



**City of Edinburgh Council
Job Profile**

DEPARTMENT: Communities and Families
SECTION: Additional Support for Learning Service
POST: Teacher
RESPONSIBLE TO: Head Teacher

MAJOR TASKS/JOB ACTIVITIES:

Subject to the policies of the service and the education authority the duties of teachers, promoted and unpromoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall teacher workload related to the following categories:-

- (a) teaching assigned classes together with associated preparation and correction.
- (b) Supporting schools to develop their curriculums in relation to equality and inclusion.
- (c) assessing, recording and reporting on the work of pupils.
- (d) preparing pupils for examinations and assisting with their administration.
- (e) providing advice and guidance to pupils on issues related to their education.
- (f) providing advice and guidance to staff and schools on issues related to inclusion and equality of learners with additional support needs.
- (g) promoting and safeguarding the health, welfare and safety of pupils.
- (h) working in partnership with education establishment SMT, staff, parents and other professionals.
- (i) undertaking appropriate and agreed continuing professional development.
- (j) participating in issues related to school and service planning, raising achievement and individual review.
- (k) contributing towards good order and the wider needs of the service.

Outline of duties is taken from Annex B; 'Outline of Teacher Duties'.

ADDITIONAL INFORMATION / CONDITIONS:

The post is to work collaboratively with education establishments providing information, support and advice in relation to vulnerable learners facing barriers to their learning. This could include learners with a range of needs including those with complex needs, communication difficulties (including

autism), learning disability, social emotional and behavioural needs and anxious non-attenders. The teacher will be required to:

- a) assess the educational and social needs of children and young people;
- b) devise and deliver appropriate individualised and, where appropriate, group curricular and behavioural programmes;
- c) support creation and review of risk assessments and behaviour plans for learners;
- d) contribute actively to the development of the ASL Service;
- e) develop and deliver effective strategies to support children with Additional Support Needs
- f) take an active role in supporting the Communities and Families 'Support and Challenge Agenda';
- g) be a link teacher for ASL Service support staff
- h) offer consultation, advice and in-service training to schools and external agencies (this could include behaviour and support clinics);
- i) attend and contribute to relevant inter-agency meetings eg. C/YPPMs
- j) work in partnership with schools and all referring agencies to support pupils;
- k) liaise with parents, carers and all appropriate external agencies;
- l) write reports as required;
- m) be willing to work as part of a peripatetic service who may be asked to work in any part of the city.
- n) Deliver training for the city and the service, offering support to colleagues within the ASL service in relation to your area of specialism too.
- o) Willingness to support learners with additional support needs aged 0-18
- p) Willingness to offer SQA support for learners outwith your specialism up to Nat 4 where possible and secondary trained staff to advanced higher level for specialist subject.

This post is considered Regulated Work with Vulnerable Children and/or Protected Adults, under the Protection of Vulnerable Groups (Scotland) Act 2007. Preferred candidates will be required to join the PVG Scheme or undergo a PVG scheme update check prior to a formal offer of employment being made by the City of Edinburgh Council.

LEAVE:

In accordance with the Teachers Conditions of Service the City of Edinburgh Council applies the provisions set out in the Handbook to calculate leave entitlement for anyone joining the Council after the start of the academic year. This calculation will reflect the pro-rated leave entitlement to the end of the academic year.

For permanent teachers and instructors this will then be converted into the monetary value and an adjustment made to your salary will be averaged over the remaining academic salary pay periods. This amount will be notified to the successful candidate in their Statement of Particulars.

For temporary teachers and instructors the recalculation of leave will be carried out at the end of your temporary contract and any adjustment will be made to your final salary.

A similar recalculation of leave will also be made if you change your hours at any time after the start of the academic year.

EMPLOYEE SPECIFICATION:

Council Core Competencies

These Council Core Competencies apply to all positions: Being Customer/Client Focused Working Effectively with Others Managing Change Taking Ownership and Responsibility Communicating Effectively Planning and Decision Making	
These Council Core Competencies apply to positions with responsibility for managing people or resources: Leading Others Managing Performance and Developing others Political Sensitivity	

Teacher	Essential	Desirable
Experience	<p>Successful experience of teaching at nursery, primary or secondary level</p> <p>Experience of working as a member of a team</p> <p>Successful implementation of national curriculum guidelines</p> <p>Recent classroom experience of working with children/young people with communication needs</p>	<p>Experience of using national assessments and other forms of testing</p> <p>Experience of liaising with support/ multi-disciplinary agencies</p> <p>Experience of contributing to the development and implementation of school policy</p> <p>Experience of working across sectors including,</p>

	(including autism), learning disability and with social emotional and behavioural needs.	early years, primary, secondary and special.
Knowledge, Skills and Understanding	<p>Knowledge of current National and Local Authority Guidelines relating to Additional Support for Learning</p> <p>An understanding of the principles of Curriculum for Excellence</p> <p>Ability to use assessment information to plan and deliver tailored curricular programmes in order to meet specific learning needs</p> <p>Ability to use a range of teaching strategies to meet specific learning needs</p> <p>Ability to deliver effective assessment and reporting systems</p> <p>Strong communication skills, with the ability to communicate and establish good relationships with adults & pupils</p> <p>Core ICT skills</p> <p>Evidence of an understanding and application of the principles of GIRFEC</p>	
Qualifications and Training	<p>Current GTCS Registration</p> <p>Evidence of professional learning/attendance at CEC courses focusing on</p>	<p>Maintenance of PVG membership</p> <p>Post graduate/Masters in additional support needs.</p>

	additional support for learning.	
Job Specific Requirements	<p>Ability to deal effectively with more challenging situations involving pupils, parents or other members of staff</p> <p>Ability to show initiative</p> <p>A sound knowledge of, and the ability and commitment to deliver, Literacy, Numeracy and Health and Wellbeing outcomes to our pupil population</p> <p>Ability to be flexible and to demonstrate a problem solving approach</p> <p>Ability to work independently</p> <p>Excellent team working skills</p> <p>Ability to work and travel across the city and to deal with the geographical complexities of the city</p> <p>Ability to adapt to different teaching locations</p> <p>Ability to maintain professional boundaries and maintain confidentiality.</p> <p>Ability to contribute to ASL Service development and to think creatively to promote ASL Service innovation and progress</p> <p>Ability to develop and deliver effective strategies to support pupils with</p>	Ability to demonstrate knowledge of issues involved in pastoral care

	<p>autism, learning and communication needs, challenging behaviour and mental health needs.</p> <p>Ability to develop and share above strategies with other professionals</p> <p>Ability to take a role in Communities and Families' 'Support and Challenge Agenda'</p>	
<p>Applicants should always check the Job Vacancy Summary for any specific Employee Specification Requirements for the advertised vacancy.</p>		