

**Service Area:**  
School Based



**Section:**  
Specialist Provision

<b>Post Title:</b>	<b>Teacher in Charge of a Specialist Provision for pupils with complex Communication and Interaction needs</b>
<b>Grade:</b>	<b>Main Scale &amp; up to SEN 2 &amp; TLR 2a</b>

**Responsible to:** Headteacher, Line Manager and Strand Lead

### **ABOUT THE POST**

This post is sited in the Primary Specialist Provision within Windmill Primary School which provides support for pupils with complex communication and interaction needs, their families and designated local mainstream schools. This Specialist Provision is a range of provision for KS1 and KS2 pupil with complex communication and interaction needs in mainstream schools.

This role is required to lead a team of teachers and support staff to support the learning and welfare of all targeted pupils. The post holder will provide vision and direction for the team to develop and lead strategies which will impact upon the learning and inclusion of children with communication and interaction needs.

This role will involve organising, delivering and evaluating learning for children with complex communication and interaction needs across Kirklees Schools. The post also involves working in partnership with parents/carers and families in order to build confidence and trust. The role would include leading an outreach team to support pupils with communication and interaction in other mainstream schools as well as develop Windmill as centre of excellence for transitional places for the most complex children.

This role will involve close liaison with the Strand Lead for communication and interaction needs. It will also involve working with head teachers, SENCOs, class teachers and support staff in a range of mainstream schools.

### **Professional Responsibilities:**

To carry out the professional duties of a teacher outlined in the most recent Teacher's Pay and Conditions document, including **Teachers Professional Standards**. Additionally the post holder will be required to work with named mainstream schools to lead the support and transition of pupils with Special Educational Needs with the school and parents, and offer advice and support with regard to pupils with Special Educational Needs.

### **Responsibilities**

1. To act as a model of excellent classroom practice for other teachers and support staff
2. To take a leading role in ensuring the Specialist Provision meets statutory requirements with respect to the Code of Practice for SEN

3. To keep up to date with legislation, guidance, policies, and current research ensuring the Provision complies fully and is a model of accepted good and outstanding practice.
4. To participate in policy and school improvement decisions as part of the School Management Team.
5. To carry out performance management responsibility of a number of staff.
6. To monitor and evaluate the effectiveness of interventions, through an annual report to the Headteacher, Line Manager and Strand Lead. needs the main focus of which is outcome and evidence based judgements to inform whole school and strand self -evaluation and development planning.
7. To lead and manage the development of personalised learning programmes, IEPs and transition plans for pupils within the provision.
8. To organise and attend, (chair when appropriate), annual and interim reviews for pupils with EHCP /statements of SEN.
9. To establish and maintain effective and high quality relationships with parents/carers and other professionals
10. Induct, support and monitor new staff.

### **Pupil Progress**

1. Coordination of support plan, statement and EHCP reviews of identified pupils.
2. Monitor, report and evaluate the effectiveness of the support provided by teachers and support staff in mainstream schools.
3. Take pastoral responsibility for named pupils within the specialist provision.
4. Responsibility for sharing progress with schools, parents and agencies, through home reports, placement reports and transition plans.
5. Set individual targets (academic and personal/social) including IEPs, review and report on progress for all designated pupils.

### **General teaching responsibilities**

1. To plan, deliver and review specific teaching programmes (including schemes of work) for individuals and groups of pupils.
2. To provide and give advice about creating a stimulating educational environment for specific children and young people with a range of difficulties.
3. To lead on curriculum development and differentiation.
4. To contribute to the planning, delivery and review of the overall curriculum.
5. To lead on maintaining good order and discipline.
6. To support pupils and staff in mainstream schools to facilitate inclusion.
7. To prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating pupils' progress.
8. To attend and chair meetings as required by the Headteacher or strand senior teacher.
9. To advise schools with regard to SEN and inclusive practice.
10. To contribute to the maintenance of an up-to-date database on pupils supported in mainstream and/or placed at the specialist provision. (SEN support, EHCP and statement reviews).
12. To support pupils and their parents/carers to make the most of the educational opportunities offered by the service.
13. To liaise with other agencies when appropriate e.g. social care, health agencies, voluntary and community sector organisations,.

