

Teacher - Learning Support
Job Reference: PIPS050721

Primary Location: Portadown Integrated NPS

Contract Type : Fixed-Term (May be subject to extension or reduced for any valid reason)

Duration of Contract/Contract End Date : This is a fixed-term post available until 30 June 2022 subject to extension or review.

Status : Full-Time

Hours per Week : Full Time

Working Pattern : Monday - Friday

Grade/Scale : Teacher | Main Pay Scale, M1 - UPS 3 | £24,137 - £41,094 per annum

Allowance(s) : Teaching Allowance 2 as per the DE Teachers' Pay and Allowances circular

Anticipated Interview Date(s) : 30th July 2021

Additional Information: Be available to take up the post by 1 September 2021

JOB TITLE: Teacher - Primary

REPORTS TO: Principal

PROFESSIONAL DUTIES OF A TEACHER

TEACHERS' (TERMS AND CONDITIONS OF EMPLOYMENT) REGULATIONS

(NORTHERN IRELAND) 1987

Schedule 3

Regulation 5

The post of learning support teacher provides an exciting opportunity for the post holder to have a major input into the setting up of a new ASD unit for September. Working closely with the Principal and the SENCO the learning support teacher will play a vital role in preparing for the opening (Foundation/Key Stage 1 pupils currently confirmed) along with being instrumental in the day-to-day teaching and learning delivery.

1) Exercise of general professional duties

A teacher who is not a principal shall carry out the professional duties of a teacher as circumstances may require:-

- (a) if he/she is employed as a teacher in a school under the reasonable direction of the principal of that school;
- (b) if he/she is employed by a board on terms under which he is not assigned to any one school, under the reasonable direction of that board and of the principal of any school in which he/she may for the time being be required to work as a teacher.

2) Exercise of particular duties

(a) A teacher employed as a teacher (other than a principal) in a school shall perform, in accordance with any directions which may be reasonably given to him/her by the principal from time to time, such particular duties as may reasonably be assigned to him/her.

(b) A teacher to whom paragraph 1(b) refers shall perform, in accordance with any direction which may reasonably be given to him/her from time to time by the board or by the principal of any school in which

he/she may for the time being be required to work as a teacher, such particular duties as may reasonably be assigned to him/her.

1. Planning

- 1.1 Planning and preparing courses and lessons;
- 1.2 Teaching, according to their educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupils in school and elsewhere;
- 1.3 Assessing, recording and reporting on the development, progress and attainment of pupils.

2. General

- 2.1 Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her;
- 2.2 Providing advice and guidance to pupils on educational and social matters and on their further education and future careers including information about sources of more expert advice on specific questions, making relevant records and reports;
- 2.3 Making records of and reports on the personal and social needs of pupils except in instances where to do so might be regarded as compromising a teacher's own position;
- 2.4 Communicating and consulting with the parents of pupils;
- 2.5 Communicating and co-operating with such persons or bodies outside the school as may be approved by the employing authority and the Board of Governors;
- 2.6 Participating in meetings arranged for any of the purposes described above.

3. Assessment/Reporting

Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils except in instances where to do so might be regarded as compromising a teacher's own position.

4. Staff Development/Professional Development

- 4.1 Participating, if required, in any scheme of staff development and performance review;
- 4.2
 - a) Reviewing from time to time his/her methods of teaching and programmes of work;
 - b) Participating in arrangements for his/her further training and professional development as a teacher.
- 4.3 Advising and co-operating with the Principal and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

5. Discipline/Health and Safety

- 5.1 Maintaining good order and discipline among pupils in accordance with the policies of the employing authority and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- 5.2 Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

6. Public Examinations

Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for pupils' presentation for and supervision during such examination.

