**Specialist Teacher for Complex Needs Pupils - Role Profile**

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| ­Role Title | Specialist Teacher for students with complex communication and interaction | ***Reporting to*** | Teacher in charge of Specialist Provision |
| ***Section*** | SEND, Royds Hall Community School |  |  |
| ***Contract type*** | Permanent, Full time | ***Grade / Salary*** | MPS/UPS  SEN2 Allowance with an expectation to complete a distance learning Post Graduate Certificate in Autism |

# Part A – JOB DESCRIPTION

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| ***Overall purpose of role*** | As a Specialist Teacher you will be required to meet the general requirements of this post, as specified in the School Teachers’ Pay and Conditions Document. The post will require you to work in partnership with the Specialist Provision team, SENDCO, TLR holders, Senior Leadership Team and Governors to promote and support the learning and welfare of SEND students within our Specialist Provision.  In addition, the Specialist Teacher will be required to organise, plan, deliver and evaluate the learning for students with complex communication and interaction needs across names Kirklees schools. |
| ***Safeguarding Requirements*** | This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.  Applicants MUST complete the MAT’s standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the Headteacher. |

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| ***Key Outputs***  ***The post holder will work within the Provision, Royds Hall Community School and with designated schools.*** |
| 1. Help to provide a high quality SEND support service by assisting teachers in meeting their responsibility to help Specialist Provision SEND pupils make good progress. 2. Plan and deliver improvements to SEND provision, evaluate the impact of strategies and take action to secure further improvements based on the evidence available. 3. Assist the Teacher in Charge in ensuring the Specialist Provision complies with the SEND Code of Practice and achieves a high standard of provision. 4. Lead on the coordination and liaison with external providers for outreach work and parents of complex needs children. 5. Attend review meetings as appropriate and produce SEND provision maps and EHC plans to support learning 6. Line manage a team of TAs. 7. To establish and maintain effective and high quality relationships with parent/carers and other professionals. 8. To work with the Teacher in charge, SENDCO and SEND teams, to promote and facilitate the delivery of excellent teaching and learning for pupils with special needs.    1. Assist in the leadership of the Specialist Provision in accordance with the school’s aims and ethos.    2. Improve students’ levels of progress and attainment, Lead and support improvements in the quality of teaching and learning for pupils with complex communication and interaction needs.    3. Support students’ social and emotional wellbeing.    4. Support high standards of student’ behaviour for learning and engagement.    5. Contribute to maintaining a safe environment for students. 9. Lead on the development of an individual learning plan appropriate for each student to enable each student to engage positively in their learning. 10. Prepare and plan appropriate resources to meet students’ needs and ensure any reasonable adjustments or access arrangements are planned and made to the learning area. 11. Prepare an appropriate supportive learning plan for each student which covers the essential subjects for the school curriculum, vocational areas and activities to for each student to gain skills, engage positively within the wider school community and make good progress in their learning, so they are able to progress in their education or onto meaningful employment. 12. Provide guidance for colleagues working within the Specialist Provision and help monitor and evaluate the quality of teaching and learning in the Specialist Provision. 13. Ensure students work well and are supported in a safe environment, taking responsibility for ensuring risks are identified and managed well. 14. Support colleagues to improve standards of teaching and learning and help them fulfil their teaching and learning responsibilities with specific reference to students with Complex Needs. Working with the Teacher in charge, SENDCO, and SEND teams to provide support to other curriculum areas to raise standards by sharing good practice (with specific reference to SEND & complex needs students). 15. Agree clear, achievable outcomes with staff and/or students. 16. Take responsibility for your own professional development, to recommend strategies and best practice to support students to reach their full potential, particularly for Complex Needs pupils. 17. Help develop schemes of learning to deliver interventions and associated resources at Royds Hall Community School and specialist SEND settings. 18. Help track students’ progress, rewarding success and intervening to improve outcomes. 19. Identify best practice in SEND teaching and provision, helping to share this with colleagues. 20. Provide regular updates for parents and other professionals on progress and to discuss any supportive action required to maintain progress and support for each student. 21. Liaise with educational specialists, nurses, psychologists, health and social care professionals, independent and voluntary bodies for student needs and support plan. 22. Ensure all relevant school records are kept up to date. 23. To undertake any other duties associated with the role, as may be decied by your line manager or the Headteacher. |

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| ***Dimensions*** *(Financial/Statistical/Mandates/Constraints/No. of direct reports)* |
| * Range of Teachers approximately 80 across the whole school. * Range of Students approximately 20 SEND students for the Specialist Provision. * You may line manage up to 5 members of staff. |

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| ***Work/Business contacts*** |
| **Internal:** All teachers and support staff to advise how effectively to support students to achieve their Personal Best. Nurses and education professionals, Teacher in charge of Specialist Provsion, SENDCO, SLT, Safeguarding lead. |
| **External:** Parents and Families, Examinations Boards, early years providers, other schools, educational psychologists, health and social care professionals, independent and voluntary bodies. |

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| ***Expertise in Role Required (At selection - Level 1)*** | **Essential or**  **Desirable** |
| 1. Qualified Teacher Status | Essential |
| 1. Degree or equivalent 2. Experience or working with SEN or less able students. | Essential  Essential |
| 1. Must hold or be willing to work toward a recognised SEN qualification and willingness to undertake further development as appropriate | Essential |
| 1. Familiar with the SEN Code of Practice and school Safeguarding Policy. | Essential |
| 1. Successful experience or the ability to teach essential subject areas for small groups of students with SEND in English and Mathematics. | Desirable |
| 1. Excellent behaviour management skills | Essential |
| 1. Experience of implementing SEND strategies and interventions for key student groups. 2. Experience of teaching KS2 students. 3. Experience of delivering training to other professionals. | Desirable  Desirable  Desirable |
| 1. Able to develop strategies for engaging students, develop the curriculum and secure improvements | Essential |
| 1. Able to analyse data with a view to developing strategies to improve | Essential |
| 1. Able to monitor and evaluate impact of interventions and strategies | Essential |
| 1. Knowledge of SEN best practice and national developments | Essential |
| 1. Highly competent in ICT and the use of computers | Desirable |
| 1. Excellent communication skills | Essential |
| 1. Commitment to the safeguarding of young people | Essential |
| 1. A willingness to be fully involved in the wider life of Royds Hall Community School, including extra-curricular activities. | Desirable |
| ***Other (Physical, mobility, local conditions)*** | |
| 1. Is willing to work flexibly within scope of overall hours, e.g. evening meetings. | Essential |
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| ***Expertise in Role - After initial and advanced development*** |
| * Development of individual learning plans and strategies for the Complex Needs pupils, resulting in improved outcomes for SEND & less able students. * Evidence that successful strategies have been shared and developed with other faculties, via the SENDCO, SLT and wider school. |
| * Evidence of monitoring and evaluating interventions and strategies. |
| * Evidence of data analysis and strategies used to improve performance (with specific reference to SEND & less able students) * Evidence of on-going continuing professional development. |

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| Structure |
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| Signatures |
| Approved by : CEO  Approved by : Post Holder/or Representative |