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| **Job Role: Specialist Teacher – Inclusion Curriculum****Reporting to: Team Manager****Base: Broomfield Hall** |
| **Hours per week** 37 hours per week, 52 weeks per year**Contract Type** Academic**Holidays** 35 per year pro rata**Salary** AOC Lecturer Pay Scale, £18,726 - £35,645 per annum  |
| **Job Purpose**To manage a high quality teaching and learning experience, which will encourage retention and achievement, and ensure all learners are challenged, engaged and making progress every day. |
| **Introduction**The requirements that the College has of its Lecturing staff are outlined in this job description and also in the following documents:* Professional Standards for Teachers and Trainers in Education and Training – England
* The objectives set out in the Lecturers Scorecard – as updated annually
* The Minimum Expectations for Teachers outlined in the Teachers and Team Managers Guidelines and Procedures

**Teaching Responsibilities*** Carry out the effective day to day management of learners’ learning in accordance with the College’s objectives.
* Inspire learners and colleagues identifying, interpreting and applying specific knowledge.
* Raise retention and achievements for learners on a continual basis.
* Embrace the educational possibilities of Information Learning Technology and to take the responsibility for adapting teaching materials and one’s own practice in the use of ILT.
* Manage learning flexibility within a variety of delivery modes.
* Undertake a pastoral role.
* Support and advise team members in effective delivery of the curriculum.
* Create, deliver and evidence high quality learning materials.
* Contribute towards the development of and deliver a unitised curriculum.
* Promote equality of opportunity and recognition of diversity through teaching and learning
* Continually assess the individual needs of learners.
* Facilitate learning in large and small groups.
* Communicate effectively with all levels of learners.
* Identify and apply strategies to facilitate effective learning.
* Work effectively within different learning environments.
* Be familiar with a range of accreditation/specifications.
* Demonstrate an awareness and understanding of learning opportunities from a variety of sources.
* Demonstrate an understanding of the complex nature of the curriculum.

**Learner Progression Responsibilities*** Ensure that learners progress well from their different starting points and achieve or exceed standards expected for their age
* Help learners attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs
* Maintain consistently high expectations of what learners can achieve, including the most able and the most disadvantaged
* Where relevant, promote English, maths and other skills necessary to function as an economically active member of British society and globally
* Have a secure understanding of the age group being worked with and have relevant subject knowledge that is detailed and communicated well to learners
* Gather assessment information from looking at what learners already know, understand and can do and is informed by their parents/previous providers as appropriate
* Use assessment information to plan appropriate teaching and learning strategies, including identifying learners who are falling behind in their learning or who need additional support, enable learners to make good progress and achieve well
* Ensure that learners understand how to improve as a result of useful feedback and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this
* Engage with parents, carers and employers to help them understand how learners are doing in relation to the standards expected and what they need to do to improve

**Learner Personal Development, Behaviour and Welfare Responsibilities**Promote and support learners’:* Pride in achievement and commitment to learning
* Self-confidence, self-awareness and understanding of how to be a successful learner
* Choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance
* Where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training
* Prompt and regular attendance
* Following of any guidelines for behavior and conduct, including management of their own feelings and behavior, and how they relate to others
* Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
* Knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
* Personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain

**General Responsibilities*** Comply with administrative procedures for the effective collection, interpretation and actioning of College management information.
* Provide a professional customer service to both internal and external customers.
* Develop curriculum growth and innovation.
* Ensure that quality standards are set, monitored and reviewed within the section Contribute to the exploration and initiation of sources of income generation.
* Liaise effectively with industrial, commercial and educational partners.
* Contribute to the marketing of programmes within the area.
* Fully participate in Team Meetings, professional development, events, discussions and any other activities commensurate with the duties and responsibilities of this post.
* Demonstrate flexibility in responding to changing demands in personal, sectional or the College’s workload.
* Take reasonable care of your own health, safety and welfare and that of any other person who may be affected by your actions or omissions whilst at work.
* Undertake risk assessments for any new activity and ensure risk assessment checks are carried out for any ongoing activity.
* Comply with all relevant College guidelines, policies and procedures and legislation, including but not limited to:
	+ Safeguarding
	+ Health and Safety
	+ Data Protection
	+ Equal Opportunities
	+ Computer Network Acceptable Use
* Carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job.

