

Job Description: **SPECIALIST TEACHER**

Grade: MPS/Upper Pay Spine (+ 1 or 2 SEN points)¹

Responsible to: District Co-ordinator

Accountable to: Special School Headteacher

The position is flexible and may be on a full or part time basis.

Purpose of the Job:

- To ensure the best possible outcomes for Children and Young People (CYP) with Special Educational Needs & Disability (SEND) aged 0 – 19/24 by working collaboratively with professionals in statutory and non statutory organisations
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¹ The second SEN point will be awarded if the post holder has a relevant advanced qualification. Existing staff will remain on current pay scale.

All specialist teachers will have a specialism in one or more areas of need:

Autism Spectrum Disorder (ASD), Speech, Language & Communication Needs (SLCN), Cognition and Learning Difficulties (C&L), Social, Emotional & Behavioural Difficulties (SEBD), Early Years, Hearing Impairment (HI), Visual Impairment (VI), Multi-Sensory Impairment (MSI), Physical Impairment (PI) and will work across one or more phases of education: 0-5 Foundation Stage (including children attending PVI's) , 5-11 KS 1&2, 11-19/24 KS3&4 + Post 16.

Main duties and responsibilities:

1. Provide specialist teaching expertise and advice to improve the quality of teaching and learning for children and young people with SEND supporting the delivery of and access to the National Curriculum and other appropriate approaches to learning.
2. Improve practitioner's capacity to raise achievement and attainment of children and young people and overcome the barriers to learning of children and young people with SEND by modeling good practice and developing training, particularly at points of transition.
3. Provide high quality, highly specialist information, intervention and support for CYP with SEND.
4. Actively promote the development of an ethos that supports independence and resilience in CYP with SEND.
5. To liaise closely with expertise within district special provision to promote seamless working between all parts of the county wide resource.

6. Develop and deliver training to the children and young people's workforce in a range of educational settings to promote inclusive practice and knowledge of SEND.
7. Work in partnership with families, and a range of educational settings to promote and facilitate the development of inclusive practices in order to raise the attainment and achievement of children and young people (0-19/24) with SEND.
8. Meet the requirements of the Code of Practice and Kent's Mainstream Core Standards by providing specialist assessments and observations in order to inform appropriate learning objectives, targets and strategies for individual children and young people and inform county decision making.
9. Support multi agency planning and decision making fora, taking on the role of lead professional, where appropriate.
10. Promote opportunities for children and young people to be actively involved in decisions affecting them.
11. Promote the involvement of parents and carers in decisions and interventions involving their children.
12. To champion inclusive education, attainment and achievement at a local level.
13. Maintain records of interventions including appropriate assessment activities, support strategies and their delivery in line with standards outlined in the SLA.
14. Utilise data to identify strengths and weaknesses and make recommendations to facilitate setting / school improvement.
15. Contribute to the monitoring of children and young people's achievement and attainment and keep records to inform the Impulse database.

16. Use ICT as a tool for communication, record keeping and managing information.
17. Develop robust links with other professional staff to provide coherent and consistent multi-professional interventions for children and young people, particularly through integrated working.
18. Undertake continuous professional development to enable the postholder to maintain and develop specialist skills, knowledge and expertise in line with Teachers' Standards – September 2012.
19. Ensure appropriate use of specialist equipment and technology to support learning.
20. Participate proactively and effectively in professional supervision and performance management processes.

Priorities for 2019/20

These will be agreed in relation to each locality plan and link to SLA and county priorities.

The deployment of the post holder will be mainly within an identified locality but may require travel across a wider area.

The postholder must carry out their duties in accordance with the KCC Equal Opportunities and Diversity Policy Statement, the Children’s Safeguards Policy, the Health and Safety Policy and the requirements and standards as outlined in the SLA

Signed (Job Holder) _____ Date _____

Signed (Line manager) _____ Date _____

This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

Appendix 2

Addendum to Specialist Teacher – Job Description and Person Specification

The table below identifies some of the specific, relevant and advanced qualifications required by the person specification for the role of Specialist Teacher.

Dimension	Level	Subject area
	Master's level modules	Special Educational Needs and Disability
Physical and Sensory:		
Hearing Impairment	Post graduate diploma with mandatory qualification	Hearing Impairment Including a signing qualification

Visual Impairment	Post graduate diploma with mandatory qualification	Visual Impairment Disabilities of Sight Including a Braille qualification
Multisensory Impairment	Post graduate diploma with mandatory qualification	Multisensory Impairment MQ in HI and VI MQ in HI or VI plus the Sense 7 day course
Physical Impairment	Post graduate diploma	Enabling Learning – Inclusion and Institutional Development
Social, Emotional and Behavioural Difficulties	Post graduate diploma	Within the subject area of SEBD
Communication and Interaction:		
Autism Spectrum Disorders	Post graduate diploma	Autism Spectrum Disorder

Speech, Language and Communication Difficulties	Post graduate diploma	Speech, Language and Communication Needs
Cognition and Learning	Post graduate diploma	Dyslexia Specific Learning Difficulties Developmental Co-ordination Difficulties Dyspraxia
SEND in Early Years	Post graduate diploma	Early Years and Inclusion
<p>Some suitably qualified and experienced staff may be appointed on 1 SEN point with a requirement to gain a specific, relevant and advanced SEND within three years of appointment.</p>		