



# Goldwyn School

## Job Description: Specialist Teacher (STLS Team)

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**Employed at:** Goldwyn School, Ashford (STLS Team)

**Salary Scale:** MPS/UPS + SEN Allowance

**Responsible To:** Vice Principal Inclusion and Outreach STLS

**Purpose:** Key aims will include:

- Raising standards of SEND provision in mainstream schools and settings
- Closing attainment gaps and improving student progress
- Collaboration to reduce rates of exclusion
- Building SEN capacity in schools and driving the inclusion agenda
- Ensuring full access to learning for all the children with SEND in Ashford schools

### RESPONSIBILITIES AND DUTIES

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. Supporting and challenging, directly or indirectly, schools, groups and individuals to contribute to a climate of continuous improvement for children and young people with learning difficulties/disabilities across a wide range of educational provisions. The deployment of the post holder will be mainly within an identified locality but may require travel across a wider area.

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 & Mental Health (SEMH), 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

### Principal 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 by supporting the delivery of, and access to, the National Curriculum and other appropriate curricula /approaches to learning.
2. Improve practitioners' capacity to raise the achievement of students and overcome the barriers to learning of children and young people with SEND needs by modelling good practice and developing training, particularly at transition points.
3. To liaise closely with expertise within District provision to promote seamless working between all parts of the county wide resource and support the development of outreach and in reach around resourced mainstream provisions to service District needs.
4. Support the development and implementation of the School/SMILE - STLS Training and Development programme to promote inclusive practice and knowledge of SEND.
5. To work in partnership with, LIFT groups, schools and settings to promote and facilitate the development of inclusive practices and ethos in order to raise the attainment, independence and achievement of vulnerable and underachieving children and young people with SEND.
6. Meet the requirements of the Code of Practice 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.



7. Promote opportunities for children and young people to be actively involved in decisions affecting them.
8. Promote the involvement of parents and carers in decisions and interventions involving their children and young people
9. Provide managers, teachers, practitioners, agencies and parents/carers with appropriate information, including data which can be analysed to determine children and young people's progress and achievement, using available IT where appropriate
10. Maintain records of assessment activity, lesson planning, support strategies and their delivery in line with school, STLS policy and service level agreement standards.
11. Utilise data to identify strengths and weaknesses and make recommendations to facilitate school improvement
12. Contribute to the monitoring of children and young people achievement and keep records to inform County database. Utilise ICT as a tool for communication, record keeping and managing information.
13. Develop robust links with other staff and agencies to provide coherent and consistent multi-professional interventions for children and young people, particularly through integrated & collaborative working with Health, Social Services and Education partners.
14. Undertake continuous professional development to enable the post holder to maintain and develop specialist skills, knowledge and expertise in line with the school improvement plan and performance management interview outcomes.
15. To ensure appropriate use of all specialist equipment and technology to support learning.
16. To participate proactively & effectively in professional supervision and performance management processes.
17. Perform other duties which may from time to time be negotiated by the Principal and Vice Principal (Inclusion and Outreach STLS)
18. Teach classes, small groups and individuals in other areas of the school as appropriate.
19. Support the HLTAs-Outreach in their induction and development.
20. 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

**Job Context:**

**Goldwyn School**, identified as being outstanding in all areas by Ofsted (December 2017, June 2014), is the District Special School with responsibility for driving the Inclusion agenda in Ashford by delivering the Local Inclusion Forum Team (**LIFT**) process and Specialist Teaching service. (**STLS**) meeting the needs of students across the district in all need types.

Our **Specialist Teachers** provide support, advice and training to all schools and settings in Ashford in order to increase capacity in meeting the needs of all students with special educational needs across the district.