

Job Specification

Job Title:

The Limes Centre - Teacher in Charge

Grade: MPG - UPS + TLR2.1 + SEN 1

Job Evaluation Code

Reporting to:

Headteacher

Manager's Grade:

L11-17

Location:

Pinderfields Hospital Pupil Referral Unit, The Limes Assessment Centre, Lake Lock Road, Wakefield WF3 4HS

Service Area:

Service Directorate:

Education & Inclusion

Workstyle: Workplace Based, Flexible, Mobile,

Overall Purpose of the Post:

- To lead, develop and deliver an appropriate and outstanding curriculum suitable for KS2 pupils, and provision planning, in consultation with a multi-professional team
- To facilitate and develop the assessment of individual pupils and devise appropriate curricula to support and develop learning
- To lead staff in self-evaluation procedures and monitor teaching and learning
- To act as SENCo for The Limes
- To undertake day-to-day management of relevant practitioners particularly with regard to supporting pupils during transitional arrangements
- To support inclusion of children with their individual and specific needs in their next educational setting
- To carry out daily management of The Limes staff and to assist with their performance management

Requirements for the post.		
	Essential	Desirable

<p>Qualifications/ Training</p>	<ul style="list-style-type: none"> • Qualified Teacher Status • Safeguarding 	<ul style="list-style-type: none"> • SENCo qualification • BSL or Makaton qualification • Post Graduate training in ASD/SLCN • IT • Additional qualifications in education and/or related areas • First Aid
<p>Knowledge</p>	<ul style="list-style-type: none"> • Detailed knowledge and understanding of Early Childhood Development and related assessment tools • SEN Code of Practice • Speech & Language • Data Protection <p>A strong knowledge of and empathy with pupils who have SEN /communication and interaction needs including:</p> <ul style="list-style-type: none"> • The place of ICT in meeting the needs of pupils • Current national, regional and local initiatives and implications • Transition Planning • A thorough and up-to-date knowledge of their subject/specialism and the educational effects of ASD/ SLCN • Curriculum developments which are relevant • Education Health Care Plans • Ability to undertake appropriate assessment for baseline and outcomes measurements • Ability to effectively communicate in textual formats with a commitment to use ICT for administrative and teaching purposes • Ability to write concise and effective reports • Effective communicator with adults and young people • Commitment to equal opportunities • Gives confidence to others through recognition of strengths • Commitment to effective liaison, teamwork and partnership working • Innovative and clear thinking • Commitment to Forest Wood / PRU improvement • Reflective practitioner • Sensitivity to issues and strengths of cross service working • Committed to personal, professional and service development • Commitment to inclusion 	<ul style="list-style-type: none"> • Awareness and/or experience of cultural diversity • Technical aptitude • Curriculum specialism. • Understanding of quality assurance mechanisms • Proficient in use and application of word-processing and a database IT • Able to adapt to a range of pupil learning styles • Energetic and enthusiastic • CAF/TAS Procedures

Experience	<ul style="list-style-type: none"> • At least 4 years' experience of teaching children with a range of needs including ASD/SLCN • Effective teacher of children both individually and in groups • The inclusion of ASD/ SLCN pupils in mainstream classrooms • The implementation of EHCPs for pupils who are ASD/ SLCN • Liaison with a range of agencies • Ability to set and evaluate programme targets for a teaching programme or personal / team project • Knowledge of formal assessment procedures • High level of organisational self-management • Have direct experience of working with parents 	<ul style="list-style-type: none"> • Teaching experience with pupils with broader range of special needs and additional training for children with complex profiles • Working with families of children with SEN • Experience of working within a range of settings • Use of alternative communication/technology • Experience of performance management and appraisals/supervisions • Experience of developing EHCPs
Physical Skills	<ul style="list-style-type: none"> • Ability to travel across the district 	<ul style="list-style-type: none"> • Moving and handling experience/trained
Competencies and other skills required	<ul style="list-style-type: none"> • Excellent interpersonal skills to ensure effective and sensitive communication with children, their families and other concerned professionals • Demonstrate awareness relating to a range of LA and Council policies, e.g. Health and Safety, Child Protection, Race equality, Anti-bullying etc • Ability to assess curricular needs • Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs, and evaluate competing demands for a pupil with ASD/ SLCN e.g. the implications of including time for social development upon other areas of the curriculum • Good ICT skills • Ability to give advice and support to teachers, support assistants and others working in the Forest Wood and the child's next education setting • Demonstrate consistent and effective recording, reporting and monitoring of progress to give clear and constructive feedback in an appropriate format according to PRU guidelines • Develop personal expertise by attending appropriate in-service courses etc. enabling children with a medical need to be included in the setting • Use the outcomes from professional development to improve teaching and pupils' learning • Support and enable other colleagues to improve • Use a range of hardware and software, 	

