Education & Learning Service

Job Description
Additional Support Needs Teacher

BASIC FUNCTION

The Additional Support Needs Teacher is part of an Area Team and is allocated to one or more schools to assist in the provision of an appropriate education for all pupils.

ACCOUNTABILITY

The Additional Support Needs Teacher will be responsible to:

- The Head Teacher of any school in which they work on a day-to-day basis.

RELATIONSHIPS

The Additional Support Needs Teacher will:
- Participate in collaborative approaches to meeting pupils' needs.
- Together with the head teacher (or designated person with responsibility for Additional Support Needs in the school), consult and liaise with professionals from other agencies.

THE ROLE OF AN ADDITIONAL SUPPORT NEEDS TEACHER IS TO:

- Act as a consultant on additional support needs.
- Jointly identify and assess additional support needs.
- Collaboratively plan learning and teaching using the staged approach.
- Together with school staff, work in partnership within integrated services, using the Highland Practice Model.
- Contribute to professional development
- Maintain a high level of knowledge of best practice and the legislative framework relating to additional support needs.

KEY TASKS

- Participate in a child centred, whole school approach to meeting pupils' learning needs through:

    - Ensuring the pupil is heard and involved in decisions which affect them. ○ Using solution focussed approaches.
    - Acting as consultant to other members of staff by offering advice on a full range of learning and teaching strategies, methods and resources.

- Teaching co-operatively with class teachers to offer the most effective combination of class, group and individual work.
- Developing/differentiating curriculum for pupils with additional support needs.
- Assessing, recording and reporting on the needs of pupils to help identify appropriate approaches to learning and teaching. ○ Working in partnership with parents and other professionals.

- Ensure pupils have access to impartial information, advice and guidance relating to their needs.
- Undertake appropriate and agreed professional development;.
- Participate in and contribute to staff development to support inclusion through overcoming barriers to learning.
- Consult with and guide Pupil Support Assistants in their work.
- Advise on the deployment of Pupil Support Assistants.
- Assist in promoting and safeguarding the health, welfare and safety of pupils and other staff using a risk assessment framework.

Note: In addition, teachers have a duty to carry out other such tasks and responsibilities as contained in the SNCT Handbook (Part 2: Section 2 – Main Duties) All duties must be capable of being undertaken within contractual time, having regard to workload.

Support for Learning Teacher
Person Specification

Attributes	Essential: The minimum acceptable levels for effective job performance.
Qualifications	• GTCS Registration • PVG Scheme Membership
Teaching Experience	Recent experience of:- • Working with pupils with additional support needs in mainstream classes across a range of ages and stages. • Working collaboratively with other agencies and consulting with parents. • Planning for and meeting a range of curricular needs. • Using technology to support learning and teaching.
Personal Attributes	• Good interpersonal skills especially in relation to consultancy, teamwork and maintaining confidentiality. • Ability to interact professionally whilst putting learners, colleagues and parents/carers at their ease. • A commitment to high standards of professional practice and development. This will include commitment to Continuing Professional Development. • Flexibility and adaptability of approach to working practice. • Ability to model inclusive approaches to class teaching. • A flexible, solution focussed approach.
Other	• Access to personal transport in order to facilitate the peripatetic nature of the post if required.