

JOB DESCRIPTION

Job Title: SPEECH AND LANGUAGE RESOURCE BASE (SLRB) MANAGER AND OUTREACH SPECIALIST TEACHER

Employer: Fairways Primary School

Responsible to: Head teacher

Salary: Leading Practitioner Scale 1 - 5

Purpose: Responsible for the Speech and Language Resource Base and the pupils and staff allocated at the Resource Base, as well as the Local Authority commissioned Speech and Language Outreach Service.

Key Duties and Responsibilities:

- To oversee the planning and delivery of a differentiated curriculum, with appropriate assessment, record-keeping, monitoring and reviews, for children at Early Years and Key Stage One of the National Curriculum within the Base
- To oversee the development of skills and expertise in the joint planning, delivery and evaluation of teaching and learning strategies for children with speech and language difficulties at EYFS/Key Stage One of the National Curriculum
- To oversee the provision of whole class, small and individual working sessions to deliver personalised learning plans which include speech and language targets determined in collaboration with a speech and language therapist and key professionals
- To provide outreach support for children placed in their local mainstream primary school
- To provide outreach support, training, mentoring, coaching and modelling to schools across the Borough to enable them to support effectively children with speech, language and communication difficulties and evidence better progress
- To work as a member of a multidisciplinary team, comprising teachers, support staff and colleagues from the speech and language therapy service alongside support for parents/carers and families

Teaching Role

To carry out the professional duties of a teacher, as defined by the class teacher duties (set out in paragraphs 50 to 51.7 of the School Teachers Pay and Conditions document 2007) and through some or all of the following activities during the course of his/her work skills:

- Planning and delivering a differentiated curriculum, with appropriate assessment, target setting, record-keeping, monitoring and review, for children at EYFS/Key Stage One of the National Curriculum
- Ensuring joint planning, delivery and evaluation of teaching and learning strategies for children with speech and language difficulties at EYFS/Key Stage One of the National Curriculum
- Working as a member of a multi-disciplinary team
- Ensuring high quality learning and teaching sessions to meet the needs of learners and to deliver personalised learning plans which include speech and language targets determined in collaboration with a speech and language therapist
- Ensuring good channels of communication between parents/carers, resource-based staff, staff at the host school and other professionals
- Planning for and supporting the work of the Specialist Practitioner(s) in the classroom
- Liaising with staff from the child's local mainstream primary school. Disseminating and demonstrating models of good collective practice
- Contribute via reports and attendance to individual pupil's Annual Reviews and SEN Support Reviews

- Undertaking individual professional development, including seeking further professional qualifications as appropriate, to ensure effective service delivery
- Adhering to the Special educational Needs Code of Practice (2015) in the planning and delivery of a service for children with speech, language and communication needs.
- Communicating and consulting with the parents of pupils and partners.
- Working in partnership with the LA to ensure a consistent approach.
- Participating in, given notice, staff meetings and in discussion on school policy.
- Participating in specialist professional development, training and courses.
- Participate in Performance Management procedures.
- Ensuring Safeguarding and Health and Safety requirements are met.
- Undertaking other such duties commensurate with the grading of the post as may be reasonably required

SPECIFIC RESPONSIBILITIES TO THE POST

Responsible for: The provision of the agreed school curriculum for children with SLCN and the implementation of our school policies. Provide well planned, full learning experiences and support for learners. Contributing to the school process of self-evaluation and development, having regard for own professional development and to play a part in the general life of the school. Outreach specialist teacher across the Borough.

Main Purpose: To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for all learners in the base. To facilitate and encourage learning experiences which provide learners with the opportunity to achieve their potential and to contribute to raising achievement and attainment for SEND. To share and support the school's responsibility to provide and maintain opportunities for learners personal and academic growth. Deliver a responsive outreach service across Southend to pupils directly with a speech and language disorder or significant language delay / difficulty and provide effective support to schools and SENCOs in SLCN management through a range of whole school and classroom based strategies.

Main Activities: Teach all areas of the differentiated curriculum. Take responsibility for the progress of SLCN children in the base. Organise the base, classroom and learning resources to create a positive learning environment. Plan, prepare and monitor EHCPs and ensure pupils are appropriately placed following the agreed criteria. Plan, prepare and present lessons that cater for the needs of the whole ability range within the resourced provision. Motivate pupils with enthusiastic imaginative presentation. Maintain positive behaviour strategies. Prepare lessons to facilitate positive pupil development. To work closely with and act on advice from external agencies. To conduct and lead annual reviews of pupils in resourced provision. Meet key performance indicators for the outreach service.

Tracks pupil progress over time, and across the curriculum, for children within resourced provision. Regularly record levels of attainment, in line with school policy. Monitor the performance of the support staff. Liaise with colleagues and work flexibly. Work with line manager to plan and co-ordinate work.

Stay up to date with changes and developments in the area of SLCN and SEN. Take part in school events and activities which may take place outside of school hours. Provide feedback to parents on a pupil's progress at parent's evenings and other meetings.

Work with parents and school governors to maximise their involvement in the school and the development of the Base at the school.

The post holder will have appropriate SEN and SLCN background, skills and experience.

The post holder is a member of the Senior Leadership Team accountable to the Head Teacher.

Person Specification

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Minimum Essential Requirements:

Evidenced by: a: application form (shortlisting) b: interview activities c: interview

	a	b	c
Qualified Teacher Status	✓		
SLCN background, skills and experience, e.g. Elklan/assessments training etc.	✓		
Demonstrate experience of class management in a KS1/KS2 class or primary school	✓		✓
Demonstrate a working knowledge of SEN legislation, the Code of Practice and current issues in SEN			✓
Demonstrate a working knowledge of teaching strategies and resources to cater for pupils with speech and language disorder or significant language delay/difficulty		✓	✓
Demonstrate knowledge and experience of the curriculum needs of children at EYFS/KS1 of the National Curriculum	✓		✓
Demonstrate an understanding of the role of the Specialist Practitioners			✓
Demonstrate a working knowledge of approaches to assessment and of recording the development and progress of EYFS/KS1 children			✓
Demonstrate good communication and interpersonal skills, and the willingness to work closely with parents and professionals, as part of a multidisciplinary team			✓
Demonstrate a commitment to the principles of inclusive education and to promoting equal opportunities for all children		✓	✓
Demonstrate a willingness to update professional knowledge, understanding and expertise, including seeking further professional qualifications as appropriate	✓		✓
Demonstrate a knowledge of and regard to safeguarding of children and young people	✓		✓
An ability to fulfil all spoken and written aspects of the role with confidence through the medium of English			✓