

## Job Description

### Teacher of pupils with Developmental Language Disorder

<b>Grade Range:</b>	<b>Competitive salary, subject to experience.</b>
<b>Hours:</b>	<b>3 days a week</b>
<b>Role Purpose:</b>	To develop, plan and deliver specialist teaching and intervention to facilitate the communication and educational progress of pupils within the Academy's Enhanced Learning Provision for children with Developmental Language Disorder

#### **1: Provision of specialist teaching, advice and assessment in relation to speech, language and communication needs in the Enhanced Learning Provision and mainstream school setting.**

##### **This will involve:**

- Providing specialist teaching and intervention to enhance and improve the language and communication skills and educational progress of pupils placed within the Enhanced Learning Provision (ELP).
- Teaching pupils individually or in small groups either in the ELP or within mainstream classes.
- Carrying out all teaching and pupil management duties as required by the Academy.
- Assessing, planning for and reviewing the individual learning and communication needs of pupils within the ELP.
- Differentiating and modifying the curriculum to ensure it fully meets the needs of individual pupils.
- Working alongside teachers in the main school to develop individual children's access to the curriculum.
- Maintaining continuous liaison with Speech and Language Therapy staff to progress the implementation of individualised communication and learning programmes.
- Supporting outreach work with pupils transferring from the ELP to local mainstream schools ~~and~~

#### **2. Promoting the access and achievement of children and young people with speech, language and communication needs.**

##### **This will involve:**

- Actively contributing to the provision of a stimulating, creative and language focused learning environment, which meets the needs of pupils.
- Working effectively in collaboration with specialist teaching assistants to secure high quality curriculum support.
- Participating as a full member of the teaching staff within the Academy
- Attending formal and informal planning and staff meetings within the ELP and the main school.
- Promote awareness of pupils' speech and language needs in school as part of the ELP team.
- Advocating for disability awareness and disability equality for all members of the school and community.
- Supporting transition work with families and pupils transferring out of the Provision.
- Supporting outreach work with pupils transferring to local mainstream schools.

### **3. Supporting the families and carers of children and young people with speech, language and communication needs.**

#### **This will involve:**

- Enabling and enhancing parents' understanding of the specific needs of their child in relation to speech, language and communication difficulties.
- Maintaining liaison with a range of partner agencies also involved with the child and family, to support the implementation of an individualised learning programme.

### **4. Delivering appropriate training and guidance to families and those with responsibility for children and young people with speech, language and communication needs.**

#### **This will involve:**

- Engaging with speech and language training for the mainstream school staff and participating in whole school in-service training as appropriate.
- Working collaboratively and supportively with parents, colleagues and other partner agencies providing support for pupils working with the ELP.

### **5. Carrying out administrative duties required to maintain Service delivery.**

#### **This will involve:**

- Attending and participating in ELP/ school meetings as requested.
- Maintaining records and fulfilling reporting arrangements and expectations.

### **6. Maintaining professional standards in relation to teaching role and Service delivery.**

#### **This will involve:**

- Actively contributing to the development, review and evaluation of policies, plans and goals specific to the ELP and across the wider school context.
- Actively pursuing Continuing Professional Development as a teacher and, specifically, as a teacher of pupils with speech, language and communication needs.
- Fulfilling the requirements of teachers' performance management including supervision and observation.

## **Person Specification**

### **Teacher of pupils with Speech, Language and Communication Needs**

**Essential knowledge:**

- Qualified teacher status.
- Knowledge of the special educational needs presented by pupils with speech language and communication difficulties
- Knowledge and understanding of the development of speech and language skills in young children
- Knowledge and experience of current educational thinking and practice relating to access, equalities and inclusion.

**Essential skills and abilities:**

- Demonstrable commitment to the inclusion of children and young people with speech, language and communication needs.
- Ability to work flexibly - independently and collaboratively, within the requirements of the Enhanced Learning Provision.
- The ability to work proactively and in collaboration with a variety of colleagues and class teachers.
- Good organisational ability including time management.
- Ability to meet working deadlines for the production of all reports and documentation.
- Ability to use a range of information and communication technology effectively.
- Effective interpersonal and communication skills (speaking and writing).
- Strong team skills both within the ELP team and as a member of the main school.
- Tact, diplomacy and an absolute respect for confidentiality.
- Ability to evaluate pupil performance and plan for progression.
- Ability to adapt teaching strategies and personal communication style to meet the needs of individual pupils.
- Ability and willingness to develop play alongside children.
- Ability to establish and maintain a positive partnership with parents.
- Teachers will have an excellent record of successful class teaching.
- A commitment to STEP Academy Trust ethos and moral purpose.

**Essential experience:**

- Experience of working in the Early Years or Primary phases of education.

**Special conditions:**

- Requirement to pursue personal professional development in relation to the teaching of pupils with speech, language and communication needs, particularly in relation to Developmental Language Disorder.