



JOB OUTLINE

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| Post Title: | Specialist Teacher – Language and Communication Team |
| Location: | The team are based within Benton Dene School and work peripatetically across schools in the local authority. |
| Salary / Grade: | MPS/UPS + SEN 1 |
| Disclosure Level: | Enhanced |
| Responsible To: | The Headteacher and Governing body Line manager: Team Leader of the Language and Communication Team |
| Core role: | <ul style="list-style-type: none">• To support schools to provide an inclusive education for, and raise the achievement of children and young people with speech, language and communication needs, including those with an ASD diagnosis.• To develop the knowledge, skills, understanding and expertise of teaching and non-teaching staff in relation to children and young people with a range of speech, language and communication needs as a primary barrier to learning.• To provide specialist assessments, written reports, verbal feedback and advice for children / young people appropriately referred to the service.• To develop and provide specialist, differentiated and individualised programmes to meet the identified needs of children / young people with language and communication needs.• To work within a multi-agency framework to support inclusion and access in accordance with relevant legislation and guidance and local policies.• To develop and strengthen positive working relationships with teaching and non-teaching staff, parents / carers and other relevant professionals involved in meeting the needs of children and young people with language and communication needs. |

Duties and responsibilities

Specialist teacher role

- To respond to individual pupil referrals following the agreed LCT response protocol.
- To liaise with school staff, parents / carers and other agencies as appropriate to complete assessments of a pupil's language and communication needs in relation to their specific school context.
- Use formal and informal assessments, including observation, to identify pupils' strengths and weaknesses relating to specific language and communication needs

including ASD.

- Provide written reports and verbal feedback to school staff, parents / carers and children and young people that clearly explains the impact of the pupil's assessed needs on their social and academic learning in their specific school context.
- With LCT support staff model and demonstrate the use of individualised strategies and resources to support children and young people's access to the curriculum.
- Provide advice, coaching, mentoring and demonstration of resources, teaching and learning strategies etc. to school staff as appropriate in relation to referred pupils.
- Contribute, as appropriate, to school reviews relating to pupil progress.
- Contribute to the statutory assessment process as appropriate and in line with team protocols.
- With LCT support staff model best practice in working with pupils with speech, language and communication needs.
- Develop and adapt resources to enable pupils to more effectively access the social and academic curriculum and make progress in schools.
- Provide advice and resources to support effective differentiation of the curriculum and optimise pupils' learning within the classroom.
- Participate in the agreed processes to evaluate the impact of all LCT work into schools in relation to specific intervention targets, the impact of recommendations, and pupil wellbeing.
- To understand the unique roles and responsibilities of partners from health, social care and education and liaise with other agencies as appropriate.
- To have due regard for confidentiality issues in working with pupils and their families from schools and settings across the local authority.

Team working and collaboration

- Consistently implement agreed policies and practice protocols in relation to all aspects of LCT work, including responses to referrals, assessments, report formats, intervention protocols, evaluations, caseload management systems etc.
- Contribute positively to reviewing the team's model of working and implement agreed changes to practice as appropriate.
- Implement agreed processes and protocols for team work (e.g. report formats, evaluation systems, intervention agreements) and contribute to the evaluation and development of these systems.
- Contribute to the development of service improvement targets based on an analysis of the effectiveness of the service and the outcomes for children and young people.

Management

- Provide supervision and support for LCT support assistants undertaking interventions in schools as agreed in LCT protocols.

Training

- Contribute, with team colleagues, to training to support schools and parents / carers in understanding and addressing the needs of pupils with speech, language and communication needs.
- Participate in the evaluation and analysis of the impact of training on staff, parents and agencies that access LCT training.

Health and wellbeing

- Support school staff and parents / carers in developing their understanding of the impact of speech, language and communication needs on pupils' wellbeing and how this can impact on progress and attainment.

- Provide advice for staff to positively support children and young people to enhance their emotional well being including the proactive development of pupils' social skills and their ability to establish and sustain appropriate relationship with peers and adults.
- Understand and comply with the agreed procedures for safeguarding children and young people within the school environment.
- Understand and comply with agreed procedures for personal safety when working with children and young people in schools and settings across the local authority.

Professional development

- Evaluate personal performance and be committed to improving practice through appropriate professional development.
- Present and contribute to professional discussions about individual pupils with team members and other professionals as appropriate.
- Take personal responsibility for continuous professional development and participate fully in training and development opportunities identified by the team or as developed as an outcome of performance management.

Lead role responsibilities

- To have responsibility for specific area(s) of development within the field of speech, language and communication needs. Specific areas of responsibility to be agreed.
- To plan and/or lead professional development activities for team members and other partners as appropriate.
- To take responsibility for further personal professional development in the areas of responsibility.
- To devise and develop, in consultation with the team, evaluation formats to assess the impact of work undertaken by the team in relation to specific areas of responsibility.
- To contribute to the analysis of evaluations and initiate developments in response to this analysis.
- To contribute to the development, implementation and evaluation of Service Improvement Plan targets related to specific areas of responsibility on an annual basis.