



Head of Communication and Literacy

Responsible to: Assistant Headteacher

Grade: TLR2a

Working pattern: Full time

Statement of purpose:

- a) Responsibilities required of a class teacher in relation to the teaching of students with an Education, Health & Care Plan
- b) Wider school responsibilities
- c) Specific teaching and learning responsibilities

a) Class Teacher responsibilities:

You will be required to:

- Support the Assistant Headteacher in which you teach in all matters of Department policy
- Ensure on-going assessment of students' work and abilities through comprehensive and detailed record keeping and where required moderated work in line with school guidance
- Provide suitably differentiated work to meet the individual needs of students in your teaching groups.
- Write annual reports, annual reviews and any other reports required by the Headteacher
- Attend annual review meetings and staff training
- Attend weekly meetings outside school hours relating to the work of the Department.
- Establish and maintain contact and good working links with parents
- Maintain good discipline within the parameters set down within school and Department guidelines.
- Establish and maintain good relationships with support staff working in the classroom
- Work, as required, in close co-operation with other staff in the Department
- Contribute to the design and provision of an engaging, challenging curriculum
- Contribute to the decision making process within Department and be actively involved in the implementation of Department action plans
- Where required work in partnership with other professionals as part of a multi-disciplinary team

b) Wider School Responsibilities

You will be required to:

- Be an active and involved member of the school
- Support the Headteacher in all matters of school policy
- Work for the advancement and development of the whole school being particularly aware of those problems, both organisational and administrative, which might affect the daily routine
- Show a sense of responsibility for all students within the school in all matters of welfare and discipline
- Attend staff meetings outside school hours or any other meetings, which the Headteacher considers to be important, not exceeding teacher directed hours
- Contribute to the decision making process within the school and be actively involved in the implementation of school action plans
- Work, where appropriate, in close co-operation with staff from other Departments

c) Specific teaching and learning responsibilities attached

- This may include Cross Curricula or Thematic Schemes of work
- Design and plan schemes of work for Literacy & Communication. This will be used with **semi-formal and formal learners** taking account of any national requirements.
- Design and plan appropriate summative and formative assessment systems for cohorts of learners in collaboration with Leadership.
- Monitor the teaching of Literacy & Communication through Learning Walks and observation of teachers across the school.
- Organise and be part of student progress meetings when progress in Literacy & Communication is discussed with Class Teachers.
- Co-ordinate meetings with SALT, HI, VI and ASD teams to ensure a co-ordinated approach to communication strategies
- Implement an appropriate moderation system both internally and externally for Literacy & Communication
- Contribute to the school improvement plan (SIP) and school self-evaluation form (SEF) in terms of Literacy & Communication
- Analyse data in Literacy & Communication to identify any gaps and act upon them.
- Identify and implement specific interventions in Literacy & Communication that accelerate student progress as required.
- Use subject expertise to train and coach teachers and support staff in the teaching Literacy & Communication
- Attend and contribute to Middle Leadership Meetings
- Keep abreast of local and national mainstream and SEN Literacy & Communication issues and new initiatives.
- Identify and purchase appropriate resources for the delivery of Literacy & Communication across the school and be responsible for the Literacy & Communication budget.
- Line manage and support the development of the Literacy & Communication HLTA

PERSON SPECIFICATION

* E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

<p>Qualifications and Experience</p> <ul style="list-style-type: none"> • Qualified Teacher with a strong background in working with students with special needs • Experience / training in working with students in either the primary or secondary phases • Experience or training in phonics and/or speech and language interventions. • Proven ability to adapt curriculum delivery to support individual communication and literacy needs. • Successful experience of working with other specialisms and agencies • Additional Qualification in Special Educational Needs • Experience of teaching Literacy & Communication to students with SEN • Additional qualification in Literacy 	<ul style="list-style-type: none"> • E • E • E • E • E • D • E • D
<p>Knowledge</p> <ul style="list-style-type: none"> • Knowledge of current methodology in the education of students with special needs • Knowledge of the current National curriculum for Literacy • Knowledge of the different formal assessments for Literacy & Communication • Ability to work as part of a team and manage the deployment of other adults working in the class • Ability to work with other Curriculum Leads to make decisions and lead on the curriculum across the school • Awareness of the role and importance of multi-professional working arrangements • Ability to compose clear written reports and analyse data • Ability to support on teaching and learning, curriculum developments and training across the school • Able to construct an individualised curriculum / timetable for specific students • Ability to form constructive relationships with parents • Awareness of different communication systems (e.g. PECS, Makaton, AAC devices). • Knowledge of literacy interventions and strategies for reluctant or struggling readers and writers. • 	<ul style="list-style-type: none"> • E • E • E • E • E • E • E • E • E • E • E • E

<p>Skills and Abilities</p> <ul style="list-style-type: none"> • Skilled in using visual supports, social stories, and structured teaching approaches. • Ability to create and deliver personalised, engaging communication and literacy programmes and to be able to support teachers to do this • Competence in monitoring and tracking progress, using data to inform interventions. • Ability to work effectively as part of a team and plan jointly • Ability to work with other Leads from local schools (mainstream and special) • Commitment to undertaking a detailed induction programme if needed • Commitment to undertake additional training relevant to the post • Firm understanding of the subject in relation to students with special needs • Sound literacy and numeracy skills • Ability to make use of ICT to support students' learning • Able to confidently and competently apply knowledge and skills acquired from training into a practical context, in and outside formal classroom settings • Good planning and organisational skills • Ability to motivate and encourage students 	<ul style="list-style-type: none"> • E • E • E • E • E • E • E • E • E • E • E • E
<p>Work-related Personal Qualities</p> <ul style="list-style-type: none"> • Familiarity with EHCP processes and contributing to annual reviews. • Confidence in delivering training or workshops to staff and parents. • Be a reflective and self-evaluating practitioner • Flexible and adaptable • Confident in a variety of situations • Able to work independently and as part of a team • Effective communicator • Ability to form effective relationships with colleagues and students, understand professional boundaries and demonstrate suitability to work with children • Inspire trust and confidence • Commitment to support training of parents and agencies beyond the school • Passion for excellence and providing an outstanding education for all students • Being a reflective and self-evaluating practitioner • Passion for excellence and the capacity to enjoy the challenges associated with a motivated school committed to high professional standards in all aspects of its work 	<ul style="list-style-type: none"> • E • E • E • E • E • E • E • E • E • E • E • E • E • E
<p>Other Work-related Requirements</p>	

<ul style="list-style-type: none"> • Suitability to work with Children • DBS Check • Patient and resilient • Willing to attend evening meetings as required • Willing to attend training, including intervention training, and implement actions • Able to manage the physical aspects of working with children with SEN • Business insurance 	<ul style="list-style-type: none"> • E • E • E • E • E • E • D
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