**Job Description:**

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| **Post:** | ***0.6 FTE Teacher in Additional Learning Support (ALS)***  |
| **Salary Grade:** | *£29,178.90 - £35,463.12. FTE depending upon experience and qualifications* |
| **Responsible to:** | *Learning Manager for Foundation Learning and Learning Support* |
| **Responsible for:** | *Learners with additional needs* |

**Key Purpose:**

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| **1** | To ensure outstanding success and progression of all students within the relevant Department through the delivery of inspirational teaching, learning, assessment and support. |
| **2** | To be a key member of the Department. This role is to assess and teach to students throughout ALS. Knowledge and experience of working with learners who have SEN is essential. |
| **3** | To engage collaboratively with all colleagues in their roles as teachers, assessors, and support staff in developing and contributing to a culture of high expectations, high standards and mutual respect both within the Department and the college. |

**Key Responsibilities and Accountabilities:**

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| **A** | To plan and deliver high quality teaching, learning, assessment and support, leading to excellent retention, achievement and success rates for learners with additional needs. |
| **B** | Strive to deliver formal scheduled teaching and assessment duties of an excellent standard. |
| **C** | To attend regular meetings (to include the sharing of good practice and resources with other colleagues) or as otherwise instructed.  |
| **D** | To record, share and regularly monitor student progress and support effectively. |
| **E** | To keep comprehensive, relevant records and undertake all administration relevant to assessment and teaching duties. |
| **F** | To liaise with parents, schools, the Local Authorities, and other relevant external professional bodies in relation to prospective and current learners during transition from school to college, on-course and for progression purposes. This may include attending open evenings and advice evenings. |
| **G** | To organise and attend case studies and participate in student reviews, where necessary. |
| **H** | To undertake relevant and effective professional development and training as required  |
| **I** | To promote the inclusion of learners with difficulties and disabilities and deliver high quality and targeted training to curriculum areas and teaching staff on how to respond to *all* learners effectively. |
| **J** | You are liable to undertake such other duties as may reasonably be required of you, commensurate with your grade, at your initial or present place of work or at any other of the College’s operational sites. |
| **K** | Where qualified to do so, to carry out examination access arrangements assessments and make recommendations. |

**Cross-College Responsibilities and Accountabilities:**

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| **1** | Promote and communicate outstanding learning support strategies for students, providing clear and regular feedback to colleagues on the progress of supported learners. |
| **2** | Value and promote diversity and equal opportunities with a commitment to learners with SEN. |
| **3** | Work within health and safety guidelines and be aware of your responsibilities for health and safety.  |
| **4** | Adhere to all College policies and procedures. |
| **5** | Be responsible for safeguarding and promotion of the welfare of children, young people and vulnerable adults.  |

This job description is current as at the date shown below. In consultation with you, it is liable to variation by management to reflect or anticipate changes in or to the job. You are liable to undertake such other duties as may reasonably be required of you, commensurate with your grade, at your initial or present place of work or at any other of the College’s operational sites.

**Person Specification**

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|  | **QUALIFICATIONS & TRAINING** | **Essential** | **Desirable** | **How assessed** |
| i | Degree  | E |  | A |
| ii | Qualification in teaching and/or the teaching and assessing of students with Specific Learning Difficulties (SpLD) | E |  | A |
| iii | A postgraduate course at , or equivalent to, Level 7 relating to individual specialist assessment for examination access arrangements. |  | D |  |
|  | **KNOWLEDGE, EXPERIENCE & UNDERSTANDING (CURRENT)** |  |  |  |
| iv | High level of specialist knowledge in a range of additional learning needs and experience in teaching students with these needs effectively. | E |  |  |
| v | Proven track record of personal recent teaching success shown by improvement in student retention and achievement. | E |  | A I |
| vi | Experience of assessing students for examination access arrangements and making relevant recommendations to exam boards. |  | D |  |
| vii | Knowledge of current JCQ examination access arrangement regulations. |  | D |  |
| viii | Ability to assess a range of students with SEN and an ability to communicate outcomes with other teaching staff, support staff and outside professionals effectively. | E |  | A I |
| ix | Ability to interpret formal reports from other professionals and to be able to simplify complex information to convey to students, teachers and support staff effectively. | E |  |  |
| x | Ability to write formal reports and to recommend appropriate strategies to support learning. | E |  |  |
| xi | Confident and creative use of IT to promote and enhance learning and to develop the promotion of understanding learning difficulties and disabilities.  |  | D | A I |
|  | **SKILLS & ATTRIBUTES** |  |  |  |
| xii | Excellent communication skills | E |  | A I |
| xiii | Sound understanding of and commitment to safeguarding and equality and diversity in the context of education | E |  | A I |
| xiv | A passion for both, student success and for supporting students with SEN effectively, in order to contribute towards the proper inclusion of students with SEN. | E |  | A I |
| xv | A flexible and proactive approach; and an ability to react quickly to changes in circumstances and environment | E |  | A I |
| xvi | Self motivated with the ability to be innovative and display initiative | E |  | A I |
| xvii | Ability to multi task and cope with a demanding work schedule | E |  | A I |

Key to assessment methods:

A = Application

I = Interview

P = Presentation

W = Written assessment