



JOB DESCRIPTION

POST TITLE: LECTURER IN SEND (SPEECH, LANGUAGE & COMMUNICATION)
POST NUMBER: WREQ3041
GRADE: LECTURER SCALE 1-6

JOB PURPOSE

The provision at Weston College for learners with Special Education Needs and Disabilities (SEND) leads the field and is pro-active in informing the sector, sharing good practice and developing innovative provision for learners. This specialist provision offers a wide range of inspiring, innovative and high-quality individualised programmes for learners who have previously had difficulties in engaging with education and have experienced a wide range of barriers to their learning.

The person appointed will be required to work as part of a team developing and co-ordinating individualised programmes of support in developing learners with SEND speech, language and communication skills.

Within the role, you will be delivering specialist SALT interventions, supporting learners to develop their language, social and academic skills, both on a one-to-one basis and in small groups. The lecturer role includes personally tutoring learners within Foundation Learning ensuring seamless transitions between courses, schools, colleges and partner organisations contributing to our inclusive high-quality provision.

The person appointed will be required to work with learners on all levels of programmes across all the Weston College Campuses; as well as working collaboratively with external partners and the cross-college staff. We are looking for a friendly and passionate individual who is able to join a team of SEND practitioners who is highly creative and innovative as well having an understanding and experience of working with learners with additional needs is crucial.

KEY TASKS/DUTIES

The person appointed will be responsible as an identified Advanced Practitioner and Strategic Lead in SEND for the following:

- Proactively develop and lead new initiatives to promote new ways of teaching and learning, stimulate innovation and co-ordinate the input of others (i.e. Peers) within this specialist area.
- Organise, plan and deliver high quality individualised programmes of study including the delivery of Speech and Language Therapy, Communication support and literacy development.

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- Develop and deliver high quality innovative teaching on a range of learners with a particular focus on communication.
- Supervise and mentor Support Workers as required.
- Implement and evidence the achievement of learners against the RAPPRA framework for all non-accredited learning.
- Provide individualised target setting and regularly review these to monitor learners' progress and adjust accordingly.
- Contribute to Education, Health and Care Plan process.
- Develop effective collaboration and partnerships with college and external staff to develop personalised programmes.
- Co-ordinate Initial Needs Assessments, Speech and Language Assessments along with other appropriate assessments to establish support needs and develop individual support programmes.
- Arrange and deliver transition programmes in and out of the college for learners with Speech and Language needs.
- Tutorship of learners, giving appropriate support to enable learners to achieve their goals including the completion Individual Profiles and Schemes of Learning.
- Devise resources appropriate to learning and assist learners in all areas of the curriculum through effective differentiation and material adaptations.
- Sharing good practice, close liaison that proactively informs course tutors, teams and employers on how to make the curriculum and/or workplace accessible and embeds strategies for learners with Speech and Language needs.
- Assisting in developing strategies to work with individuals and/or small groups.
- Assisting with the preparation of the learning environment.
- Maintaining learner records and complete all the necessary Additional Learning Support documentation; that meets the funding requirements and ensures high quality.
- Contributing to course team meetings to monitor, review and evaluate the learners progress.

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- Undertake a range of administrative tasks, to include that all appropriate auditable documentation is up to date and accurate.
- To keep up-to-date with current developments, funding requirements and proactively seek external CPD and further training as appropriate.

GENERIC TASKS/DUTIES

In addition to the requirements of the post above, all representatives of the academic staff are required to:

- To complete all associated organisation/administrative work, preparation and marking.
- To deal with immediate learner disciplinary and welfare problems.
- To keep and maintain specified learner and class records.
- To place, prepare, develop and evaluate courses and course materials, and where appropriate supervise course provision.
- To assist with administration, enrolment, pre-enrolment counselling and identification of customer requirements.
- To participate in Programme/School/College activities as requested, including parents' evenings/Open Evenings.
- To participate and undertake Staff Appraisal and in-service training based on an assessment of individual service needs.
- To meet the requirements of the Health & Safety at Work Act 1974 and the College's Health & Safety Procedures.
- To be prepared to operate on a flexible year as required.
- To undertake such other duties as may be reasonably required commensurate with the grade of the appointment;

HEALTH AND SAFETY

All representatives of staff have a duty to maintain the safe and clean conditions of their workplace area and to co-operate with Weston College on matters of health and safety. This will include assisting with risk assessments and carrying out appropriate actions as required. Staff are required to refer to Weston College's Health and Safety Policies in respect to their specific duties and responsibilities.



