

OVERFIELDS PRIMARY SCHOOL

JOB DESCRIPTION: Lead Teacher for the Speech and Language Unit

Accountable to: Headteacher, Trust CEO

Core Purpose	
PURPOSE OF ROLE:	
<ul style="list-style-type: none">• To lead and manage all aspects of the Speech and Language Unit at Overfields Primary School, ensuring it meets the SEN Code of practice.• To work in partnership with teachers, parents, Speech Therapists and external colleagues to give SLU pupils the opportunity to maximise their access to the mainstream curriculum.• To play an active role in the school, take on a leadership role as a member of SLT	
Key Tasks	
1. Leadership & Management	<ul style="list-style-type: none">• To ensure the learning environment is consistent with the needs of children with Developmental Language Disorder (DLD) and/or severe speech disorder/difficulty within the Speech and Language Unit (SLU)• Day-to-day management of the unit including preparation and development of policies and programs of study with our SEN unit, teaching materials, resources, methods of teaching and pastoral arrangements.• To lead an Outreach service with the Speech and Language Therapy Service which supports pupils and provides advice to mainstream schools. Produce timetables for allocated support, and in conjunction with a speech and language therapist develop Support plans for all children.• To manage and support referrals to outside agencies for assessment, EHCPs and change of placement if required.• To manage and develop our specialist resource provision (Speech and Language and Communication Needs) within the school, ensuring not only the successful development of pupils with SLCN but also the integration of these pupils into the whole school.• To line manage teachers and teaching assistants within the Speech and Language Unit.• To manage the provision of effective learning by planning lessons for individual children and groups of children and ensure that a detailed system of monitoring and evaluation of pupil progress is established and implemented and that pupils' records and SEN Support Plans are current and accurate.• To ensure that the provision meets the statutory requirements of the SEN Code of Practice and that school policies relating to special educational need and inclusion operate effectively, including organising and leading educational and annual reviews of pupils' progress• To increase awareness of the learning needs of pupils with DLD and speech disorder/difficulty and the purpose of the SLU amongst all staff within the school, the Trust and wider Local Authorities. This may be through teachers visiting to observe practice, sharing resources and delivering cpd.• To work in close liaison with the Local Authorities SEND Teams, Educational Psychology and the Speech and Language Therapy Service to manage and chair termly Panel meetings.• Liaise with and visit other primary schools and pre-school provision jointly with the specialist Speech and Language Therapist to assist in the identification of pupils who meet the entry criteria and are then put forward for discussion at Panel.• To oversee liaison with other schools and parents for pupils transitioning in and out of the SLU.• Liaise with Local Authority transport departments to facilitate the smooth operation of transport of children to and from the SLU provision.• Promote positive links and work collaboratively with a broad range of professionals, mainstream schools, parents, and other agencies.• Ensure that the Headteacher, SLT, Governors and Local Authorities are well informed about policies, plans, priorities, targets and attainment for the SLU.

	<p>Delivering a termly review for the Local Authorities</p> <ul style="list-style-type: none"> • To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures. • Other tasks and duties as deemed appropriate to the role and reasonable by the Headteacher
3. Teaching and Learning	<ul style="list-style-type: none"> • Set high expectations and standards which inspire, challenge and motivate pupils. • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. • Promote good progress and be accountable for pupils' attainment and outcomes. • Deliver quality first teaching, planning teaching to build on pupil's capabilities and prior knowledge adapting teaching with appropriate differentiation. • Liaise regularly with parents to update them on the progress, development of their child and to support their understanding of their children's personalised needs, potential and sharing high expectations. • Make accurate and productive use of formative and summative assessments to secure pupils' progress using school and SLU specific data recording systems

4. Monitoring and Evaluation	<ul style="list-style-type: none"> • To become familiar with the demands and expectations of subject teaching across the curriculum to support the needs of pupils in accessing the curriculum for each year group. • To collect assessment data (including specialist assessment data) on pupils and use to inform practice. • To contribute to systems for monitoring, recording and evaluating progress made by pupils with SEND towards the achievement of targets set in all curriculum areas.
5. School ethos and pastoral care	<ul style="list-style-type: none"> ▪ To provide advice and support to parents and promote a close partnership between home and school. ▪ To ensure the welfare, safety and security of pupils, staff and visitors to the school in line with the latest guidance and legislation. ▪ Make sure pupils with SLI are enabled to share their views and that these are acted upon appropriately.
6. Parents, Carers and the Community	<ul style="list-style-type: none"> • Develop partnerships with parents to ensure that their views are considered and acted upon appropriately. • Play a full part in the life of the school community • Work with parents and families who have a child with DLD offering support and guidance • Encourage parents to participate in the life of the school in a variety of ways
7. Staff Development	<ul style="list-style-type: none"> • To identify continuous professional development needs for you as the teacher in charge of the provision and all the support staff for whom you have responsibility for line management and performance development. • Access appropriate training, reading and research on DLD and Speech disorders/difficulties. • Participate in the school's appraisal and professional development process, ensuring that objectives are set and met within the agreed timescale. • Deliver whole school/individual/group CPD as directed by the Headteacher.

Signed: _____

Date: _____

