



Melbourn Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**Melbourn Primary School: Growing, Exploring and Achieving Together**

We are a happy and caring school with a strong sense of community. Learning is at the centre of all we do; we strive to provide a dynamic and inspiring education which appeals to the many interests of the children. We work hard and strive for excellence in our school; our aim is that everyone in our school reaches the highest standards of achievement possible whilst becoming confident and independent.

**Autism Base Teacher Job Description**  
Academic Year 2026-2027

- Responsible to SENCo, DHT and HT.

**Overall Role and Remit**

- Develop and oversee the day-to-day provision for a class of up to 10 pupils within the Enhanced Resource Base (ERB).
- Support pupils with complex needs associated with autism and enable appropriate, meaningful inclusion within mainstream classes.
- Ensure the safety, welfare and well-being of all children in your care.
- Lead the school’s strategic and practical expertise in autism, acting as the school’s autism specialist, supporting staff across the school to embed autism-inclusive practices.
- Contribute to the ongoing development of the ERB and champion whole-school understanding of autism best practice.
- Manage and support a team of Teaching Assistants, including deployment, training and supervision.
- Oversee, complete, and quality-assure statutory paperwork, including EHCP documentation, annual reviews, provision mapping and assessments, ensuring full compliance with SEND legislation.
- Liaise effectively with parents and carers, maintaining open, supportive and proactive communication.
- Collaborate closely with mainstream class teachers and wider school staff, ensuring consistent approaches, smooth transitions and meaningful inclusion for ERB pupils.
- Provide specialist advice and support to teaching staff across the school, including modelling strategies, delivering training, and contributing to the school’s SEND provision.

**General Duties**

You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers’ Pay and Conditions Document currently in operation, or any subsequent legislation.

In accordance with the school’s policies and under the direction of the Headteacher:

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| <b>PART 1 - TEACHING</b>  |
| <b>1. Planning, Teaching and Classroom Management</b>   |
| 1(a) Be committed to a child-centred approach to learning in which the child is encouraged to be increasingly independent and learn by first-hand experience.   |
| 1(b) Teach allocated pupils by planning their teaching to achieve progression of learning through: <ul style="list-style-type: none"> <li>○ Identifying clear teaching intentions and specifying how they will be taught and assessed</li> <li>○ Setting tasks which challenge pupils and ensure high levels of interest</li> </ul> |



- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Provide clear structures for lessons maintaining pace, motivation and challenge
- Make effective use of assessment and ensure coverage of programmes of study
- Ensure effective teaching and best use of available time
- Monitor and intervene to ensure sound learning and safe behaviour
- Use a variety of teaching methods to:
  - Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - Select appropriate learning resources in relation to pupils' needs
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluate their own teaching critically to improve effectiveness

1(c) Demonstrate therapeutic thinking when responding children

1(d) Plan for and facilitate the inclusion of children from the base into their 'home' mainstream class.

1(e) Plan for successful transitions for children both into the base and into their mainstream class

## **2. Monitoring, assessment, recording, reporting**

2(a) Assess how well learning intentions have been achieved and use them to improve specific aspects of teaching

2(b) Make observations, mark and monitor pupils' work and set targets for progress appropriate to the children's needs

2(c) Assess and record pupils' progress systematically and keep records/portfolios to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving

2(d) Prepare and present informative reports to parents

2(e) Lead on the annual review of Education, Health and Care plans for children within the base

## **3. Other professional requirements**

3(a) Have a working knowledge of teachers' professional duties and legal liabilities

3(b) Operate at all times within the stated policies and practices of the school

3(c) Establish effective working relationships and set a good example through their presentation and personal and professional conduct

3(d) Endeavour to give every child the opportunity to reach their potential and meet high expectations

3(e) Create a stimulating, lively environment for our children within which they feel safe, happy and secure

3(f) Liaise effectively with parents and governors

3(g) Take on any additional responsibilities which might from time to time be determined

3(h) Participate in staff meetings and briefings

3(i) Prepare thorough risk assessments for events and school trips

## **4. Professional development**

4(a) Share with others within the base the knowledge and understanding gained through the NPQSEN qualification

4(b) Actively participate in professional development and staff training events appropriate to the role

4(c) Provide the school with feedback on any training or professional development undertaken

4(d) Report professional development progress to line manager and set goals for further professional development

4(e) Be a reflective practitioner, who actively adapts their practice based on what they are learning and demonstrates this to others

## **PART 2: PERSONAL & PROFESSIONAL CONDUCT**

**Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school**

(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper



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| boundaries appropriate to a teacher's professional position  |
| (b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions  |
| (c) showing tolerance of and respect for the rights of others  |
| (d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs  |
| (e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law   |
| <b>Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality</b> |
| <b>Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</b>   |

Print name \_\_\_\_\_

Signed \_\_\_\_\_

Dated \_\_\_\_\_