South Grove Primary School

Job Description

Primary Teacher – Special Resourced Provision for Autism

Salary	M6
Contract Type	Temporary – Fixed Term contract 31.08.27
Reporting To	Head Teacher, Assistant Deputy Head
Responsible For	Teaching Assistants

Main Purpose of the Role

- To provide high-quality teaching and learning for pupils within the Special Resourced Provision (SRP) for Autism, ensuring every child is supported to reach their full potential both academically and personally.
- To deliver a relevant, broad and balanced curriculum, adapted to meet the unique needs of pupils with complex special needs, particularly those with communication difficulties.

Duties and Responsibilities

- **Personalised Curriculum**: Plan, adapt and deliver bespoke learning program tailored to individual EHCP targets, individual needs and developmental stages. Implement autism-specific teaching strategies and approaches, such as TEACCH, PECS, and AAC systems.
- **Inclusive Integration**: Create transition opportunities and supported inclusion for SRP pupils to participate in mainstream activities and school life when appropriate, promoting inclusion and social interaction within both the SRP and wider school community.
- **Team Leadership**: Deploy, mentor, train and work collaboratively with Teaching Assistants within the SRP
- **Multi-Agency Working:** Partner closely with parents, families, Educational Psychologies, Speech and Language Therapists (SALT), and external SEND Services
- **Assessment and Compliance:** Track pupil progress meticulously, maintain high standards of pastoral and academic record-keeping, take part in annual EHCP reviews
- **Develop positive Parent/Carer relationships:** Liaise effectively with families and carers to ensure a collaborative approach to pupil support and development.
- **Professional Development:** Contribute to whole-school initiatives, staff meetings, and CPD activities as required.

Person Specification

Criteria	Qualities	Essential	Desirable
Qualifications and Training	Qualified Teacher Status (QTS)	E	
	Experience of working with children with complex special needs, particularly those with communication difficulties	E	
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	Ideally, experience in EYFS and/or a special school setting	E	
	Experience of delivering differentiated planning and autism-specific strategies	E	
	Experience of multi-disciplinary collaboration	E	
	Evidence of ongoing professional development, ideally relating to SEND and autism	E	
Skills and Knowledge	Strong understanding of autism spectrum conditions and evidence-based interventions	E	
	Knowledge of PECS, AAC, and other communication systems	E	
	Ability to adapt teaching and curriculum for a range of learning needs	E	
	Excellent assessment, recording, and progress tracking skills	E	
	Ability to support and develop colleagues through training and mentoring	E	
Personal Qualities	High expectations for all pupils and belief in every child's potential	E	
	Commitment to inclusive education and promoting pupil voice	E	
	Resilient, patient, and reflective approach to challenges	E	
	Collaborative team member with a positive, solution-focused attitude	E	
	Committed to safeguarding and promoting the welfare of children	E	
	Ability to work collaboratively as part of a team and to lead by example	E	
	Professional integrity and confidentiality	E	

Notes:

This job description may be amended at any time in consultation with the postholder.

Last Review Date:	
Next Review Date:	

Head Teacher's Signature	
Date:	

Postholder's Signature	
Date:	