

Shetland Islands Council Childrens Services

JOB PROFILE

Post Title: Teacher - Additional Support Needs

Post Title: Generic

As the Additional Support Needs Teacher your role is to support school(s) in providing quality learning for all children and in particular those with additional support needs. In doing so you will carry out the five roles of the Additional Support Needs Teacher: Consultation, planning learning and teaching (including co-operative teaching with class teachers), identification and assessment, partnership with specialist services, contributing to professional learning and development.

The main duties of a teacher are outlined in Part 2: Section 2 of the SNCT Handbook. Subject to the policies and practice of the school and Shetland Islands Council, the duties of teachers are to:

- (a) manage and organise classes through planning and preparing for teaching and learning.
- (b) assess, record and report on the work of pupils' progress to inform a range of teaching and learning approaches.
- (c) prepare pupils for examinations and where required, assist with their administration.
- (d) contribute towards good order and the wider needs of the school.
- (e) develop the school curriculum.
- (f) contribute to the school and council planning and improvement processes.
- (g) maintain and develop knowledge and skills and contribute to the professional development of colleagues including probationary and student teachers.

There is a requirement to be registered with the General Teaching Council for Scotland (GTCS) and to participate in the Scheme of Professional Update.

PERSON SPECIFICATION

Post Title: Teacher - Additional Support Needs

Post Number: Generic

	ESSENTIAL	DESIRABLE
Personal Features and Qualities	Vision, energy and initiative. Personal motivation and the ability to motivate others. Self-disciplined and able to work to deadlines. Self-evaluative and able to make improvements when required. Strong belief in and commitment to the inclusion of children with additional support needs. Adaptable and can work effectively within a team. Outward looking and solution focused, with the ability to apply this approach to meeting the needs of learners with additional support needs.	Committed to contributing to and supporting the vision, values, ethos and aims of the school and service.
Relevant Experience	Experience of teaching in the appropriate school sector(s). Experience of assessing and identifying pupils needs. Experience of implementing curriculum, strategies and approaches to support children and young people, and the ability to do so for children and young people	Experience of raising attainment and achievement for children with additional support needs, including preparing children with additional supports for national examinations. Experience of Curriculum for Excellence.

	with additional support needs.	
	Successful experience of tracking and monitoring children and young people in their learning, adapting experiences to support progress, and the ability to do this for children and young people with additional support needs.	Successful experience of tracking and monitoring children and young people with additional support needs in their learning, and adapting experiences to support progress.
Education, training and Professional Registration	Appropriate teaching qualification.	Ability to become fully GTCS Registered in the required subject / sector.
	GTCS Registration	Qualified and registered in an additional sector or subject(s).
	Commitment to ongoing professional learning and development in additional support needs.	Qualification in inclusive practice.
	A commitment to developing high quality practice through ongoing professional learning and collaboration in both local and national contexts.	Experience developing the practice of self and others in the field of additional support needs.
Skills, abilities and knowledge	Knowledge of current structure of Scottish educational provision.	Knowledge of emerging changes to the future structure of Scottish educational provision, particularly those relating to additional support needs.
	Professional knowledge in inclusive practice and high quality learning, teaching and assessment for learners with additional support needs.	Ability to teach composite classes if required.
	Ability to teach using a variety of methods.	Experience in delivering high-quality learning, teaching and assessment for learners with additional support needs.

Successful experience of delivering high-quality learning, teaching and assessment for learners with a variety of needs.

Provide support and guidance to teaching colleagues.

Ability to implement strategies and approaches to ensure learners with ASN make progress in their learning.

A knowledge of, and abilities in, improvement planning and quality assurance in additional support needs.

Ability to work collaboratively and build purposeful relationships with children and young people with additional support needs.

Knowledge of alternative and augmentative communication.

Ability to work collegiately with parents/carers, pupils and colleagues, and partners.

Skilled in sustaining and building professional networks.

Ability to maintain confidentiality.

Excellent communication skills.

Excellent interpersonal, planning, organisation and presentation skills.

The ability to lead planning and contribute to multi-agency planning processes for children and young people (e.g. Child's Plan, IEP, CSPs).

The ability to lead and support the transition of learners with additional support needs.

Allowances: Distant Islands Allowance

Evaluated Grade: Teacher

Date of Evaluation: -

Category: Teaching

PVG Membership: Children

Disclosure Check: -

Pre-Employment Medical Questionnaire: -

Date of Last Amendment: 13/05/2026 – LNCT