

Specialist Teacher MPS/UPS & up to SEN 2

Junior Phase (KS2)

Job purpose

We are currently in the process of creating a brand new Junior (Primary) Additionally Resourced Provision (Complex Communication & Interaction) that will be sited within Netherhall Junior School.

The ARP will provide support for pupils with Complex Communication & Interaction (CCI) needs, their families and the main school. This Additionally Resourced Provision will provide a range of support for pupils with CCI needs within the mainstream setting.

The specialist teacher will be instrumental (alongside the Teacher in charge (Primary) and the Assistant Head Teacher SENCO) in shaping and creating the new facility, resources and curriculum alongside supporting students and families along the way.

You will be an integral part of a package of support that will be led by the Teacher in Charge, Assistant Head Teacher (SENCO) and supported by a Specialist HLTA, Learning Mentors and ETA's.

The post holder will provide vision and direction for the team to develop and lead strategies which will impact upon the learning and inclusion of children with CCI needs.

The role of will be responsible for organising, delivering, and evaluating learning for children with CCI within the ARP and wider school, involving parents/carers in the process. The post involves working closely with the Teacher in Charge/ARP lead, SENDCO, class teachers and support staff within the ARP and main school. The post also involves linking with other agencies as appropriate.

Professional Responsibilities:

To carry out the professional duties of a teacher outlined in the most recent Teacher's Pay and Conditions document, including **Teachers Professional Standards**.

Additionally, you may be required to work with Mainstream Schools to assist transition in partnership with the school and parents and offer advice and support with regard to pupils with Special Educational Needs.

Pupil Progress

1. Contribute to reviews of identified pupils and support with the achievement of the outcomes identified in the EHCP.
2. Monitor, report and evaluate the effectiveness of the support provided by Teachers and Support Staff in school.
3. Take pastoral responsibility for named pupils within the Additionally Resourced Provision.
4. Responsibility for sharing progress with the main school, parents/carers, and agencies, through rigorous reporting, meetings and contributing the wider pupil progress cycles.
5. Set and evaluate individual targets (academic and personal/social) including IEPs, MSPs, APDRs and review and report on progress for all designated pupils.

General teaching responsibilities

1. To plan, deliver and review specific teaching programmes for individuals and the group of pupils.
2. To contribute towards curriculum development and differentiation within the Additionally Resourced Provision and within main school.

3. To contribute to the planning, delivery, and review of the overall curriculum.
4. To support in maintaining good order and discipline.
5. To support pupils and staff in school to facilitate inclusion.
6. To prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating pupils' progress.
7. To attend meetings as required by the main school, wider agencies and Local Authority.
8. To support of pupils and their parents/carers in enabling pupils to make the most of the educational opportunities offered by the Additionally Resourced Provision and main school.
9. To establish and maintain effective and high-quality relationships with parents/carers and other professionals
10. To liaise with other agencies when appropriate e.g., Social Care, Health Agencies, Voluntary and Community Sector Organisations.
11. To organise and attend, annual and interim reviews for pupils with an EHCP.

Standard section for all jobs

1. To participate in Continuing Professional Development (CPD) and Performance Management as negotiated with the Headteacher.
2. To carry out any other duties, appropriate to the level reasonably expected of a teacher paid on 2 SEN points, relating to the efficient organisation of the service.
3. The Teacher's duties must at all times be carried out in compliance with the Council's Equality & Diversity Policy and other policies designed to protect employees or service users from harassment.
4. Take reasonable care of the Health and Safety of self, other persons, and resources whilst at work.
5. Co-operate with management of the Service as far as is necessary to enable the responsibilities placed upon the Service under the Health and Safety at Work Act to be performed, e.g., operate safe working practices.
6. It is the duty of the Teacher not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic communities, women, disabled or older people, lesbians, or gay men. The teacher should also counteract such practice or behaviour by challenging or reporting it.
7. Be responsible for carrying out the appropriate duties set out in the Teachers' Pay and Conditions Document as directed by the Headteacher.
8. Carry out your duties with due regard to current and future Council policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through Council communications.
9. As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse, and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It is not just about the very old and the very young, it is about everyone who may be vulnerable.

Person Specification

POST TITLE: Specialist teacher

	ATTRIBUTES	RELEVANT CRITERIA	HOW IDENTIFIED	RANK	
1	RELEVANT EXPERIENCE	1.1	Recent experience of teaching KS2 pupils with CCI needs.	Application / Selection Process	A
		1.2	Experience and knowledge of managing and supporting pupils with CCI.	Application / Selection Process	A
		1.3	Experience of delivering provision and personalised learning programmes/interventions for pupils with SEND.	Application / Selection Process	A
		1.4	Excellent classroom practitioner with the ability to motivate and inspire pupils and meet individual needs.	Application / Selection Process	A
		1.5	Experience of leading and supporting staff in the writing of My Support Plans and EHCPs.	Application / Selection Process	A
		1.6	Experience of assessing pupils with CCI.	Application / Selection Process	B
		1.7	Experience of working in partnership with parent(s)/ carer(s) and colleagues in other agencies and provisions	Application / Selection Process	A
		1.8	Experience of monitoring & evaluating the effectiveness of T&L, including personalised learning programmes.	Application/ Selection Process	B
2	EDUCATION AND TRAINING ATTAINMENTS	2.1	Qualified Teacher Status.	Application / Selection Process	A
		2.2	Recent and relevant CPD	Application / Selection Process	B
		2.3	Commitment to continued professional development	Application / Selection Process	A
3	GENERAL AND SPECIAL KNOWLEDGE	3.1	Extensive knowledge & understanding of CCI needs and effective strategies and approaches to support children with CCI.	Application / Selection Process	A
		3.2	Ability to promote inclusion and meet the additional needs of all pupils.	Application / Selection Process	A
		3.3	Ability to support annual and interim reviews for pupils.	Application / Selection Process	B
		3.4	A well-developed understanding of the principles and practices associated with excellence within education.	Application / Selection Process	C
		3.5	Commitment and ability to raise standards for all pupils	Application / Selection Process	A
		3.6	A well-developed current knowledge of the curriculum.	Application / Selection Process	C
		3.7	Working knowledge of assessment procedures inc.the recording, reporting & analysis of children's progress & development	Application / Selection Process	B
		3.8	A good working knowledge of ICT and its use across the curriculum.	Application / Selection Process	A
4	SKILLS AND ABILITIES	4.1	Ability to lead and support staff development.	Application / Selection Process	C
		4.2	Ability to work in a solution-focused, flexible manner.	Application / Selection Process	A
		4.3	Ability to develop a positive team spirit, communicate effectively, delegate and negotiate, when necessary, with sensitivity.	Application / Selection Process	A
		4.4	Willingness to lead aspects of INSET/CPD.	Application / Selection Process	C
		4.5	Ability to remain calm and supportive at all times.	Application / Selection Process	A
		4.6	Effective communication skills with a variety of stakeholders.	Application / Selection Process	A
		4.8	Ability to participate in policy and school improvement decisions in partnership with the SLT.	Application / Selection Process	C
		4.9	Ability to review and evaluate the effectiveness of the Additionally Resourced provision.	Application / Selection Process	C
		4.10	The ability to analyse and interpret data.	Application / Selection Process	B
		5	ADDITIONAL FACTORS	5.1	Ability to adapt and be flexible to the needs of the school and Additionally Resourced provision sector.
5.2	Positive approach to the management of change.			Application / Selection Process	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications.

You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this. Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview