autism approaches such as SCERTS, TEACCH, Attention Autism, PECS and sensory-based strategies. Secure understanding of safeguarding responsibilities for children with SEND. | Experience applying specialist Autism approaches across more than one setting. | TS 1, TS 4, TS 5, TS 7 | Application, Interview |
| **Teaching and Learning** | Evidence of strong or outstanding KS1/2 teaching practice. Ability to plan and deliver engaging, developmentally appropriate and individualised learning experiences. Experience of adapting the NCfor children with Autism. Ability to create structured, low-arousal learning environments. Skilled in observing, assessing and evidencing progress, including non-academic outcomes. Experience of responding to behaviour in a calm, reflective and needs-led way. | Experience teaching in a specialist resource base or specialist SEND provision. | TS 1, TS 2, TS 3, TS 4, TS 5, TS 7 | Application, Interview, Lesson Observation |

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| **Leadership of Practice and Provision (Non-Line Management)** | Experience of leading classroom practice and supporting Teaching Assistants through modelling, guidance and shared reflection. Ability to coordinate classroom routines, timetables and daily provision. Experience of influencing and improving practice without formal line management responsibility. Ability to maintain high expectations for consistency and quality of provision. | Experience contributing to the development of specialist provision within a mainstream setting. | TS 4, TS 8 | Application, Interview |
| **Assessment, Reporting and Partnership Working** | Experience contributing to EHCP processes, including evidence gathering and reviews. Ability to write clear, professional reports. Experience working collaboratively with external professionals such as Speech and Language Therapists and Occupational Therapists. Strong communication skills with parents and carers. | Experience leading or co-ordinating annual reviews. | TS 5, TS 8 | Application, Interview, References |
| **Strategic and Whole-School Contribution** | Ability to contribute to school improvement in relation to KS1/2, SEND and inclusion. Willingness to contribute to staff development and professional learning. Understanding of the role of specialist provision within a mainstream school. Commitment to inclusive and neuro-affirming practice. | Experience contributing to school development planning or SEND strategy. | TS 8 | Application, Interview |
| **Personal Attributes and Professional Conduct** | Calm, reflective and emotionally attuned approach. Strong interpersonal skills and ability to build trusting relationships. Confident practitioner who leads through example rather than hierarchy. Organised, adaptable and resilient. Commitment to continuous professional learning and reflective practice. Values diversity and champions inclusion. | Experience mentoring or informally coaching colleagues. | Teachers' Standards Part Two – Personal and Professional Conduct | Application, Interview, References |