



SpLD Teacher - Job Description

Responsibilities:

To work proactively with students, aiming to improve achievement by identifying, implementing and advising on specific support needs. Another remain area of this role will be to liaise with academic staff to monitor performance. To review the learning and progress of students identified as having specific learning difficulties.

Person Specification:

- Hold a good Honours Degree.
- Have qualified teacher status and be capable of teaching outstanding lessons.
- Be Patoss or AMBDA registered or hold CCET qualification.

The main areas of the role would be:

- Assessment of needs and approaches.
- Preparation of support plans.
- Progress with assignments.
- Specific 1-1 and small group support particularly within the Devereux base of the school (for children with SLCN and mental health needs).
- Monitoring students at risk of underachievement.
- Linking with external agencies to ensure appropriate implementation of examination Arrangements.
- Develop and monitor internal systems to appropriate implementation of examination arrangements in accordance with JCQ regulations.
- Lead on assessments for exam access arrangements for pupils in Key stage 4 and 5.
- Lead on assessment and identification of specific learning difficulties of pupils within the school.
- Creating teaching/intervention programs that can be used by support staff to deliver quality intervention.
- Lead on the training for support staff in delivering effective SPLD intervention and monitor the effectiveness.

Liaison With: Heads of Departments, Heads of years, teaching and support staff.

Main Duties:

- Supporting with the development of the academic and pastoral care of identified groups of students including teaching on a one to one basis or small groups.
- Teaching students during directed lesson periods, literacy and numeracy, and tutorials as appropriate.
- Conducting initial assessments those at risk of having specific learning difficulties especially in relation to their literacy.
- Conducting the assessments for Exam access arrangements for pupils in key stages 3, 4 and 5 which will in turn inform the applications under the JCQ regulations.

- Disseminating information to staff regarding best practice for teaching pupils with specific learning difficulties, which aim to enhance engagement and academic progress.
- Work as a part of the inclusion team to promote the needs and learning of students who have been identified as having special educational needs.
- Attend and contribute towards TAC and EHCP meetings with the SENCO and Lead teacher for ASD.
- Keeping up to date records and assessment of the progress and barriers of the students allocated to your teaching timetable.
- Provide training to teaching and support staff on best practice and approaches to enhance the progress and engagement of pupils with specific learning difficulties.
- Liaising with other external agencies as appropriate to maximize the potential of students.
- Actively promoting Equality and Diversity throughout the school.
- Supporting the student with progression/exit strategies.
- To actively commit to safeguarding and promoting the welfare of all students
- Any other reasonable duties as required for the effective operation of the school or as required by the Head Teacher.

Safeguarding

- To be fully aware of and understanding the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.
- To be fully aware of the requirements as set out in Keeping Children Safe in Education, September 2018.
- To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role.
- To ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.