

**Director of Learning: SSC
Teacher in charge of the SSC
Job Description**

Responsibility Allowance: TLR 1a

Reporting to the Assistant Headteacher: Safeguarding and Inclusion

Purpose:

Undertake the normal responsibilities of a classroom teacher and adhere to Teaching Standards 2012. To lead the provision of Special Educational Needs learning support for students with an identified or un-identified Speech, Language and Communication need; to support high quality teaching, effective use of resources, and high standards of teaching and learning and the achievement of high-quality outcomes for all pupils including those allocated to the SSC.

General Duties and Responsibilities

The role of the Director of Learning: SSC is to lead all staff in ensuring students with an identified or un-identified Speech, Language and Communication need are able to access the curriculum and achieve high-quality outcomes. This includes responsibility for organising the day-to-day operational work of the SSC while ensuring the students allocated to the SSC are fully included in the wider school environment.

The general duties and responsibilities also includes, but is not limited to, the following:

To assess, plan and lead Speech, Language and Communication intervention for all students as part of the whole-school inclusion programme ensuring that students meet their potential socially, emotionally and academically;

To lead the provision for Special Educational Needs for the SSC students within school, liaising with the AHT: Safeguarding and Inclusion, Directors of Learning, Heads of Faculty, Subject Leaders and other staff as required;

To lead all staff in ensuring they can deliver Quality First Teaching to all students including SSC students with an identified or un-identified Speech, Language and Communication need;

To teach timetabled SSC classes with the support of the dedicated SSC HLTA to enable students develop skills which will support their wider learning e.g. literacy, memory, organisation, metacognition;

To manage appropriate SSC resources and to ensure that they are used efficiently, effectively and safely;

To contribute to whole-school planning, review and decision making for individual intervention via internal CARMs;

To maintain accurate records;

To line manage the dedicated HLTA SSC;

To oversee transition arrangements for SSC students to new settings and in to adulthood.

To contribute to the application for Access Arrangements;

To support the provision of SEND for the SSC students, including the allocation of support time in association with the Director of Learning: SEND, the writing of Individual Education Plans/profiles and conducting annual reviews;

Monitoring of the effectiveness of Individual Education Plans/profiles and chairing annual reviews for the SSC students;

Ensure that staff are kept informed of SSC pupil's Special Educational Needs and support strategies;

Provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils with an identified or un-identified Speech, Language and Communication need;

Support the Director of Learning: SEND in the devising, implementation and updating of Learning Support Team policies which reflect the school's commitment to high achievement, and effective teaching and learning;

Use data effectively to identify SSC pupils' progress and where necessary work with staff to create and implement effective plans of action to support those pupils;

Completing a termly self-evaluation of the SSC provision to be shared with SLT and the LA;

To act as the school's expert in Speech Language and Communication;

To attend and contribute to internal CARMs;

To audit CPD alongside the Director of Learning: CPD;

To identify and source/deliver CPD for needs pertaining to the SSC;

To stay up to date with research and other developments in the teaching of Speech, Language and Communication Needs;

Collating and preparing reports in a timely fashion;

To liaise with relevant outside agencies to ensure that the SEND needs of individual SSC pupils are met effectively;

To liaise with the SALT and the line management thereof;

Ensure that the administrative assistant to the SSC organises appropriate meetings as well as maintains accurate and detailed records of meetings and discussions with parents and outside agencies;

Support the DHT Teaching and Learning by producing a SSC Improvement Plan and engaging in the production of the School Improvement Plan, to include staff development and training implications;

To promote the use of ICT creatively to enhance learning;

Monitor the day-to-day management of the SSC classrooms, creating a safe, effective and stimulating environment for the teaching and learning of the SSC students;

To manage the budget and resources allocated to pupils with SEND in the SSC;

To line manage the HLTA allocated to the SSC.

In order to perform this role well, the Director of Learning: SSC is expected to:

Maintain a thorough working knowledge of the school's policies and procedures related to SEND, including the SEND Information Report, Child Protection, Safeguarding and Inclusion policies;

Act in the best interest of all the pupils of the school; and behave in a professional manner, including maintaining confidentiality as required.

Person Specification

Qualifications and Training:

A good honours degree or equivalent;

Qualified Teacher Status;

Experience of teaching students with SEND including meeting the needs of pupils with speech, language & communication challenges;

Relevant qualification(s) in addition to their qualified teacher status or extensive experience in supporting the needs of pupils with SEND/speech, language & communication needs;

Other professional development in the area of SEND e.g. Dyslexia, Literacy, ASC (desirable)

National SENCO Award (desirable).

Knowledge and Experience:

Experience of teaching with evidence of having achieved successful pupil outcomes;

Experience of teaching across all key stages (KS2 (desirable), KS3, KS4);

Experience in teaching and supporting the needs of pupils with SEND/speech, language & communication needs;

Knowledge and understanding of how children learn and how language develops;

A sound understanding of the principles of inclusive practice as evidenced in West Sussex's Inclusion Framework;

A sound knowledge of the SEND Code of Practice;

Experience of working closely with parents in successful home-school partnerships that support pupils' needs;

Experience of multi-agency working;

Knowledge and experience of using basic diagnostic tests for identifying specific needs;

Experience of interpreting Speech and Language assessment reports and using them to inform target-setting (desirable);

Experience of developing and delivering appropriate CPD to colleagues (desirable);

Experience of administering and leading EHCP reviews (desirable);

Knowledge of alternative curriculum options (desirable);

Knowledge of issues relating to equal opportunities;

Knowledge of current educational issues including assessment.

Professional Skills, Abilities and Judgement:

Ability to inspire, challenge and influence the practice of others;

Team building, fostering and maintain relationships with students, school staff and other professionals;

Planning and delivering highly engaging lessons;

Work under pressure and deliver to time scales;

Fostering resilience;

Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records;

Excellent written and oral communication skills.

You should demonstrate and follow:

Strategy and development plans to achieve the school's vision and ethos;

The school's Behaviour for Learning Policy and Rewards and sanctions Procedure;

The effective use of performance data in relation to raising attainment and standards;

The school's financial management policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities of the post, individual tasks undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job to reflect the changing needs of the school.