**Continuous Professional Development*** Develop dual professionalism: ensuring vocational/academic knowledge and skills is kept up-to-date; and developing a knowledge and application of pedagogy.
* Keep abreast of local and national developments that impact on learner experiences.
* Demonstrate competencies commensurate with the position e.g. a high level of interpersonal skills, good time management skills, self-motivating, professional, proactive and creative in line with the Teachers’ Professional Standards
* Desirable competencies include conflict handling, interviewing, undertaking research to benefit the college and proficient IT skills, an understanding of funding and how to access funding streams.
* Take responsibility for one’s own professional development and continually update as necessary. Additionally, the set amount of CPD required by the College per annum must be accrued and Team Time attended.

**Employees with management responsibilities*** Be responsible for implementing and monitoring College and individual department policies/procedures to ensure the health, safety and welfare of all persons within your area of control.
* Ensure that all persons within your area of control are provided with appropriate information, instruction, training and supervision so as not to compromise their health, safety or well-being.
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| **Qualifications****Essential*** Certificate in Education/PGCE/Professional Diploma in Teaching or willing to work towards.
* Professional Subject Qualification at Level 4 **or** Advanced craft qualification if in vocational area.
* Degree in subject taught if A level
* Level 2 Maths.
* Level 2 English.

**Desirables*** Recent professional development.
* Specific IT qualifications at Level 1 / 2
* Basic Skills Qualification.
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**Role Profile**

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| **Job title** | Specialist Teacher – Inclusion Curriculum | **Contract** | Academic |
| **Salary** | AOC Lecturer Pay Scale | **Hours & Basis**  | Permanent - 37 hours per week, 52 weeks a year |
| **Report to****(direct)** | Team Manager, Inclusion Curriculum | **Report****to** **(indirect)** | Head of Inclusion  |