	<p>and employ criteria for evaluating their usefulness and appropriateness</p> <ul style="list-style-type: none"> • Ability to manage and share confidential information appropriately and deal sensitively with difficult situations <p><u>Citizens and Customers</u></p> <ul style="list-style-type: none"> • Takes a proactive approach to meeting the needs of customers: • Presents alternatives wherever appropriate • Knows who their customers are • Is approachable and helpful when dealing with customers • Acts with honesty, integrity and discretion. • Takes ownership for and resolving customer queries. <p><u>Personal Effectiveness</u></p> <ul style="list-style-type: none"> • Displays drive and energy to achieve results: • Works systematically and challenges existing processes • Sets, agrees and delivers on objectives • Plans their workload <p><u>Successful team/Partnership working</u></p> <ul style="list-style-type: none"> • To lead an effective team • Communicates proactively to achieve shared outcomes • Understands and supports others <p><u>Decisive problem solving / continuous improvement</u></p> <ul style="list-style-type: none"> • Aligns behaviour to the needs / priorities / goals of their organisations as a whole: • Deals and copes with change • Recognises and manages pressure • Deals with ambiguity 	
--	--	--

Key Outcomes/ Activities

- To develop professional leadership and management to secure high-quality teaching, effective use of resources and improve standards of learning and achievement for all pupils
- To continue to develop the curriculum especially to include multi-sensory experiences and to extend this to involve parents and other professionals
- To disseminate strategies
- To write, support the delivery of, and evaluate individual education plans
- Advise mainstream staff as to the needs of SEN pupils, the implications of ASD/SLCN and its educational repercussions to support effective transition
- Plan and prepare appropriately differentiated work and resources for learners taking account of current national developments in curriculum and assessment
- Teach individual pupils as appropriate
- Plan appropriate support for each pupil considering the effect of ASD/ SLCN upon physical, cognitive, emotional, social and communication development
- To continue to develop policies, records and assessment procedures and writing of reports
- Provide access to the mainstream curriculum for ASD pupils, through a range of strategies
- Work closely with school staff to implement the full inclusion of ASD children to enable them to raise their attainment and achieve their maximum potential

- Advise on the physical environment appropriate to the needs of each learner and to facilitate its use
- Monitor pupil's progress
- Co-ordinate and lead on annual reviews, the production of IEPs and reports as required
- Involve parents and learners (where appropriate) to participate in the decision-making process
- Provide support and advice to families/parents on the educational implications of their child's ASD/ SLCN
- To advise staff, in a range of settings, on the needs of the children to support transition
- Support the inclusion of the learner with ASD/SLCN into the community
- Assess and plan for the use of appropriate equipment and techniques in the area of communication technology in meeting the needs of ASD pupils
- Be responsible for the care, functioning and correct use of specialist equipment
- Review the introduction and use of new technology and equipment, advise and train to ensure correct use and monitor its effectiveness
- Assist with the organisation of, and attendance at, any relevant meetings – including home visits to complete registration information
- To facilitate termly review meetings
- Liaise with centrally based staff, resource staff, class teachers, SENCoS and others concerned with the needs of young children with ASD/SLCN
- Liaise, as necessary, with outside agencies
- To facilitate review meetings as SENCo along with attending any other relevant training/meetings for this role
- Ensure outcomes from professional development have been shared with professional colleagues
- Support and advise other team members in aspects of ASD/SLCN in which the post holder has particular expertise
- Contribute to whole The Limes/PHPRU developments and staff training initiatives
- Establish and use networks of resources, both human and material, in schools and other centres
- Participate in staff meetings, regular in-service training and performance management procedures
- Support appraisals and supervisions of support staff
- Undertake other duties (within competence and experience) commensurate with the grade of the post as directed by the Headteacher

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Responsibility for Resources
Employees (Supervision): Resource Base staff
Financial: <ul style="list-style-type: none"> • None
Physical: <ul style="list-style-type: none"> • None
Customers and Clients: Children, families, schools, Health, Social Care, Voluntary Organisations

Working Conditions: Resource base/school

<p>Characteristics of the post: Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p>The employment checks are required:</p> <ul style="list-style-type: none"> • Evidence of entitlement to work in the U.K. • Evidence of essential qualifications – see page 1 of this job specification • Two satisfactory references • Confirmation of medical fitness for employment • Registration with appropriate bodies (where applicable) <p>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults: Evidence of a satisfactory safeguarding check e.g. An Enhanced CRB Disclosure</p>

Date completed: March 2015
