



Rowhill School

Job Description: **SPECIALIST TEACHER**

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

Responsible to: STLS Lead (Dartford District)

Accountable to: Special School Headteacher

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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Specialisms:

The Specialist Teacher will have specialism in Cognition and Learning needs.

The Specialist Teacher will specialise in working across the following phases of education: 5-11 (KS 1&2) and 11-16 (KS 3&4).

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 curriculum and other appropriate approaches to learning.
2. Improve practitioners' capacity to raise engagement, achievement and attainment of children and young people and overcome the barriers to learning of children and young people with SEND by modelling 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 colleagues within district special provision to share expertise and 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 with SEND.
8. Meet the requirements of the SEN Code of Practice and Kent's Best Practice Guidance/Mainstream Core Standards by providing specialist assessments and observations in order to inform appropriate outcomes, targets and strategies for individual children and young people and inform county decision making.
9. Support multi agency planning and decision making forums, leading, contributing and challenging as 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 by keeping records to inform practice, decision making and next steps for intervention.
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 relevant Teachers' Standards.
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 the forthcoming academic year

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

The deployment of the post holder will be mainly within the identified locality of the Dartford District 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 _____



Rowhill School
Person Specification: SPECIALIST TEACHER

The following outlines the Minimum criteria for this post. Applicants who have a disability and who meet the minimum criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	MINIMUM
QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • A specific relevant advanced SEND qualification, or working towards achieving this
EXPERIENCE	<ul style="list-style-type: none"> • Demonstrable high quality recent and sustained teaching experience in a range of educational settings • Demonstrable experience of designing and delivering high quality INSET to a range of audiences • Ability to demonstrate successful sustained experience of working collaboratively with teaching and non-teaching staff, parents/carers and other professionals through integrated working • Demonstrable experience of initiating, managing and working within a changing environment
SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Demonstrable evidence of participating in continuous professional development and applying this within the specialist area/s of work • Strong interpersonal and communication skills to build and maintain effective working relationships with a wide range of professionals and an ability to resolve conflict • Ability to contribute an enthusiastic and clear vision for collaborative working in multi-disciplinary teams • Ability to model high professional standards in all aspects of work • Confidence and competence in the use of ICT particularly Microsoft Office applications • Ability and willingness to travel to meet requirements of the role
KNOWLEDGE	<ul style="list-style-type: none"> • Specialist knowledge of the impact of specific SEND on access to the curriculum in mainstream settings and schools. • Demonstrable evidence of continuing to develop skills and knowledge and current educational research and literature linked to a specialist area
BEHAVIOURS	<ul style="list-style-type: none"> • Commitment to equalities and a respect for diversity • “Can Do” approach • Team working and co-operation • Demonstrate resilience and the ability to embrace and cope with change

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
	<i>Master's level modules</i>	<i>Special Educational Needs and Disability</i>
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 Mental Health	Post graduate diploma	Within the subject area of SEMH
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