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| **Primary purpose of role** |
| To work with the Inclusion Curriculum Team to * Work with students and their circle of support to create robust, meaningful and person-centred support plans
* Develop and implement robust initial assessment and baseline profiling systems
* Personalise programmes to meet individual needs and EHCP outcomes
* Set, monitor and report on meaningful targets, relating to EHCP outcomes where required
* Provide highly effective and appropriate teaching in a range of contexts and environments, including 1:1 delivery, small groups and full class sessions
* Contribute to the development of young people’s functional literacy and numeracy, personal development and social skills by embedding these in teaching across the curriculum
* Lead visits and interviews for potential students, providing effective IAG
* Liaise with schools and other providers / agencies to facilitate transitions
* Undertake required CPD and research into specific inclusion needs
* Plan, deliver and assess bespoke SEND training modules within and external to college
* Work effectively and efficiently, within the SEND Code of Practice, Equality Act, College Vision and Mission and Funding Guidance.
* Be an ambassador of SEND practice in wider college context
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| **Job Dimensions** | **Key relationships** |
| 1. Working with external agencies and the young people they represent.
2. Working with young people and their circle of support to identify, assess and plan to meet their inclusion needs.
3. Planning and delivering personalised learning to meet individual needs and EHCP outcomes.
4. Working in line with data protection legislation and college policy.
 | 1. Students, parents and carers
2. Inclusion Team (Team Manager, Teachers, Trainers, HLTAs, Education Support Workers and Communication Support Workers)
3. Other Inclusion and support specialists (including EHCP Coordinator and Advanced Practitioner - EAA)
4. Schools
5. External agencies
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| **Key role responsibilities and deliverables** |
| * To ensure that students progress well from their different starting points and achieve or exceed standards expected for their age
* To carry out assessments of individual students’ learning and support needs.
* To set and monitor individual student targets and evaluate progress, within a RARPA framework.
* To evidence progress and achievement within a RARPA framework.
* To plan the teaching and support required to ensure students achieve, including EHCP outcomes.
* To prepare effective learning materials.
* To teach students effectively in individual, group and class settings.
* To manage learning flexibly within a variety of delivery models.
* To work effectively within different learning environments.
* To undertake a pastoral role.
* To prepare and deliver reports on student progress and to collate information to support student reviews.
* To attend meetings and report on the progress of supported students.
* To support and advise team members in the effective planning and delivery of learning to meet individual student needs.
* To keep abreast of local and national developments that impact on student provision and experiences (SEND reforms, local offer, Access to Work etc.).
* To inspire students and colleagues.
* To have an awareness of and to meet the needs of students regardless of age, ethnic origin, gender, disability or sexual orientation.
* To fully participate in team meetings, professional development and events, and when pertinent deliver CPD sessions.
* To contribute to the marketing of the area and liaise with external agencies as required.
* To provide appropriate information, advice and guidance for young people / parents who attend for visits or information evenings.
* To hold interviews with young people and their parents / carers, gathering information to create a baseline profile and making an informed decision about the most appropriate provision.
* To promote disability awareness among staff & students and to contribute to the development or delivery of training (based in the Social Model).
* To maintain accurate records to meet audit and inspection requirements using appropriate IT systems.
* To raise retention and achievement for students on a continual basis.
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| **Derby College responsibilities and deliverables** |
| * To provide a professional customer service to both internal and external customers
* To ensure that quality standards are set, monitored and reviewed in all areas of our work
* To demonstrate flexibility in responding to changing demands in personal, sectional or the College’s workload
* To take responsibility for one’s own professional development and continually update as necessary
* To comply with all relevant policies and to assist in the development of Inclusive practices to make reasonable adjustments under the Equality Act and ensure we go beyond SEND compliance in all we do.
* To comply with all Health and Safety policy, Child protection and Risk Assessment policy and legislation in the performance of the duties of the post
* To take reasonable care of your own health, safety and welfare and that of any other person who may be affected by your actions or omissions whilst at work. You are also required to co-operate with the College to enable it to fulfil its legal obligations. Appropriate information, instruction, training and supervision will be provided to enable you to perform your duties in a manner that is deemed safe and without risk to health
* To comply with all aspects of the Data Protection Act
* To adhere to the College’s Computer Network Acceptable Use Policy
* To undertake dynamic risk assessments during your working practice and ensure formal RAs are carried out for any ongoing activity
* To carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job
* To comply with Equal Opportunities policies and to assist in the development of Equal Opportunities.
* To comply with all Health & Safety, Child Protection and Risk Management policy and legislation in the performance of the duties of the post.
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| **Capability requirements (E = Essential, D = Desirable, A = Application, I = Interview, AC = Assessment Centre)** |
| Knowledge of and/or the ability and commitment to acquire knowledge of the Equality Act 2010 and the SEND Code of Practice 2014. (Be sensitive to matters relating to discrimination in terms of race, colour, nationality, ethnic or national origin, religion, age, disability, gender, sexual orientation, marital status or ex-offending background.) | E | I/AC |
| Knowledge and experience of RARPA. | E | A,I/AC |
| Ability to design, deliver and review personalised learning programmes.  | E | A,I/AC |
| Knowledge and experience of EHCPs in relation to the planning, delivery and monitoring of learning programmes. | E | A,I/AC |
| Ability to plan, deliver and assess learning programmes including Functional English and Maths, personal development and social skills. | E | A,I/AC |
| Commitment to undertake ongoing development. | E | A,I/AC |
| Experience of forming and maintaining supportive, challenging and influential relationships with young people and adults. | E | A,I/AC |
| Experience of working in line with relevant safeguarding and protecting children procedures (with particular reference to identified vulnerable groups) | E | A,I/AC |
| Recent relevant experience of working with students with a range of inclusion needs (learning difficulties/disabilities) an education setting. | E | A,I |
| Knowledge of Preparation for Adulthood. | D | A,I/AC |
| Experience of managing and maintaining a diverse workload. | D | A,I/AC |
| **Qualification Requirements (E = Essential, D = Desirable, A = Application, I = Interview, AC = Assessment Centre)** |
| 1. Degree (preferably relevant to post)
2. Certificate in Education/PGCE or equivalent
3. Level 2 Maths minimum
4. Level 2 English minimum
5. Recent, relevant professional development
6. Specialist qualification in SEN at Level 5 or equivalent
7. Level 2 in IT or equivalent
8. First Aid and/or Health & Safety
 | E | A |
| E | A |
| E | A |
| E | A |
| D | A |
| D | A |
| D | A |
| D | A |
| **Essential Competencies (A = Application, I = Interview, AC = Assessment Centre)** |
| * Excellent practice in teaching, learning and assessment
* Values & respects the views and needs of young people
* Excellent and responsive interpersonal / communication skills
* Customer focus
* Adaptability and flexibility
* Approachability
* Integrity and trust
* Independent working
* Managing diversity
* Self-development
* Organisation and time management
* Team work
* Resilience
* Positive role model
* High expectations of self, colleagues and young people
* Commitment to the safeguarding of young people
 | All essential  | All assessed via application, interview and assessment centre  |

PRINT NAME (IN CAPITALS): SC Name 1

SIGNATURE: SC Signature 3 DATE: SC Date 3