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| **POST TITLE:** | | **MAIN SCALE LECTURER – ASD / COMPLEX NEEDS** | | |  |
| **GRADE:** | TBC | | **SALARY:**  (Unqualified) | £29 – 35, 000pa  £24 – 28,000pa | |
| **DEPARTMENT:** | Education | | **Weekly hours** | 36.25 | |
| **RESPONSIBLE/REPORTING TO:** | Head of College | | **Holiday Entitlement:** | 34 days (exc public holidays) | |

**PURPOSE OF THE JOB**

John Dewey Specialist College and its’ associated services have the single aim of providing developmental opportunities for young people with very severe learning difficulties, physical disabilities and / or complex medical needs to lead meaningful lives as they transition from childhood to young adulthood.

The lecturer’s role is to:

* raise standards of achievement through innovative and creative practice
* promote independent learning
* ensure the well-being of young people
* proactively support inclusion within the college and local community

**Main Duties:**

**Teaching and Learning:**

1. Plan and prepare courses and lessons in line with the requirements of external accrediting bodies and / or RARPA and using formats as set out by the College.
2. Prepare and deliver innovative and stimulating classes and activities, using teaching strategies, resources and approaches specific to learners with severe learning difficulties and autism or complex physical disabilities.
3. Provide teaching cover as reasonably necessary.
4. Direct the work of learning support workers, students and volunteers during curriculum delivery.
5. Plan differentiated course content to meet accreditation and curriculum requirements and to support the achievement of individual learner targets.
6. Assess, record and report on the development, progress and attainment of learners, in each case having regard to the relevant Awarding Body requirements (where applicable) and individual learning plans.
7. Maintain up-to-date and accurate records in line with College procedures, including teaching files, individual learner tracking and progress towards external accreditation.
8. Create and maintain learner’s files of work, ensuring they contain information concerning progress towards learning outcomes.
9. Complete induction materials, learning plans, review questionnaires, education reports and any other documentation necessary.
10. Ensure the physical welfare of students by implementing therapies and monitoring the effectiveness of support provided by learning support assistants and lunchtime assistants.
11. Provide line management to learning support assistants within your class team.
12. Provide a high-quality learning environment for learners by creating stimulating displays, impactful classroom environments and by valuing and celebrating each learner’s individual work.
13. To provide a high standard of academic, pastoral and personal support for students including acting as personal tutor and providing lunchtime supervision.
14. Perform any other administrative tasks associated with the teaching function.

**General Duties:**

1. Attend staff meetings and liaise with other professionals as required or reasonably requested.
2. Contribute to the internal quality assurance procedures of the College, including moderation, course reviews and self-assessment.
3. To identify and undertake any training and professional development relevant to the efficient delivery of any of the above duties, and to share excellent practice with other staff.
4. Participate in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the College and the ordering and allocation of equipment and materials.
5. Contributing to the selection for appointment and professional development of other teachers and support staff, which may include the induction and assessment of new and probationary teachers.
6. To carry out his/her duties and responsibilities at all times with due regard to the college’s policies, including the Equality and Diversity, Health and Safety at Work and Safeguarding Policies.
7. Undertake any other such duties as might reasonably be requested.

person SPECIFICATION

###### For Main Scale Lecturer – ASD / Complex Physical

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

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| **Criteria** | Essential | Desirable | Assessed by |
| **Education:** |  |  |  |
| 1. Hold GCSE (A-C) or equivalent in English and Maths. | X |  | AF |
| 1. **One** of the following teaching qualifications:    1. Certificate / Diploma in Education & Training    2. B.Ed or PGCE    3. C&G 7407 | X |  | AF |
| 1. Additional specialist qualifications or in-service training in Autism |  | X | AF |
| 1. If unqualified, willingness to complete a teaching qualification | X |  | AF, I |
| **Experience:** |  |  |  |
| 1. A minimum of two years experience in leading classroom sessions (e.g. as an HTLA). | X |  | AF, I |
| 1. One year or more of experience in working with children or adults with severe learning difficulties and autism. | X |  | AF, I |
| 1. One year or more of experience in working with children or adults with learning difficulties and complex physical disabilities. |  | X | AF, I |
| 1. Knowledge of specialist teaching strategies for adults with severe learning difficulties and autism. | X |  | AF, I |
| 1. Vocational / educational experience in a subject specialism. |  | X | AF, I |
| **Knowledge and Abilities** |  |  |  |
| 1. Ability to use a range of teaching strategies / approaches to meet the needs of autistic students or students with complex physical disabilities. | X |  | AF, I |
| 1. The ability to plan and deliver exciting and engaging practical lessons to people with severe learning difficulties. | X |  | AF, I |
| 1. An excellent understanding of appropriate assessment frameworks for students working towards independent living or work. | X |  | AF, I |
| 1. Familiarity with accredited and non-accredited assessment of learning. |  | X | AF, I |
| 1. Experience of using ICT / Adaptive equipment to enable people with learning difficulties to access their environment. | X |  | AF, I |
| 1. Experience of using positive behaviour support strategies to enable learning. | X |  | AF, I |
| **Qualities and Attributes** |  |  |  |
| 1. Excellent organizational skills and ability to prioritise own workload. | X |  | AF, I |
| 1. Excellent written and oral communication skills. | X |  | AF, I |
| 1. The capacity and personal resilience to adapt quickly and positively to change | X |  | AF, I |
| 1. The ability to inspire and motivate others | X |  | AF, I |
| 1. A personal commitment to the value people with learning difficulties and disabilities can bring to communities. | X |  | AF, I |