

<p>Job Title: Specialist Teacher (Speech, Language and Social Communication Needs)</p>	<p>Directorate: In liaison with Plymouth Education Participation and Skills Directorate</p>
<p>Section: Plymouth Nursery Schools Federation</p>	<p>Reporting to: Head of School, Plymouth Nursery Schools Federation</p> <p>Joint oversight from manager of PCC Early Years' Inclusion Service</p>
<p>Grade: MPS / UPS + SEN Points (depending on qualifications and experience)</p>	<p>Hours per week: Teacher terms and conditions 0.4FTE</p>
<p>Post Number:</p>	<p>Number of Employees Reporting to Post: 0</p>
<p>Special Conditions: ability to travel between schools/ settings as required</p> <p>Ability to work and integrate with members of the PCC Early Years Inclusion Service</p>	<p>Base for Post: Plym Bridge Nursery</p>
<p>Job Purpose:</p> <ul style="list-style-type: none"> • Support the capacity of EY settings to embed whole setting approaches to inclusive educational practice for Communication and Interaction • Support settings in the identification and assessment of learners with speech and language and social communication needs, and contribute to planning of Individual Education Plans (IEPs) • To assist in identifying the level of support following a request for help from a setting. • To provide specialist teaching and advice for children with speech / language / social communication needs across the Early Years Foundation Stage (EYFS) using the PCC Graduated Approach to Inclusion • To provide early intervention to enhance Early Years (EY) development and social inclusion • To promote inclusive practice through modelling of effective strategies and provision • Promote the participation of children and young people and their parents and carers • To work with Speech, Language and Communication colleagues and the LA Early Years Inclusion Service to deliver the agreed service to settings using the speech and language audit tool to support the settings to identify actions for improvement <p><i>The post holder is engaged as a teacher and, as such, shall carry out the professional duties of a school teacher as circumstances may reasonably require, provided for under the School Teachers' Pay and Conditions Document</i></p> <p><i>Acting in accordance with robust safeguarding guidance</i></p>	

Duties and Responsibilities

Job Specific Requirements

- Work under the direction of the Head of School for PNSF in collaboration with Plymouth Local Authority
- To work in conjunction with the LA Early Years Inclusion Service to provide advice across the PCC Graduated Approach to Inclusion, develop shared record keeping systems and undertake casework referred through the Early Years intake Panel.
- To work in close liaison LA SEND Teams to provide a joint approach to complex casework
- To have excellent knowledge of universal provision, irrespective of need or diagnosis
- To work with settings and other specialist teams to develop inclusive learning environments
- To provide guidance, advice and high-quality input to settings on a range of speech language and social communication needs, including the recommendation of appropriate resources, teaching strategies and techniques
- To provide direct teaching to model inclusive classroom approaches and/or the provision of appropriate but challenging programmes of support, modelling lessons/strategies and monitoring progress through observation and assessment
- To undertake assessments/observations and maintain accurate records against an agreed criterion of children's progress and provide reports as appropriate, following Assessment and Support Guidance
- To store and manage data appropriately to track learners who receive assessment and support from the service
- To attend and contribute to Team Around Me/Family meetings, providing evidence-based advice to support the identification of learning outcomes and identified IEP
- To work effectively with parents/carers, school/setting staff and other professionals in order to provide effective support for learners, ensuring the voice of the learner and parent/ carers is at the heart of the process
- To liaise and work collaboratively with specialist teams within the LA to share and co-ordinate information that is relevant to learners who receive assessment and support from the service
- Contribute towards and deliver a professional learning support offer in relation to Speech, Language and Social Communication Needs and inclusive universal, targeted and specialist practice where appropriate. This will include the delivery of training, facilitation of workshops, setting to setting working and locality based working.
- To be responsible for the management and development of a specialist area/project around speech and language e.g. DLD, SSLiC or Social Communication e.g. through the Autism Education Trust resources
- To maintain and develop your own professional learning by attending relevant training and keeping up to date with developments in Speech, Language and Social Communication Needs and SEND needs generally, including attending PCC IAS and EPSAT team meetings.

