



# Riversdale Primary School

## Job Advert

<b>School Address:</b>	Riversdale Primary School 302A Merton Road Southfields London SW18 5JP
<b>Headteacher:</b>	Amy Roberts

<b>Role:</b>	Autistic Spectrum Disorder (ASD) Resource Base Teacher
<b>Our school:</b>	<ul style="list-style-type: none"><li>• has excellent and supportive middle and senior leaders,</li><li>• is committed to supporting continuous professional development,</li><li>• has a team of staff that is recognised for its enthusiastic, friendly and rigorous approach to teaching and learning,</li><li>• has children who thrive in a creative and challenging atmosphere,</li><li>• has parents and carers who are supportive and ambitious for their children.</li></ul>
<b>We are looking for:</b>	<ul style="list-style-type: none"><li>• We are seeking highly motivated, skilled and experienced practitioner to teach in our ASD Resource Base within our inclusive mainstream Primary school. The new facilities opened in September 2018 and this September will open its 4th class.</li><li>• The successful applicant will be passionate, creative and an accomplished practitioner with knowledge, skills and experience of teaching pupils with ASD in the primary phase.</li><li>• Applicants should ideally have additional SEN/ASD qualifications and will be committed to working with other professionals to create an outstanding inclusive provision.</li></ul>

For an informal discussion about the post or any further details, please contact Amy Roberts (Headteacher). Tel 02088746904 or email [head@riversdale.wandsworth.sch.uk](mailto:head@riversdale.wandsworth.sch.uk)

An information pack, including a Job Description and Person Specification can be found below.

Completed application should be returned to the school either by email or post.

**Closing Date: Friday 14<sup>th</sup> February 2025 (at noon).**

**Interview Date: Wednesday 26<sup>th</sup> February 2025**

If you have not heard from us by the interview date, please assume that you have been unsuccessful on this occasion.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. This post is subject to a DBS check.

CVs are not accepted.

**Person Specification: Key Criteria in addition to the statements in the advert**

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Further training relevant to pupils with ASD e.g. TEACCH.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional SEN/autism qualification</li> </ul>
<b>Experience and qualifications</b>	<ul style="list-style-type: none"> <li>• Evidence of successful experience of teaching children with autism/social communication disorders in the primary phase.</li> <li>• Evidence of using autism specific approaches to differentiate the curriculum and planning programmes to meet the diverse needs of children with autism.</li> <li>• Evidence to demonstrate successful inclusion of pupils with SEN in the mainstream.</li> <li>• Experience of working with parents, other professionals and therapists to support pupils with SEN.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in EY, KS1 and 2.</li> <li>• Experience of teaching pupils with autism in a resource base or specialist primary setting.</li> <li>• Experience of advising others on strategies for successful inclusion.</li> </ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Knowledge of the National Curriculum from the EYFS to KS2.</li> <li>• Use of assessment procedures to gather appropriate data to monitor, review and evaluate achievement and progress and inform future planning.</li> <li>• Knowledge of specialist resources and approaches to teaching children with autism including TEACCH, PECs and Makaton.</li> <li>• Ability to use ICT to enable pupils to gain access to the curriculum.</li> <li>• Knowledge of EHCP process and annual reviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of current research on autism and successful approaches.</li> <li>• Experience of writing annual review reports and running annual reviews.</li> </ul>
<b>Personal &amp; Professional Skills</b>	<ul style="list-style-type: none"> <li>• Enthusiastic and committed approach to working with children with autism.</li> <li>• Effective interpersonal and communication skills (written and oral) and ability to relate to people at variety of levels.</li> <li>• Effective time management and organisational skills.</li> <li>• Ability to remain calm in challenging situations.</li> <li>• Empathetic and sensitive manner.</li> <li>• Pro-active approach to own professional development.</li> <li>• Commitment to working in partnership with parents and carers.</li> </ul>	

**Leadership & Management Skills**

- Ability to lead and manage a class team.
- Ability to foster commitment from staff.
- Ability to work with senior leadership team to contribute to school improvement.
- Experience of delivering autism-specific training.
- Membership of networks or forums.

## Job Description

<b>Post Title:</b>	Teacher in Resource Base for pupils with Autistic Spectrum Disorders (ASD)
<b>Scale:</b>	MPS (+ 1 SEN point for experience candidate)
<b>Line Manager:</b>	Headteacher/Head of Base/SENCo

<b>Main purpose of the job:</b>	<ul style="list-style-type: none"><li>• To teach and lead a staff team within the resourced provision for pupils with ASD within the inclusive context of Riversdale Primary School.</li></ul>
<b>Main responsibilities and tasks:</b>	<ul style="list-style-type: none"><li>• To model the expert teaching of pupils with ASD within the provision and when pupils are in mainstream.</li><li>• To lead a multi-disciplinary classroom team.</li><li>• To devise appropriate individual programmes for pupils, ensuring that they have a broad, balanced and relevant curriculum, including the National Curriculum, which address academic, social and personal targets with specific reference to the learning style of pupils with ASD.</li><li>• To work in close collaboration with the Head of Base, SENCo and whole staff to contribute to the development of autism-inclusive practice throughout the school.</li><li>• To contribute to staff training to facilitate the inclusion of pupils with ASD in social and academic activities.</li><li>• To track, monitor and review progress to inform future planning and maintain accurate and detailed pupil records.</li><li>• To provide written reports for annual reviews, and other times as necessary, gathering together other professionals' views.</li><li>• To establish and maintain partnership working with other professionals, services and parents/carers.</li><li>• To support the Head of Base in reviewing data on pupil progress and achievement, to evaluate the effectiveness of the provision and guide further development.</li><li>• To deputise for the Head of Base as appropriate.</li><li>• To keep up-to-date with current research on ASD and disseminate as appropriate.</li></ul>

## Teaching Standards

### PART ONE: TEACHING

#### 1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils which is rooted in mutual respect.
- Have high expectations and set goals where appropriate which stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

- Contribute to pupils' attainment, progress and outcomes.
- Plan learning activities to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsibility and conscientious attitude to their own work and study.

#### 3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings.
- Demonstrate an understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4. Supporting the teaching of well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and the intellectual curiosity of the children.
- Set homework and plan out of class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of sessions and approaches to own teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5. Adapt teaching support to respond to the strengths and needs of pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; to be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets and plan subsequent lessons in consultation with the class teacher.
- Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the School's Behaviour Policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage and support classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Take responsibility for improving practice through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regards to pupils' achievements and their well-being.