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STAFF DEVELOPMENT

All staff are required to participate fully in Weston College's staff development programmes and have a responsibility to identify their own professional development needs in conjunction with their line manager.

As a member of Weston College you will be committed to developing your skills in using technology to enhance learning, including use of the virtual learning environment and classroom equipment.

SPECIAL NOTES AND CONDITIONS

The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not themselves justify the re-evaluation of the post.

The post holder may be required to move between sites on either a permanent or temporary basis.

CONDITIONS OF SERVICE

The College standard Contract of Service for Academic staff applies.

SALARY

Lecturer Scale, Points 1-6: £23,840.00 to £31,482.00 per annum.

HOURS

Hours of attendance: Full-time, 37 hours per week.

Lecturer contact hours: 828 hours per annum.

Annual leave: 355.5 hours per annum, inclusive of statutory bank holidays and company closures.

Weston College reserves the right to direct up to 5 days of your annual leave entitlement for efficiency purposes.

Weston College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults, and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Five GCSEs at grade 4 / C or above (or equivalent), including Mathematics and English. <i>All applicants must be able to provide evidence of a level 2 qualification in Mathematics and English Language or be willing to undertake the qualification whilst in post.</i>	✓	
At least 2 years' post-qualification experience working in education including SEND learners with more complex Speech, Language and Communication Needs (SLCN)	✓	
Qualified speech and language therapist registered with the HCPC.	✓	
A teaching qualification*.		✓
Relevant successful experience of delivering communication support groups and interventions.	✓	
Additional relevant experience and/or voluntary work with children, young people, and adults with SLCN.	✓	
Knowledge and experience of current learning strategies.	✓	
Skills in the development and implementation of individualised learning programmes.	✓	
Highly motivated and committed to developing the inclusive education.	✓	
Excellent organisational and administrative skills.	✓	
Innovative and flexible approach.	✓	
Excellent interpersonal skills and the ability to work as a team.	✓	

** All candidates for teaching posts must possess a recognised teaching qualification, specialist degree or be prepared to gain this (with the assistance of the College) a qualification within the first two years of service.*



PERSON SPECIFICATION

FACULTY OF INCLUSIVE PRACTICE

The Faculty delivers a wide range of courses aimed at widening participation particularly for groups of people who might not otherwise access opportunities for learning. We are committed to meeting the lifelong learning needs and aspirations of learners through the development of an inclusive and progressive curriculum provision that supports learners in overcoming barriers to learning. We seek to address social exclusion by helping learners to become active citizens with a range of employability skills.

All areas within the Faculty achieve high levels of retention and achievement and the OFSTED in 2013 graded the LDD areas as Outstanding.

The Faculty currently consists of the following divisions:

- Foundation Learning
- Additional Learning Support
- HE and External Projects
- Weston Bay Residential Training Facility
- Centre for Excellence in SEND

The Faculty enjoys a high profile within the college and the community. There are strong links with local schools, Education and Health Authorities, Social Service, Bath Spa University College and other organisations.

The Faculty has a commitment to providing all learners opportunities to achieve their full potential by offering individualised programmes and high levels of additional support where appropriate.

Learners benefit from well qualified, experienced and dedicated staff, we have established an excellent recording for placing learners on other Further Education courses, training and employment.

The success of the Faculty is based on a strong belief in teamwork and a staff commitment to a learner centred, quality experience.

Sam Mayhew
Director – Faculty of Inclusive Practice