

#### **Leeds City Council**

# Job Description

## Name of school: West SILC

Job Title: **Leader of Complex Communication /Autism**

Grade: **Main / Upper Pay Scale + SEN 1 + TLR2a**

## 

**Accountable to**: Assistant Head: Teaching and Learning

## Accountable for: Teaching and Learning Group for Complex Communication

## Main Purpose of the Role:

* To promote and develop best (inclusive) practice for pupils with complex communication on the main site
* To support the vision, ethos and policies of the SILC to maximise achievement and progress of learners with complex communication needs
* To play a key part in raising standards for Teaching and Learning by acting as a role model for others and demonstrating that they are an effective professional who challenges and supports colleagues to maximise their teaching and learning performance

**Main Duties in addition to the generic West SILC teacher’s job description:**

1. **Leading a Teaching and Learning Group (TLG)**

* Secure effective learning to maximise achievement and progress, increasing independence for all our students
* Ensure teaching demonstrates breadth, balance and opportunities for progression
* Monitoring and evaluating the quality of teaching and learning in order to identify strengths and areas for improvement
* Developing positive working relationships with and between all pupils and staff in the school
* Play a key role in developing a culture of professional learning, mutual respect and trust
* Support colleagues in using assessment to effectively plan lessons to meet the needs of pupils
* Contributing to - creation and implementation of the School Development Plan and take responsibility for appropriately delegated aspects of it
* Establishing and maintaining a stimulating and challenging learning environment
* Promote and develop best practice in development activities that:
  + determine, organise and implement a personalised curriculum (informal / semi-formal / formal) that best meets the needs of the identified group of pupils
  + review pedagogy and practice in relation to good and outstanding Teaching and Learning
  + promote and develop expertise amongst staff
  + identify CPD needs and opportunities
  + provide opportunities for collaborative working, including team teaching, peer observation and coaching

1. **Specific duties for Leading the Complex Communication TLG**

* Leading practitioner for Complex Communication / Autism who is able to develop the Complex Communication Teaching and Learning team;
* SILC representative for Complex Communication / Autism who is able to provide advice, guidance and support to staff internally and externally

**Entitlement**

The Principal and governing body are fully committed to ensuring the professional effectiveness of the teacher in this role through:

* the provision of management time;
* support for the provision of professional development opportunities, e.g. leadership development programmes with the NCSL.

**West SILC (Specialist Inclusive Learning Centre)**

**Personnel Specification: Teaching and Learning Responsibility for Complex Communication**

NB. Essential criteria are the qualities that candidates must have to do the job

Desirable criteria are the extra qualities that will enhance a candidate’s job performance and aid short listing

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| **Attributes** | **Essential** | **Desirable** | **How identified** |
| **Physical** | Physically and mentally equipped to meet the requirements of the job |  | Selection process |
| **Qualifications** | Recognised teaching qualification | Qualification in Special Education | Application form  Checking certificates at interview |
| **Leadership Experience and skills** | Worked with and motivates teams and individuals to implement change  Taken a lead with a team of colleagues on an initiative across the school | Lead a team of teachers in relation to teaching and learning initiatives  Successful middle leadership in a school setting | Selection process |
| **Leading Teaching and Learning** | Created and delivered personalised learning through IEPs / ILPs/PLPs through an informal curriculum  Knowledge of using information to monitor pupil progress and set targets to accelerate achievement  Effective us of a variety of assessment tools to monitor teaching and learning.  Ability to identify effective interventions to ensure pupils maintain good progress  Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback |  |  |
| **Experience and skills** | Experience of teaching pupils with complex communication needs / autism  Recent successful experience of teaching, planning and reviewing for primary aged pupils working below primary expectations  Commitment to inclusive practice  Developed new curriculum initiates  Creative teaching and learning that engaged and motivated pupils with complex communication needs  Assessment below primary year group expectations | Experience of writing, adapting and differentiating schemes of work  Involved in the development assessment recording and reporting; assessment for learning  Intensive Interaction, SCERTS, objects of reference, PECs, Makaton, augmentative communication and sensory processing  Successful ICT use to meet individual communication needs  PIVATs / B squared or similar | Selection process |
| **Specialist Knowledge** | Ability to collate and analyse data to inform planning for pupils.  Up to date knowledge of recent developments that inform teaching and educational provision.  Knowledge of total communication approaches | An understanding of the needs of parent/carers of children with SEN | Application form, interview |
| **Developing self and working with others** | Regularly reviews own practice and continually participates in quality CPD  Using CPD to motivate, enthuse and develop staff  Ability to coach and mentor staff | Ensures accountability for other colleagues | Application form, interview |
| **Personal Qualities and Attributes** | Excellent interpersonal skills to create positive relationships to motivate and inspire  Good communication skills, able to establish credibility, work collaboratively with pupils, school staff, other professionals and community groups  Enthusiastic and optimistic  Tactful, patient and sensitive  Resilience and determination to succeed | Emotional self awareness  Conflict management  Openness to the purpose of the organisation through the transformational agenda | Selection process |
| **Special Working Conditions** | To attend any training as deemed appropriate  Agreement to the Governing Body undertaking / successful Enhanced DBS check |  | Checking at interview;  selection process |