



## **Job Description**

### **Specialist Teacher for Children with Specific Language Impairment and/or Autistic Spectrum Disorder.**

#### **Main Purpose of the Job**

- To facilitate the inclusion of pupils with specific language impairment and/or autistic spectrum disorder through personalised learning in a mainstream school.
- To ensure that the special educational needs of each pupil are met.
- To provide support and advice on the teaching and learning for pupils with specific language impairment and/or autistic spectrum disorder, working closely to support all staff.
- To promote multi agency working.
- To ensure the safety and well being of pupils in accordance with school policies.
- To work closely with parents to enable parents to support their children's additional needs.
- In collaboration with the school's Leadership Team ensure that the School's vision is the driver for school improvement.

#### **Main Duties**

##### **Support for pupils**

1. Support in the planning, implementation and review of appropriate individual learning programmes for pupils with specific language impairment (SLI) and/or autistic spectrum disorder (ASD) through assessment and target setting, ensuring pupils achieve their full potential.
2. To involve pupils and their parents/carers in decisions about their learning and teaching outcomes, behaviour and attendance.
3. To maintain records, assessments and other relevant documentation related to the progress and attainment of pupils with SLI and/or ASD.

4. To produce reports for the purpose of multi agency assessments, annual reviews and end of year reports.
5. To act upon advice from multi agencies and communicate this to the SENDCO and relevant staff.
6. To co-ordinate and take a lead role in the effective transition of pupils coming into school, across key stages and into the next phase of their education.
7. To co-ordinate target setting, annual reviews and planning meetings.
8. To plan with the SENDCO and liaise with teachers for the inclusion of pupils with SLI and/or ASD in mainstream lessons.
9. To work with the speech and language therapist to ensure the effective delivery of programmes to develop language skills and the social use of communication.
10. To plan with the SENDCO for the deployment of teaching assistants according to the personalised learning plans of each pupil.

### **Support for learning**

11. To give advice and support on teaching and learning strategies, curriculum differentiation and resources appropriate to the needs of pupils with SLI and/or ASD.
12. To work closely with the SENDCO in raising aspirations and learning outcomes for pupils with SLI and/or ASD in the school.
13. To liaise with teaching and non-teaching staff to ensure that the specialist teaching programmes are incorporated and consolidated in the pupils personalised learning plan and that the educational and social opportunities of pupils with SLI and/or ASD is co-ordinated throughout the school.
14. To advise and assist with assessment, pupil tracking and data analysis as required.
15. To advise and assist in the development, implementation and review of appropriate behaviour management strategies.
16. To include the speech and language therapist in decision making about the specialist resourced provision and the needs of the pupils with SLI and/or ASD in the school.

17. To act upon advice and guidance provided by the speech and language therapist in training for school staff when appropriate.
18. To maintain close links with the district Social Communication Assessment and Intervention Teams (SCAIT) and ensure access to CAHMS and Educational Psychology as required.
19. To assist the SENDCO to ensure that information, advice, planning, timetables etc are shared with all relevant staff and outside agencies.
20. To assist in the development of a whole school approach to developing a language friendly environment.
21. To ensure that pupils have access to resources and equipment available to all pupils within the school including ICT.
22. To maintain positive working relations with staff and pupils and provide a role model by presenting a positive role image and responding appropriately to individual needs.
23. To give advice on teaching and learning strategies, curriculum differentiation and resources appropriate to the needs of pupils with SLI and/or ASD attending schools in South District as required.
24. To keep abreast of local and national initiatives with regard to the teaching and learning of pupils with SLI and/or ASD.

### **Leading School and Staff Development in SLI, ASD and Communication**

25. In collaboration with the Senior Leadership Team to lead on the training and coaching of all staff to meet the educational and social needs of pupils with SLI and/or ASD.
26. To maintain good relationships with colleagues and actively promote team work.
27. To maintain strong links with specialist staff in other designated provisions across the city and attend specialist training/networks at least one day per term to ensure consistency of approach across the local authority.
28. In consultation with the SENDCO prepare reports for the headteacher and governing body on the learning outcomes of pupils with SLI and/or ASD.
29. To comply with and assist with the development of policies and procedures relating to safeguarding, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.

30. To undertake duties and responsibilities under the direction of the headteacher in line with those of other teachers in the school.
31. To attend and participate in staff meetings and training opportunities.

### **Partnership with Parents**

32. To plan and carry out regular, clear communication with parents about their children.
33. To signpost parents to support when appropriate.
34. Supporting teachers to remove barriers to learning in mainstream classrooms to enable full access, enjoyment and achievement.
35. To provide guidance for parents and facilitating networks where appropriate.
36. To provide a welcome/open door policy.

### **PERSON SPECIFICATION**

**Post: Early Years, Key Stage 1 or Key Stage 2**

#### **MINIMUM ESSENTIAL REQUIREMENTS**

(The ordering of these statements is not significant)

**Skills/Knowledge:** Each of the skills listed below should be considered within the context of equality issues, embracing race, gender, disability, poverty and individual educational needs.

#### **INTERPERSONAL SKILLS**

**To be able to communicate and co-operate effectively by:-**

- Establishing and maintaining good relationships, in partnership with pupils, parents and colleagues.
- Being aware of the school environment, including links with the local community.
- Using teaching strategies which develop pupils' language, literacy and collaborative study skills.

- Exploiting opportunities to develop the personal, social and cultural development of pupils.
- Developing appropriate social values and standards through one's own personal and professional conduct.

## **MANAGEMENT AND ORGANISATION**

### **To be able to manage and organise effectively by :-**

- Creating a purposeful, orderly, supportive and stimulating environment for pupils' learning.
- Matching teaching to children's individual needs so that one's own and pupils' time is used effectively.
- Using a variety of teaching styles, including whole class, group and individual approaches in which clear targets are set for pupils' learning.
- Identifying and providing for pupils with individual educational needs, through the application of individual Education Plans.
- Establishing and maintaining consistently high expectations of pupil behaviour through well-focused and well-paced teaching.

## **CURRICULUM**

### **To be able to teach effectively and to ensure continuity by:-**

- Either knowledge of the methods specified for primary English and Mathematics, including the National Literacy and Numeracy strategies and for science.
- The EYFS curriculum in Foundation Stage.
- Planning, delivering and assessing learning activities so as to inform future planning.
- Coverage of the National Curriculum programmes of study, Religious Education and cross-curricular work.
- The assessment recording and reporting of pupils against both teacher and attainment targets.

## **PROFESSIONAL DEVELOPMENT**

### **To be able to undertake Professional Development by:-**

- Demonstrating self-awareness of professional needs, and being responsive to the mentoring process.
- Establishing effective working relationships with colleagues, being responsible for the deployment of support staff, involving them in the management of learning.

### **EXPERIENCE/QUALIFICATIONS/TRAINING**

- To have trained as a teacher for the appropriate Primary/Nursery age group.
- To have had teaching experience of children in the Early Years, Key Stage 1, or Key Stage 2 age range with specific language impairment and autistic spectrum disorder.

### **WORK RELATED CIRCUMSTANCES**

- As indicated in Schedule XI of the "Conditions of Employment of School Teachers".
- Willingness to learn basic sign language and Picture Exchange.

