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**Job Description**

Designated Specialist Provision (**DSP**) for Developmental Language Disorders (**DLD**)

**DLD Resource Teacher**

The following list is typical of the level of duties which the postholder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

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| **Qualifications** |
| * Experienced teacher * Experience working with children with speech, language and communication needs. * Experience supporting others with professional development * Has/is committed to attaining a PGCERT in SCLN |
| **Teaching and Learning Responsibilities** |
| * To develop, plan and deliver or support the delivery of the National Curriculum and intervention for a designated cohort of students within the DSP (suitably modified to take account of each child’s special educational needs). * To plan a personalised timetable of specialist teaching, intervention and inclusion based on children's individual needs. * To provide advice and support to other teachers in the school working with children from the DSP, focusing on a whole school inclusive approach and universal high quality teaching. * To support other teachers in the school working with children with SEND focusing on a whole school inclusive approach and universal high quality teaching and supporting early identification of need. * Participate in the development of specialised resource toolkits to support children to develop skills and strategies that will increase their independence, confidence and self-esteem. * To work as a member of the school team, attend staff meetings and deliver training. * To ensure that programmes devised for children are in line with their needs as laid out in their EHCP or other targets and contribute towards the achievement of agreed outcomes. * To assess progress towards meeting outcomes for each child and take appropriate action as a result * To maintain high expectations of children's ability. * To liaise with SALT’s and with class teachers to ensure all professionals are clear of the children's individual targets. * To liaise with the mainstream staff to plan, monitor and evaluate the provision for each student in the SRP. of these assessments. * To meet with parents/carers to discuss their child’s progress and take appropriate action as a result of these discussions. * To keep abreast of new developments/initiatives in both special needs education and mainstream education by ensuring personal C.P.D. is effective. * To have a clear understanding of safeguarding and the additional vulnerabilities of children who have SLCN. * To act in accordance with the schools staff code of conduct, values and policies. * Support class teachers to retain responsibility for the progress of all pupils on their class list/roll. * To take part in moderation and able to model effective teaching. |
| **Specific post requirements** |
| * To play an active part in the DSP staff team with the and the lead resource teacher and the wider Greenacres staff team. * To have a clear understanding of the SEN Code of practice and the requirements within it. * To disseminate advice and information with regard to the educational implications of DLD identifying the effects of developmental language disorders on learning styles and provide appropriate strategic advice to staff working with students. * To raise awareness of staff and mainstream students of the main issues related to developmental language disorders. * To provide reports on the development and progress of all pupils in their cohort, tracking their progress within intervention and the curriculum. * Participate in the school’s Performance Management processes. * Take responsibility for keeping up to date knowledge of national legislation, regional policies and up to date research regarding children with a developmental language disorder, both within the DSP and within the mainstream school, and participate in professional discussions about these within the team. * Track and provide evidence of pupil progress working alongside mainstream teachers for curriculum subjects and SALT for intervention, co-ordinating and recording targets. * To support the development of inreach and outreach services under the direction of the lead resource teacher. * To work with external agencies to provide maximum support for pupils, staff and parents. * To work with the lead resource teacher in the effective and efficient deployment of LSA’s. * Work proactively with parents to include them in decisions, seek their views and supporting them with advice. * Ensure specialist technology/equipment is used effectively. * Ensure that there is a focus on developing the independence skills of the pupils and preparation for adult life. * Promote inclusive high quality teaching and evidence-based interventions. * Support the lead resource teacher to develop staff expertise through nationally recognised quality assurance measures such as the Balance System © Scheme for Schools. * Support the and the lead resource teacher to achieve and collect evidence of the quality standards necessary to obtain external accreditation e.g. National Autistic Society Accreditation, NAPLIC and ICAN. * To provide evidence and reports for the school and outside agencies as part of the EHCP, annual review and referral processes. * To proactively seek training and professional development opportunities to develop personal knowledge and skills for the benefit of the children in the DSP. |
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