

**JOB DESCRIPTION**

**APPENDIX 1**

<b>Post Title:</b> Specialist Teacher - Language and Communication Needs (LCN)	<b>Director/Service/Sector: Education and Skills – Northumberland Inclusive Education services (NIES) – High Incidence Needs Team (HINT)</b>		<b>Office Use</b>
<b>Grade:</b> <ul style="list-style-type: none"> <li>• Teachers Pay Scale (MPS / UPS) + 2 SEN (SEN awarded only once Post Graduate Diploma in Language and Communication Qualification Achieved)</li> </ul>	<b>Workplace:</b> <b>Central base in Northumbria House, Manor Walks Shopping Centre, Cramlington NE23 6UR working into schools and settings across Northumberland.</b>		<b>JE ref:</b> <b>HRMS ref:</b>
<b>Responsible to:</b> <ul style="list-style-type: none"> <li>• NIES Service Manager</li> <li>• Lead Practitioner for Speech and Language</li> </ul>	<b>Date:</b> 16/11/2020	<b>Manager Level:</b> N/A	
<b>Job Purpose:</b> To provide support and advice to colleagues on issues related to teaching pupils with Language and Communication Needs (LCN) within educational settings and direct teaching consistent with the main duties and responsibilities of the post. The Teacher will work as a member of the Northumberland Inclusive Education High Incidence Needs team to promote inclusion of pupils with LCN. The role is peripatetic with a central office base which is currently in Ashington.			
<b>Resources</b>	Staff	Specialist Assistants for Speech and Language	
	Finance	None	
	Physical	Responsible for assessment of need and relevant and appropriate resources to support everyday work across a wide range of schools.	
	Clients	Pupils, parents, senior managers, headteachers, SENCos, teachers, learning support assistants, lunchtime supervisors and professionals from other services.	
<b>Duties and key result areas:</b> <b>Support for Schools and Pupils.</b> <ul style="list-style-type: none"> <li>• Supporting the aims and ethos of the Northumberland Inclusive Education Services.</li> <li>• Supporting the inclusion of pupils with LCN.</li> <li>• Supporting schools to set high expectations which inspire, motivate and challenge pupils.</li> <li>• Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching children with LCN.</li> <li>• Encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> <li>• Supporting the development of whole school approaches in the creation of a Speech, Language and Communication supportive environment.</li> <li>• Raising awareness within educational settings of the additional needs of pupils with LCN and appropriate evidenced based interventions to support them.</li> <li>• Applying teaching knowledge, skills and experience to assist education colleagues in the development of appropriate skills in dealing with children with LCN in the classroom.</li> <li>• Providing training, where appropriate, to school staff including Headteachers, SENCos, teachers and other support staff to enable them to successfully include pupils with LCN and implement aspects of a pupil’s individual programme.</li> <li>• Plan and teach individual pupils, groups of pupils and whole classes in educational settings in matters relating to LCN</li> <li>• Plan with and mentor/supervise Specialist Assistants for Speech and Language prior to and during the implementation of language/communication interventions being delivered by the service.</li> <li>• Support educational settings to adapt teaching to respond to the strengths and needs of all pupils.</li> <li>• To provide advice to County Officers regarding meeting the needs and requirements of pupils with LCN.</li> </ul>			

- To contribute to training and development both within and beyond Northumberland County boundaries.
- Advising on the identification and assessment of pupils with LCN in accordance with the guidelines outlined in the SEN Code of Practice.
- Assessing the language and communication needs of new pupils referred to the NIES Speech Language and Communication Service with LCN and providing written advice and resources, as appropriate.
- Assessing the progress of individual pupils as part of their ongoing programme.
- Contributing to the development of individual SEN plans/pupil profiles through the identification of appropriate targets, teaching strategies, interventions and resources.
- Liaising with professionals from other disciplines/agencies as appropriate.
- Attending relevant meetings, including multi-agency meetings.
- Maintaining all service (Individual and School) records in line with service policy and procedures.
- Contributing to the EHA process where applicable.
- A commitment and willingness to contribute to meeting the needs of all children across Northumberland.

#### **Liaison with families and external agencies**

- Including parents/carers in assessment of a pupil with LCN as appropriate.
- Liaising with parents/carers and providing training when appropriate in order to keep them informed of their child's progress and to provide advice and support relating to the difficulties the child encounters as a result of their LCN.
- Providing a professional report at review meetings, as appropriate.
- Attending and contributing to multi-agency meetings, as required.
- Maintaining regular contact with the families and carers of identified pupils, regarding their progress.

