

# JOB DESCRIPTION

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| **Group:** | EDUCATION & LIFELONG LEARNING |
| **Division:** | Schools & Access & Inclusion |
| **Section:** | Access and Inclusion |
| **Sub Section:** | Learning Support Service |
| **Post Title:** | Temporary Teacher: Complex Learning Difficulties until end of academic year 2023. |
| **Vision Post Number:** |  |
| **Grade:** | MPG + SEN allowance (£2310) |
| **Responsible to:** | Headteacher/ SEN coordinator |
| **Post reporting to this post:** | LSC Support Staff |
| **Team:** | LSC |
| **CRB Required Level:** | Enhanced. |
| **Location:** | Maerdy Primary School |
| **Date of Description:** | July 2016 |

## MAIN PURPOSE

To provide specialist teaching for pupils with a range of complex learning difficulties.

## KEY RESPONSIBILITIES

* To teach individual and small groups of pupils with complex special educational needs.
* To carry out baseline/National Curriculum Assessments to inform teaching and measure progress.
* To assess pupils’ learning and social needs, taking account of assessment information from other specialist services to develop appropriate teaching approaches and programmes.
* To use and manage relevant resources including ICT, to provide greater access to the curriculum and promote independent living skills.
* To ensure efficient and effective deployment of classroom support staff.
* To monitor the progress of pupils and prepare reports for reviews.
* To organise and attend reviews of pupils.
* To liaise with other professionals as and when appropriate.
* To keep detailed records to include IEP’s, reviews meetings with parents etc.
* To be responsible for using the capitation provided annually to order suitable resources.
* To maintain the teaching expectations of the school.
* To maintain appropriate levels of behaviour and discipline.
* To maintain an up to date knowledge of good practice in teaching techniques.
* To undertake professional development to enhance teaching and pupils’ learning.
* To contribute to the development and/or implementation of school and Local Authority policies.
* To attend staff meetings at school and Local Authority level.
* Any other reasonable duties as requested by the Headteacher.

THE CONTENTS OF THE DOCUMENT WILL BE THE SUBJECT TO REVIEW FROM TIME TO TIME IN CONSULTATION WITH THE POSTHOLDER. JOB DESCRIPTIONS MAY BE AMENDED TO REFLECT AND RECORD SUCH CHANGES.

Protecting Children and Vulnerable Adults is a core responsibility of all staff. Staff are expected to alert their line manager to any concerns they may have regarding the abuse or inappropriate treatment of a Child or Young Person, or Vulnerable adult.



PERSON SPECIFICATION

This Person Specification sets out the knowledge and / or qualifications, past experience and personal competencies that would be ideal for this particular post.

The **Knowledge/ Qualifications and Experience** sections describe what is required in terms of the technical ability that is needed to do this job successfully.

The **Competencies** section describes the kinds of non-technical skills, abilities and personal characteristics that the ideal person for this particular role would have. The competencies describe how that person would ideally work with other people and how they would approach their responsibilities.

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|  | **Essential** | **Desirable** |
| **Knowledge and Education/Training** | * Qualified teacher * Able to demonstrate knowledge of a variety of teaching and learning strategies suitable for children with additional learning needs * Understanding of the social and educational needs of children with a range of additional learning needs * Commitment to undertake further specialist professional development | * Knowledge of strategies to meet the needs of children with challenging behaviour |
| **Experience** | * Experience as a mainstream primary teacher * Experience of teaching children with additional learning needs * Experience of writing and working with individual education programmes | * Experience of working in a specialist provision |
| **Skills Abilities** | * Ability to work effectively with support staff * Good interpersonal and communication skills, * Good written skills * Ability to develop good working relationships with parents/carers and other professional colleagues | * Good IT skills * Ability to promote inclusion into mainstream where appropriate |
| **Personal Characteristics** | * High expectations of self and of pupils * Enthusiastic and well motivated * Willingness to adopt a flexible approach * Resilience under pressure |  |