Corporate Requirements

- To participate actively in supporting the principles and practice of equality of opportunity as stated in the Council's Equal Opportunities Policy.

- To take reasonable care for the health and safety of yourself and other persons who may be affected by your acts or omissions and to comply with all health and safety legislation as appropriate.
- As a term of your employment you may be required to undertake such other duties and/or times of work as may reasonably be required of you, commensurate with your grade or general level of responsibility within the organisation.
- Always act in accordance with the Local Government Ethics Standards.

DATE COMPLETED: _____ **AGREED BY:** _____
 (Recruiting Manager/s)

Date Received by Post holder: _____

Signature of Post holder: _____

Area to be Demonstrated	Essential Requirements	Desirable Requirements
<p>Education & Training</p>	<ul style="list-style-type: none"> • Qualified Teacher status • Be trained in one or more of the following: <ul style="list-style-type: none"> ➢ ELKLAN ➢ Makaton ➢ Approaches to teaching children with social communication and interaction needs • Evidence of ongoing CPD within the field of SLCN, ASC, social communication needs • Evidence to show understanding of additional learning needs that may co-exist or be as a result of communication and interaction needs • Secure knowledge and evidence of understanding of both local and national initiatives and developments in relation to the SEND Code of Practice (2014) 	<ul style="list-style-type: none"> • ELKLAN Tutor Accreditation • Makaton Tutor • Additional qualifications in a field of SLCN, ASC, SEN. • Post Graduate Certificate in Language and Communication Impairment in Children (LACIC) or equivalent. • Post graduate training in the field of Autism and or social communication and interaction (or willingness to undertake equivalent qualification for social communication needs)

	<p>particularly with regard to Communication and Interaction Needs</p> <ul style="list-style-type: none"> • Inclusion and Pupil Support • Performance Management Process • Trained in relevant interventions to support speech, language and social communication needs (such as Language and Speech Link, PECS) and experienced in delivering such programmes of support. 	
<p>Experience / Knowledge</p>	<ul style="list-style-type: none"> • Broad experience of inclusive classroom practice • Significant teaching experience • Significant experience of working with pupils in: <ul style="list-style-type: none"> a. Leading School based improvement projects in this area. b. Identifying speech, language and social communication needs, including additional learning needs • Thorough understanding of the range of needs of learners with speech, language and social communication needs and their implications for teaching and learning • A thorough knowledge of strategies that impact on learners' speech, language and social communication needs • Excellent working knowledge of autism and social communication needs • Experience of multi-agency working including parents/ carers. • Experience of applying person centred planning approaches • Experience of developing and delivering training and evidence of a distinctive contribution to raising standards. 	<ul style="list-style-type: none"> • Significant teaching experience of a range of key stages

<p>Skills and Abilities</p>	<ul style="list-style-type: none"> • The ability to communicate effectively with a range of stakeholders • High levels of initiative and the ability to manage change • Ability to problem solve, overcome challenges and to engage a range of partners in actions to reduce and resolve conflict • Ability to model and support inclusive classroom practice and person centred planning approaches • Ability to provide constructive advice and, where necessary, to identify and challenge under-performance • The ability to manage own workload effectively • Excellent communication skills both written and verbally • Ability to work collaboratively with other agencies to safeguard children • Competent ICT skills • Ability to analyse a range of data and evidence, and evaluate impact and effectiveness of an IEP 	
<p>Personal Attributes</p>	<ul style="list-style-type: none"> • Able to work effectively on own or as part of a team • Positive about continuous professional development (CPD) and seeks opportunities to improve own knowledge • Resilient, self- starter • A commitment to the principles of educational inclusion & equal opportunities • The ability to prioritise workload effectively. • An adaptable and flexible approach • Commitment to the Council's Equal Opportunities Policy 	
<p>Special Circumstances</p>	<ul style="list-style-type: none"> • Ability to travel between sites as required 	