#### **Professional Development**

- Providing and taking part in relevant training devised by or for the Northumberland Inclusive Education Service
- Contributing to Specialist Training programmes, as appropriate.
- Participating in Performance Management and any relevant development programmes outline by the Service Manager
- Attending service and team meetings.

#### **Contribution to NIES**

- Supporting the aims and ethos of the Northumberland Inclusive Education Services.
- Provide training for staff within the Services on the subjects relating to LCN.
- Work in partnership with colleagues and developing skills through shadowing and modelling best practice.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis and in line with DFE Teaching Standards.

#### **Work Arrangements**

Transport requirements: Working patterns: Working conditions:	Current driving licence and the ability to meet the transport requirements of the job. As per Teachers' Pay and Conditions of Service. Holiday: as schools. Peripatetic with an office base.
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**PERSON SPECIFICATION**

**Appendix 2**

<b>Post Title:</b> Specialist Teacher - Language and Communication Needs	<b>Director/Service/Sector:</b> Children's Services	Ref:
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
<ul style="list-style-type: none"> <li>• Primary or Secondary Teaching Qualification (First Degree or PGCE)</li> <li>• Qualified Teacher Status</li> <li>• Thorough knowledge of language and communication and its importance in the classroom.</li> <li>• Specialist postgraduate Diploma in Child Language/ Language and Communication or willingness to undertake professional training to this level.</li> <li>• Knowledge of how to keep children safe and practices and procedures that should be followed.</li> </ul>	<ul style="list-style-type: none"> <li>• Master's Degree – Child Language/ Language and Communication Impairment or other relevant language qualification</li> </ul>	A
<b>Experience</b>		
<ul style="list-style-type: none"> <li>• Relevant and successful experience of working with pupils who have a wide range of LCN</li> <li>• Working across school phases in mainstream settings.</li> <li>• Providing training for parents/staff/colleagues.</li> <li>• Experience of multi-agency and/or multidisciplinary working.</li> <li>• Recording pupil progress against individual targets at SEN Support/EHCP.</li> <li>• Supporting and advising parents.</li> <li>• Supervising teaching assistants</li> <li>• Working with pupils with Education Health Care Plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with pupils who are identified as having a LCN in a special educational setting.</li> </ul>	A I
<b>Skills and competencies</b>		
<ul style="list-style-type: none"> <li>• Working knowledge of relevant SEND policies and legislation.</li> <li>• Understanding of principles of child development and barriers to learning.</li> </ul>		A I P

<ul style="list-style-type: none"> <li>• Ability to accurately assess pupil needs and progress.</li> <li>• Ability to plan and implement effective intervention programmes for pupils with LCN taking account of curriculum needs and enabling inclusion</li> <li>• Ability to liaise sensitively and effectively with parents/carers.</li> <li>• Able to work collaboratively with colleagues, school staff and parents.</li> <li>• Demonstrate excellent verbal and written language skills.</li> <li>• Good record keeping skills.</li> <li>• A reflective practitioner: ability to monitor, evaluate and improve own skills and practices.</li> <li>• Ability to prepare and deliver training for a wide range of audiences.</li> <li>• Understand and adhere to the need for confidentiality</li> <li>• Possess the ICT skills required to fulfil their duties</li> </ul>		
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>• Work under pressure to tight deadlines and respond flexibly to changing situations.</li> <li>• Ability to remain calm in response to challenging situations and behaviour.</li> <li>• To promote the safeguarding and welfare of children and young people.</li> <li>• Self-reliant and able to use initiative to work effectively without close supervision to deliver a range of team objectives.</li> <li>• Able to undertake the physical demands of the post; particularly driving distances.</li> </ul>		I A P
<b>Other</b>		
<ul style="list-style-type: none"> <li>• A commitment to supporting children and young people with LCN in mainstream educational settings.</li> <li>• A willingness to participate in identified training.</li> <li>• Highly motivated and well organised.</li> <li>• Ability to use own initiative and work independently.</li> </ul>		R I A

<ul style="list-style-type: none"> <li>• A willingness to develop innovative working practices.</li> <li>• Adherence to evidence based practice.</li> <li>• Adherence to high standards of personal and professional conduct as outlined in the DfE Teachers' Standards.</li> <li>• Ability to meet the travel requirements of job.</li> </ul>		
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Key to assessment methods; (A) application form, (I) interview, (R) references, (T) ability tests (Q) personality questionnaire (G) assessed group work, (P) presentation, (O) others e.g. case studies/visits

**National Qualification Framework**

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.