

# Job Description

## Teacher in Charge of an Additionally Resourced Provision for pupils with Complex Communication & Interaction (CCI) needs

### Primary Phase (EYFS, KS1 & KS2)

### Salary: Leadership 6-10

**Responsible to:** Principal & Heads of School

#### **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, the post holder will be required to work with the main school to lead the support and integration of pupils with Special Educational Needs with the school and parents/carers, and offer advice and support with regard to pupils with Special Educational Needs.

#### **Responsibilities**

1. To act as a model of excellent classroom practice for other teachers and support staff, with specialist knowledge of CCI.
2. To take a leading role in ensuring the Additionally Resourced Provision meets statutory requirements with respect to the Code of Practice for SEND 2015.
3. To keep up to date with legislation, guidance, policies, and current research ensuring the Provision complies fully and is a model of accepted good and outstanding practice.
4. To participate in policy and school improvement decisions as part of the School Management Team.
5. To carry out performance management responsibility of a number of staff.
6. To monitor and evaluate the effectiveness of interventions, through an annual report to the Principal, Head teacher, Line Manager and Strand Lead. The main focus of which is outcome and evidence based judgements to inform whole school and strand self-evaluation and development planning.
7. To lead and manage the development of personalised learning programmes, IEPs and transition plans for pupils within the provision.
8. To organise and attend, (chair when appropriate), annual and interim reviews for pupils with an EHCP.
9. To establish and maintain effective and high-quality relationships with parents/carers and other professionals
10. Induct, support and monitor new staff.

#### **Pupil Progress**

1. Coordination of support plan, external professional links and EHCP reviews of identified pupils.
2. Monitor, report and evaluate the effectiveness of the support provided by teachers and support staff in mainstream schools.
3. Take pastoral responsibility for named pupils within the Additionally Resourced provision.
4. Responsibility for sharing progress with school, parents and agencies, through home reports, placement reports and transition plans.
5. Set individual targets (academic and personal/social) including IEPs, review and report on progress for all designated pupils.

## **General teaching responsibilities**

1. To plan, deliver and review specific teaching programmes (including schemes of work) for individuals and groups of pupils.
2. To provide and give advice about creating a stimulating educational environment for specific children and young people with a range of difficulties.
3. To lead on curriculum development and differentiation.
4. To contribute to the planning, delivery and review of the overall curriculum.
5. To lead on maintaining good order and discipline.
6. To support pupils and staff in mainstream schools to facilitate inclusion.
7. To prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating pupils' progress.
8. To attend and chair meetings as required by the Headteacher.
9. To advise main school with regard to SEND and inclusive practice.
10. To contribute to the maintenance of an up-to-date database on pupils supported in mainstream and/or placed at the specialist provision. (SEND support and EHCP reviews).
11. To support pupils and their parents/carers to make the most of the educational opportunities offered by the service.
12. To liaise with other agencies when appropriate e.g. social care, health agencies, voluntary and community sector organisations,

## **Standard section for all jobs**

1. To keep abreast of developments in the areas of curriculum, teaching and learning, inclusion and Complex Communication & Interaction (CCI) needs.
2. To coordinate and participate in Continuing Professional Development (CPD) and Performance Management as negotiated with the Head teacher
3. To carry out any other duties, appropriate to the level reasonably expected of a teacher paid Leadership 6-10, relating to the efficient organisation of the provision and school.
4. The teacher's duties must at all times be carried out in compliance with the school's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
5. Take reasonable care of the health and safety of self, other persons and resources whilst at work.
6. Co-operate with management of the school as far as is necessary to enable the responsibilities placed upon the school under the Health and Safety at Work Act to be performed, e.g. operate safe working practices.
7. 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.
8. To be responsible for carrying out the appropriate duties set out in the Teachers' Pay and Conditions Document as directed by the Head teacher.
9. 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.
10. 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 isn't 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 EYFS KS1 & KS2 and 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 leading, managing & delivering provision & personalised learning programmes 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 and management of My Support Plans and EHCPs.	Application / Selection Process	A
		1.6	Experience of assessing pupils with CCI.	Application / Selection Process	A
		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	A
		1.9	Experience of managing support staff/staff.	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	A
		2.3	Commitment to continued professional development	Application / Selection Process	A
3	GENERAL AND SPECIAL KNOWLEDGE	3.1	Extensive K&U 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 organise and manage annual and interim reviews for pupils.	Application / Selection Process	A
		3.4	Well-developed understanding of the principles & practices associated with excellence within Secondary education.	Application / Selection Process	A
		3.5	Commitment and ability to raise standards for all pupils	Application / Selection Process	A
		3.6	A well-developed current knowledge of the Secondary curriculum.	Application / Selection Process	A
		3.7	Working knowledge of the assessment procedures inc. the recording, reporting & analysis of children's progress & develop.	Application / Selection Process	A
		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	A
		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 & negotiate, when necessary, with sensitivity.	Application / Selection Process	A
		4.4	Willingness to lead aspects of INSET/CPD.	Application / Selection Process	A
		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
		4.7	Ability to line manage staff including Performance Management.	Application / Selection Process	A
		4.8	Ability to participate in policy and school improvement decisions in partnership with the Senior Leadership Team.	Application / Selection Process	A
		4.9	Ability to review and evaluate the effectiveness of the Additionally Resourced provision.	Application / Selection Process	A
		4.10	The ability to analyse and interpret data.	Application / Selection Process	A
5	ADDITIONAL FACTORS	5.1	Ability to adapt and be flexible to the needs of the school and Additionally Resourced provision sector.	Application / Selection Process	A
		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**