

EYFS Teacher (Autism Specialist School)

Phase: EYFS (Extending to Year 2)

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Contract: Full-time (term-time + INSET), permanent

About the Role

We are looking for an outstanding EYFS Teacher to join our autism specialist provision. This role combines class-based teaching with strategic oversight of the EYFS curriculum across our extended EYFS–Year 2 phase. You will ensure that all learners receive an ambitious, personalised, and well-structured early years experience that fully reflects their needs, strengths, and statutory entitlements.

A central part of this role is ensuring that the stated aims and outcomes outlined within pupils' EHCPs are fully understood, embedded, and achieved, with particular attention to implementing Section F provision through curriculum design, daily practice, and a carefully structured learning environment.

Key Responsibilities

1. Teaching & Learning

Deliver high-quality, developmentally appropriate teaching aligned with the EYFS Statutory Framework and adapted effectively for autistic learners.

Create an environment and daily structure that directly reflect Section F of each pupil's EHCP, ensuring that therapies, provision types, and recommended approaches are integrated into everyday practice.

Ensure that the teaching environment is enabling, predictable, and visually supportive, informed by specialist approaches (e.g., TEACCH, PECS, intensive interaction, sensory regulation strategies).

Plan personalised learning that addresses both academic and developmental aims, explicitly linked to EHCP outcomes and long-term targets.

Implement personalised strategies for sensory regulation, including use of sensory circuits, movement breaks, environmental adaptations, and co-regulated support.

Lead and work collaboratively with teaching assistants and multidisciplinary teams to embed consistent communication, sensory, and behavioural strategies.

Embed communication approaches (e.g., AAC, PECS, visual communication, modelling, regulation strategies) in all activities.

Use assessment tools that capture small steps of progress, engagement profiling, and personalised targets linked to EHCP outcomes.

Work in partnership with therapists (SaLT, OT), pastoral teams, and families to create coordinated support plans.

2. EHCP Implementation & Pupil Progress

Lead the process of embedding EHCP aims into daily teaching, environmental structure, and personalised learning programmes.

Monitor progress towards EHCP outcomes using robust assessment systems and clear evidence gathering.

Ensure regular review, updating, and communication of progress against EHCP targets with families and external professionals.

Contribute to Annual Reviews, providing high-quality, detailed evaluations of progress and provision.

Ensure that therapeutic, communication, and sensory interventions specified in Section F are consistently implemented.

3. Safeguarding & Pastoral Care

Prioritise pupil safety, emotional well-being, and positive regulation at all times.

Uphold safeguarding responsibilities rigorously and participate in multi-agency meetings as needed.

Build strong, trusting relationships with pupils, valuing and supporting diverse communication styles.

4. Professional Development & Collaboration

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Engage actively in specialist CPD linked to autism pedagogy, early childhood education, and SEND practice.

Support colleagues across the EYFS phase to understand and implement EHCP-led provision.

Work closely with therapists, SENCOs, and external agencies to deliver integrated, holistic support for pupils.

Contribute to whole-school development priorities and collaborative school culture.

Person Specification

Essential

Qualified Teacher Status (QTS).

Strong knowledge of EYFS pedagogy and early childhood development.

Experience working with autistic children and/or pupils with complex communication needs.

Understanding of the purpose and legal weight of EHCPs, particularly Section F.

Ability to design personalised learning that leads to demonstrable progress towards EHCP outcomes.

Commitment to inclusive, child-centred practice and high expectations.

Excellent interpersonal, communication, and teamwork skills.

Desirable

Experience working in a specialist setting.

Knowledge or training in TEACCH, PECS, SCERTS, sensory integration, or other specialist approaches.

Experience contributing to EHCP reviews or curriculum leadership.

Understanding of sensory processing differences and their impact on learning.

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What We Offer

A nurturing autism-specialist environment with a strong emphasis on wellbeing and belonging.

Supportive leadership and a collaborative multi-disciplinary team.

High-quality autism-specific CPD and coaching.

Opportunities for leadership development.

4 Day Working Week (4DWW), where you work 80% of your hours but receive 100% of the pay.



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We care, we strive, we grow, we thrive