



Crossley Hall Primary School

Crossley Hall Primary School, Thornton Road, Fairweather Green, Bradford, West Yorkshire BD8 0HJ

Telephone: (01274) 488703 Fax: (01274) 957817

Job Description

Specialist Teacher of Autism to work in our newly established DSP

The post holder will:

- ◆ Make a significant contribution to the development of the teaching and learning policy and practice within the DSP.
- ◆ Under the direction of the head teacher to be responsible for the development, implementation, review and evaluation of the teaching and learning within the expanding DSP.
- ◆ Be responsible for building the capacity and confidence of mainstream staff to include our DSP pupils successfully.
- Develop and maintain good communication with parents and carers and all relevant external agencies.
- Advise mainstream staff regarding effective curriculum and assessment procedures to meet the needs of our children in the DSP.
- Raise standards of achievement so that our DSP pupils achieve the best possible attainment and progress given their relative starting points.
- Advise and model for mainstream staff how to secure high standards of teaching and learning for our children within the DSP.
- Be responsible for the quality of resources within the provision and monitor this throughout mainstream school.
- Work alongside SLT to track the progress of our pupils within the DSP, to analyse data and report progress and identify effective interventions where necessary.
- With support of the SENCO play a key role in the annual reviews of EHCPs

Headteacher: Mr M Thorp

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- Develop a strong partnership based on trust with the parents to support their child's ongoing development throughout their primary school journey.
- With parents ensure all transitions are well planned and implemented effectively.
- Provide an appropriate curriculum which is accessible for all the DSP children including educational visits and other school activities.
- Provide a personalised curriculum for all pupils of the DSP with particular focus on their social, communication and interaction needs.
- Support staff to recognise that they are accountable for the progress and attainment of the children within the DSP.

Leading and managing staff

- To ensure that all staff within the DSP and mainstream school have high expectations of all pupils in ensuring they attain, progress and achieve accordingly.
- Staff will have clear expectations and good working relationships between the DSP team and the mainstream staff.
- Performance manage staff within the DSP to develop personal and professional standards.
- Lead on training for new staff to provide quality first teaching to our children within the DSP.
- Support the induction and development of colleagues in the DSP.
- Manage the resources effectively within the allocated budget.

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Personal Specification

Personal Specifications	E=Essential	D=Desirable
Education and Training		
1. Qualified Teacher Status		E
2. Knowledge and understanding of special needs education		
3. First Degree or Equivalent		E
4. Minimum of four years teaching experience		E
6. Lead learning for children with SEN		D
7. Experience of collaborative and effective working with parents/carers and a range of agencies		E
8. Experience of statutory SEN procedures (SEN Code of practice)		E
9. Willingness to undergo further training where appropriate in relation to school development plan and meeting the needs of pupils on the AS continuum.		E
10. Experience of planning the teaching and learning of pupils on the Autism spectrum in either a mainstream or special school.		E
Relevant experience		
11. Experience as an excellent primary practitioner		E
12. Experience of working with children with Autism		E
13. Experience of assessment procedures		E
14. An understanding of the needs of a multicultural society		D
15. Experience of working with a team delivering staff development initiatives		D
16. Work as part of a team as well as taking a leading role		D
17. Delegate and trust others to complete tasks		D
18. Seek advice and support when necessary		D
19. Respond calmly and supportively to pupils displaying anxious or challenging behaviours as well as planning effectively to support their individual needs.		D
20. Make regular accurate assessment of each child and address each child's next steps.		D
21. Judge when to make decisions and when to defer to senior managers following school policies		D
Skills and Aptitudes		
22. Ability to relate well to pupils, adults and all stakeholders		E
23. To be resilient and persevere		E
22. Ability to remain calm under pressure and be patient and kind.		E
23. Demonstrate good co-operative, interpersonal and effective listening skills.		E
24. Sufficient health, stamina and energy to cope with a very demanding post.		E
25. Good sense of humour		E
26. Flexibility and willingness to accept change.		E
27. Approachable, courteous and able to present a positive image of the school to callers and visitors.		E
28. Maintain confidentiality in matters relating to the school, its pupils, parents and carers.		E
Personal Circumstances		
34. Will not require holiday leave during term time.		E

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35. Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E
36. No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E
37. Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2012.	E
38. Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.	E
39. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying pupils, within school policies and practices.	E

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