

Job description:

Learning Leaders – Subject Specialists

BSL, Maths, English, Flexi, 1-1

PAY SCALE: GRADE 33

Job Purpose:

Learning leaders with subject specialisms to become proactive practitioners in supporting deep learning and development of students in making rapid progress. Learning leaders will be able to use questioning skilfully as a learning tool to promote independence and give students the tools to succeed academically, socially and behaviourally. Working under the guidance of the Classroom Teacher and/or HLTA's within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. The job requires specialist support and/or interventions with children and young people in academic subjects addressing the needs of students who need particular help to overcome barriers to learning and behaviour. To assist the Classroom Teacher in planning, monitoring, assessment and effective teaching and learning of all students.

Planning:

1. To contribute effectively to teacher planning and preparation of lessons. To contribute to planning, recording implementation of SSPs.
2. As directed by the teacher, to plan their role in lessons, including providing feedback to pupils and colleagues on learning & behaviour.
3. To contribute to the selection and preparation of teaching resources that meet the diversity of pupil's needs interests.

Monitoring & Assessment:

1. To support teachers in evaluating pupils' progress through a range of assessment activities.
2. To monitor pupils' responses to learning tasks and modify their approach accordingly.
3. To monitor pupil's participation and progress, providing feedback to teachers and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of pupils' progress.
5. To monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement, providing objective and accurate feedback and reports as required. Also to contribute to and be involved in review meetings as appropriate.

Teaching & Learning:

1. Using clearly structured teaching and learning activities to interest and motivate pupils and advance pupil learning.
2. To communicate effectively and sensitively with pupils to support their learning.
3. To promote and support the inclusion of deaf pupils and all pupils in their learning activities.
4. To work in close partnership as part of a team that will include therapies and positive engagement officers, parents and staff from other agencies.
5. To use behaviour management strategies, in line with the school's behaviour management policy and procedures, to contribute to a purposeful learning environment. To provide a positive role model for deaf students.
6. To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole class groups where the assigned teacher is not present.
7. To guide, where relevant the work of other adults supporting teaching and learning in the classroom.
8. To recognise and respond effectively to equal opportunity issues as they arise, including challenging stereotyped views and by challenging bullying or harassment, following relevant policies and procedures. To promote Deaf Awareness.
9. To organise and manage safely the learning activities, physical teaching space and resources for which they have responsibility. To assist with the maintenance and daily checking of any audiological or other specialist equipment.
10. To help pupils access learning activities through specialist support using a variety of communication methods. This may include using British Sign Language (BSL) to communicate with deaf children and interpret and deliver the curriculum. To support the children to communicate effectively with others. Writing notes for the deaf pupil, modifying written language and explaining and reinforcing concepts and vocabulary where necessary, thus enabling deaf pupils to access the National Curriculum and to participate and be fully included in all aspects of Academy life.
11. To support the use of ICT in learning activities and develop pupils' competence and independence in its use.
12. Participate in all service activities, appropriate staff meetings, professional development and performance management programmes.
13. To liaise sensitively and effectively with parents or carers as agreed with the teacher within your responsibility and participate in feedback sessions or meetings with parents as directed.
14. Fill in student registers on behalf of the teacher on time, following up any absences or lateness accordingly.

Promoting safety and wellbeing of students

1. To be responsible for promoting and safeguarding the welfare of children and young adults responsible for (or come into contact with) in accordance with the Academy's Safeguarding Policy & Procedures.
2. Maintain a good working knowledge of individual education, behaviour and support needs and risk assessments, and working in accordance with safeguarding and health and safety policies and procedures.
3. Carry out First Aid activities and medication handling where required and as per appropriate training received.
4. Contribute to the ongoing review and assessment of student's individual risk assessments on student SSPs.
5. Work in accordance with any current risk assessments for student related activities, accurately complete student related risk assessments on Evolve.
6. Complete behaviour and safeguarding reports on Behaviour Watch, ensuring it is completed to the highest of standards.

Additional

1. Flexibility to work across both school and college.
2. Flexibility to work with all students across the academy, including those that demonstrate challenging and violent behaviour.
3. Undertake NAPPI training and effectively use in practice.
4. Arrange and run break and lunchtime activities.

I accept this job description as a definition of the key responsibilities and duties of the post of the Learning Leader – Subject Specialist.

I appreciate that the above list is not indicative and exhaustive and that additional duties as reasonably commensurate with the role may be required of me.

Signed.....

Date.....

Print name.....

**Person specification: Learning Leaders – Subject Specialists
(BSL, English, Maths, Flexi, 1-1)**

Attribute	Criteria	Essential	Desirable	Method of Assessment
Leadership	Willingness to supervise small teams of staff during cover supervision.		*	I
Experience	Proven experience of working within a Deaf Education setting.		*	A
	Experience of working within an Academy Setting.	*		A
	Working knowledge of National/foundation stage curriculum and other relevant learning strategies.		*	I
Practical Skills	Excellent organisational skills.	*		I
	Ability to demonstrate and promote good practice in line with the ethos of the Academy.	*		I
	Effective use of questioning to enhance deeper learning.	*		I
	Understanding of principles of Child Development and learning processes, and in particular barriers to learning.	*		A
	Willingness to cover lessons of your chosen specialism.		*	A
	Ability to plan, under appropriate supervision and guidance, or in collaboration, effective learning programmes and actions for students.	*		I
	Within the parameters of this role, be able and prepared to prioritise, initiate and deliver intervention strategies	*		I
	To play an active role in coaching sessions and self-reflection.	*		I
	Willingness to take part in individual and group training programmes.	*		A

Communication	Ability to provide support and training to colleagues		*	A
	Ability to relate well to students, colleagues, other professionals and parents.	*		I
Personal Qualities	Willingness to learn and develop.	*		I
	Ability to use own initiative.	*		I
Qualifications	GCSE or Equivalent in English and Maths	*		A
	BSL Level 1		*	A
	Multi-Sensory Impairment (MSI) Intervenor trained		*	A
	Degree or Equivalent		*	A
Equality & Diversity	Demonstrate anti discriminatory practice	*		I
	Awareness of Equality & Diversity policy.	*		I
Safeguarding	Promote and safeguard the welfare of students/young people.	*		I
	Full working knowledge of relevant Policies/codes of practice and awareness of relevant legislation.	*		I