Kent County Council

**Job Description:** Unqualified Teacher SLIC

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| **School:** | **Langafel CoE Primary School** |
| **Grade:** | **Unqualified Teacher +SEN** |
| **Responsible to:** | **Deputy Headteacher Inclusion / Headteacher** |

**PURPOSE OF JOB**

With support from a qualified teacher, prepare and deliver high quality lessons for individuals and small groups of students with autism in our SRP with particular emphasis on communication and interaction. The post holder will plan, prepare and deliver lessons and assess, record and report on the development, progress and attainment of pupils.

**KEY DUTIES AND RESPONSIBILITIES:**

* Organise and manage an appropriate learning environment using teaching and learning objectives to plan challenging lessons/work plans as appropriate, under agreed systems of supervision, to ensure pupils development, progress and attainment.
* Deliver learning activities to pupils, adjusting activities according to pupils’ needs and selecting/preparing necessary resources to lead learning activities, providing feedback in order to support pupils’ learning.
* To set targets and expected outcomes in collaboration with SLIC team for the student’s academic learning, communication, social and emotional development and physical and sensory needs. Structure teaching to enable them to succeed.
* Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined objectives, providing evidence of the range and level of progress and attainment. Oversee SLIC students attending the mainstream through regular meetings and keep an overview of their progress.
* Support the role of parents in pupils’ learning and lead meeting with parents to provide constructive feedback on pupils’ progress to ensure pupils achieve their best results.
* Act as a role model and establish clear framework for discipline in line with established policies, anticipate and manage behaviour in order to promote pupils’ self-control and independence to ensure good behaviour and respect for others is maintained.
* To be familiar with strategies, interventions and assistive technology available to students with SEND to aid learning. Deploy and support teaching assistants with the delivery of these approaches when they are working with individual students in SLIC and the mainstream. Deliver speech and language therapy programmes under the guidance of the Speech and Language Therapist.
* Establishing productive working relationships with staff across the school, promoting inclusion and working to support pupils consistently whilst recognising and responding to individual needs. This will ensure equality of opportunity and ensure learning outcomes are achieved for all pupils.
* Understand and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting concerns to an appropriate person in order to maintain a safe and secure learning environment.
* Contribute to the overall work/aims of the school and, in collaboration with the SLIC teachers, establish constructive relationships and communicate with other agencies/professionals, in order to support the achievement and progress of pupils
* Participate in training and other learning activities as required and attend relevant meeting to ensure own continuing professional development.

**NECESSARY EXPERIENCE**

* Successful relevant experience of teaching and supporting children with autism within a learning environment.
* Minimum NVQ level 3 in learning support or equivalent is essential.
* Autism / SEN related qualifications are desirable
* Have qualifications in Maths/numeracy and English/literacy equivalent to at least NVQ2
* Full working knowledge of relevant policies, codes of practice and legislation plus working knowledge and experience of implementing national curriculum and other relevant learning programmes.
* Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment.
* Be able to work effectively as part of a team and contribute to group planning etc. but also be able to work independently and on own initiative.
* Must be flexible with effective time management skills.
* Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations.
* Have a creative approach to problem solving and use this to inspire and motivate pupils.
* Must have excellent communications skills in order to build rapport with adults and children, both verbally and in writing.
* Must have ability to critically evaluate own performance.

**JOB CONTEXT**

The unqualified teacher in SLIC will be expected to lead a small class of pupils with a diagnosis of autism and an EHCP, planning effectively for individual pupils. The aim is to support them to develop independence and gradually access some mainstream learning, with support and supervision from the qualified SLIC teachers. They will contribute to, and need to demonstrate skills in, planning, monitoring, assessment and class management. Unqualified teachers would also be expected to work as part of the school team and contribute to plans to ensure the school meets its aims.

The post holder must work within the relevant policies, codes of practice and legislation reporting any concerns to the relevant person.

The post holder must have excellent communications skills to be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals and parents as required.

**The duties above are neither exclusive nor exhaustive and the post holder may be required by the Head Teacher/ Deputy Headteacher Inclusion to carry out appropriate duties within the context of the job, skills and grade.**