## **Standard section for all jobs**

1. To keep abreast of developments in the areas of curriculum, teaching and learning, inclusion and the especially Communication and Interaction needs.
2. To coordinate and participate in Continuing Professional Development (CPD) and Performance Management as negotiated with the Head teacher and Senior Teachers Communication and Interaction needs
3. To carry out any other duties, appropriate to the level reasonably expected of a teacher paid on 2 SEN points plus a TLR 2a, relating to the efficient organisation of the service and school.
4. The teacher's duties must at all times be carried out in compliance with the Council's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
5. Take reasonable care of the health and safety of self, other persons and resources whilst at work.
6. Co-operate with management of the school as far as is necessary to enable the responsibilities placed upon the school under the Health and Safety at Work Act to be performed, e.g. operate safe working practices.
7. It is the duty of the teacher not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic communities, women, disabled or older people, lesbians or gay men. The teacher should also counteract such practice or behaviour by challenging or reporting it.
8. To be responsible for carrying out the appropriate duties set out in the Teachers' Pay and Conditions Document as directed by the Headteacher.
9. Carry out your duties with due regard to current and future Council policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through Council communications.
10. As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable. Please refer to the Employment page, working for the Council on the Kirklees website under the following link:  
<http://www.kirklees.gov.uk/employment/safeguarding.shtml>

**Windmill Primary School  
EMPLOYEE SPECIFICATION**

**POST TITLE: Teacher in charge of specialist provision for children and young people with communication and interaction Needs**

**SCALE: 2 SEN Points plus TLR2a**

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	<b>RELEVANT EXPERIENCE</b>	1.1	Recent experience of teaching KS1 and KS2 pupils with complex needs.	Application / Selection Process	A
		1.2	Experience of leading, managing and delivering personalised learning programmes / interventions for pupils.	Application / Selection Process	A
		1.3	Experience and knowledge of managing pupils with communication and interaction needs	Application / Selection Process	A
		1.4	Excellent classroom practitioner with the ability to motivate and inspire pupils and meet individual needs.	Application / Selection Process	A
		1.5	Experience of leading and supporting staff in the writing of personalised support plans.	Application / Selection Process	A
		1.6	Experience of assessing pupils with complex communication and interaction needs.	Application / Selection Process	A
		1.7	Experience of working in partnership with parent, carers and colleagues in other agencies and provisions	Application / Selection Process	A
		1.8	Experience of monitoring and evaluating the effectiveness of teaching and learning, including personalised learning programmes.	Application/ Selection Process	A
		1.9	Experience of managing a team of staff.	Application/ Selection Process	A
		1.10	Developing Communication and Interaction strategies to support staff in other schools to meet the needs of their pupils	Application/ Selection Process	B
2.	<b>EDUCATION AND TRAINING ATTAINMENTS</b>	2.1	Qualified Teacher Status.	Application / Selection Process	A
		2.2	Recent and relevant Continued Professional Development.	Application / Selection	A

		2.3	Commitment to Continued Professional Development	Process Application / Selection Process	A
		2.4	Preparedness to work towards gaining necessary specialist qualifications in communication and interaction (including the ASD postgraduate qualification).		
3.	<b>GENERAL AND SPECIAL KNOWLEDGE</b>	3.1	A thorough working knowledge of the SEN Code of Practice.	Application / Selection Process	A
		3.2	Extensive knowledge and understanding of communication and interaction needs and effective strategies and approaches to support children with communication and interaction needs.	Application / Selection Process	A
		3.3	Ability to promote inclusion and meet the additional needs of all pupils.	Application / Selection Process	A
		3.4	Ability to organise and manage annual and interim reviews for pupils.	Application / Selection Process	A
		3.5	A well developed understanding of the principles and practices associated with excellence within primary education.	Application / Selection Process	A
		3.6	Commitment and ability to raise standards for all pupils	Application / Selection Process	A
		3.7	A well developed current knowledge of the primary curriculum.	Application / Selection Process	A
		3.8	A working knowledge of the assessment procedures including the recording, reporting and analysis of children's progress and development.	Application / Selection Process	A
		3.9	A good working knowledge of ICT and its use across the curriculum.	Application / Selection Process	A
4.	<b>SKILLS AND ABILITIES</b>	4.1	Ability to lead and support staff development.	Application / Selection Process	B
		4.2	Ability to work in a solution-focused, flexible manner.	Application / Selection Process	A
		4.3	Ability to develop a positive team spirit, communicate effectively, delegate and negotiate, when necessary, with sensitivity.	Application / Selection Process	A

		4.4	Willingness to lead aspects of CPD.	Application / Selection Process	A
		4.5	Ability to remain calm and supportive at all times.	Application / Selection Process	A
		4.6	Effective communication skills.	Application / Selection Process	A
		4.7	Ability to line manage teaching staff including Performance Management.	Application / Selection Process	A
		4.8	Ability to participate in policy and school improvement decisions as part of the Senior Leadership Team.	Application / Selection Process	A
		4.9	Ability to review and evaluate the effectiveness of the specialist provision	Application / Selection Process	A
		4.10	The ability to analyse and interpret data.	Application / Selection Process	A
		4.11	Ability to adapt and be flexible to the needs of the school and specialist provision sector	Application / Selection Process	A
5.	<b>ANY ADDITIONAL FACTORS</b>	5.1	Positive approach to the management of change.	Application / Selection Process	A
		5.2	Willingness to undertake an enhanced Disclosure and Barring Service check. <b>Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.</b>	Application / Selection Process	A
		5.3		Application / Selection Process	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.

ES Reference No	
ES Prepared/Amended	
Refers to Estab(s)	