



St Catherine's Catholic Primary School Job Description and Person Specification

Title of post	Curriculum Specialist for SEND
Responsible to	Special Educational Needs and Disabilities Coordinator
Grade	5 – points 15-20
Purpose of the Job	<p>Working within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for suitable learning activities, including planning, preparation and delivery.</p> <p>Delivering activities to small groups or whole classes including:</p> <ul style="list-style-type: none"> • Monitoring and assessment; • Recording and reporting on achievement, progress and development.

Main Duties and Responsibilities
<p>Support for the pupils:</p> <ul style="list-style-type: none"> • Identify the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning; • Establish productive working relationships with pupils, acting as a role model and setting high expectations; • Develop and implement suitable learning activities in the specialist area; • Promote the inclusion and acceptance of all pupils in the specialist activity; • Support pupils consistently whilst recognising and responding to their individual needs; • Encourage pupils to interact and work cooperatively with others and engage all pupils in activities; • Promote independence and employ strategies to recognise and reward achievement of self-reliance; • Provide feedback to pupils in relation to progress and achievement. <p>Support for the teacher:</p> <ul style="list-style-type: none"> • Organise and manage an appropriate learning environment and resources; • Within an agreed system of supervision, plan appropriate activities to encourage pupils to develop and gain skills, knowledge and techniques;

- Monitor and evaluate pupil development and achievements through a range of assessment and monitoring strategies against pre-determined learning objectives;
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence;
- Record progress and achievement in activities systematically and provide evidence of the range and level of progress and attainment;
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence;
- Support the role of parents in pupils' learning and contribute to reports for parents to provide constructive feedback on pupil progress and achievement;
- Production of activity plans, worksheets, etc.
- Support for the Curriculum
- Deliver specialist activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses / needs;
- Ensure activities link with the achievement of curriculum standards in the specialist area and other learning activities to support the development of pupils' skills;
- Select and prepare resources necessary to lead activities, taking account of pupils' interests and language and cultural backgrounds;
- Advise on appropriate deployment and use of specialist aid / resources / equipment.

Support for the school:

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person;
- Be aware of and support difference and ensure all pupils have access to opportunities to learn and develop;
- Contribute to the overall ethos / work / aims of the school;
- Establish constructive relationships and communicate with other professionals, in liaison with the Teacher, to support achievement and progress of pupils;
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others;
- Deliver and develop out of school learning activities within guidelines established by the school;
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

Qualifications and experience:

- Meet the standards of Higher Level Teaching Assistant or equivalent qualification;
- Specialist skills or training in the relevant specialist area;
- Ability to lead the provision in the specialist area;
- Expertise in Autism Spectrum Disorder and Communication;
- Expertise in behaviour management of pupils.

Professional competences and assessment methods

Qualifications

Evidenced through application form and references

- Desirable: HLTA qualification
- Essential: Qualification in English and Maths (GCSE A*-C or 9-4)

Contribution to the Catholic ethos of the school

Evidenced through application form, interview and reference

- Desirable: Practising Catholic
- Essential: Able to build relationships with pupils reflecting Catholic values

Personal attributes and qualities

Evidenced through interview and reference

- Essential: Sensitive to meeting individual needs
- Essential: Physically able to manage moving and handling techniques
- Essential: Adaptable and determined, willing to persevere
- Essential: Energetic and self-confident
- Essential: Reliable and committed, with integrity
- Essential: Able to solve problems
- Essential: Able to work as part of a team

Experience and key skills

Evidenced through application form, interview and reference

- Essential: Extensive experience of working with primary children in a classroom
- Essential: Experience of working with children with special educational needs
- Essential: Effective use of ICT
- Essential: Adequate knowledge of the primary curriculum to enable support for pupils
- Essential: High level of interpersonal and communication skills
- Essential: Awareness of strategies to support and develop effective learning