7. Review and Development of Management Activities/Administration

7.1

a) Contributing to the selection for appointment and professional development of other teachers, including the induction and assessment of probationary teachers;

b) Co-ordinating or managing the work of other teachers;

c) Taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

7.2

a) Participating in administrative and organisational tasks related to such duties as described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.

b) Subject to the provisions of Article 22 of the Order, attending assemblies;

c) Registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

8. Number of days/Hours of work

8.1

a) A full-time teacher, other than a teacher employed in a residential establishment, shall be available for work on 195 days in any year of which not more than 190 days should involve teaching children in a classroom situation;

b) A teacher, other than a teacher employed in a residential establishment, shall be available to perform such duties at such times and such places as may reasonably be specified by the Principal, or where he/she is employed by a Board on terms under which he/she is not assigned to any one school by the Board or the Principal of any school in which he/she may for the time being be required to work as a teacher, for 1,265 hours in any year exclusive of time spent off school premises in preparing and marking lessons and time spent travelling to and from the place of work;

c) A teacher may not be required to teach as distinct from supervise children in a classroom situation for more than 25 hours in any week in a primary or special school and 23.5 hours in any week in a secondary school;

d) Unless employed under a separate contract as a mid-day supervisor, a teacher shall not be required to undertake mid-day supervision;

e) Subject to paragraph (f) all teachers shall be required to have a break of at least 30 minutes between the hours of 12 noon and 2.00 pm;

f) Teachers in nursery schools and nursery units in primary schools shall be required to have a break of at least 30 minutes between the hours of 12 noon and 2.30 pm;

g) For the purposes of this paragraph, a 'year' means a period of 12 months commencing on 31st July and a 'week' means a period of 7 days commencing on a Sunday.

9. Staff cover

9.1 Supervising and teaching any pupils whose teacher is not available provided that:

a) In schools with an average daily enrolment of 222 or less, in primary 1 and primary 2 classes in schools with an average daily enrolment greater than 222 pupils and in nursery classes in primary schools a teacher other than a supply teacher shall not be required to provide such cover:

b) In schools with an average daily enrolment greater than 222 pupils a teacher other than a supply teacher shall not be required to provide such cover after the second day on which a teacher, other than a teacher of primary 1 or primary 2 class or of a nursery class in a primary school, is absent or otherwise not available, or from the first day if the fact that the teacher would be absent or otherwise not available for a period exceeding 2 days was known to and agreed by the employing authority in advance.

Duties

1. Work closely with the school's Principal/Vice-Principal;
2. Lead the staff team within the Learning Support Class;
3. Working along with the school's SENCO in the administration and the delivery of Learning Support with particular regard to SENDO;
4. Liaise closely with the staff within the school to ensure inclusion;
5. Work closely with appropriate EA officers and external agencies
6. Liaise closely with the parents of the pupils and participate in meetings with parents;
7. Follow the SEN Code of Practice;
8. Contribute to and implement the school's Special Educational Needs, Pastoral Care, Curriculum and other policies;
9. Demonstrate a commitment to continuing professional development;
10. Plan, prepare, teach, assess and record lesson plans;
11. Teach children according to their educational needs so that each child is offered an appropriately balanced curriculum;
12. Assess and record pupil's work and report on the development, progress and attainment of pupils;
13. Work within the school's SEN team to develop specialist provision for children with a range of Special Educational Needs;
14. Promote and maintain good order and positive behaviour;
15. Promote the general well-being of all children in the school.

The above is an exemplar of the major tasks and activities of the post. It is not intended as an exhaustive list of every one of the postholder's duties. The full professional is set out in Schedule 3 of the Teachers (Terms and Conditions of Employment) Regulations NI.

This job description will be subject to review in light of changing circumstances and is not intended to be rigid and inflexible but should be regarded as providing guidelines within which the individual works. Other duties of a similar nature and appropriate to the grade may be assigned from time to time.

In accordance with Section 75 of the Northern Ireland Act (1998), the post-holder is expected to promote good relations, equality of opportunity and pay due regard for equality legislation at all times.

PERSON SPECIFICATION

NOTES TO JOB APPLICANTS

1. You must clearly demonstrate on your application form under each question, how, and to what extent you meet the required criteria as failure to do so may result in you not being shortlisted. You should clearly demonstrate this for both the essential and desirable criteria, where relevant.
2. You must demonstrate how you meet the criteria by the closing date for applications, unless the criteria state otherwise.
3. The stage in the process when the criteria will be measured is outlined in the table below.
4. Shortlisting will be carried out on the basis of the essential criteria set out in Section 1 below, using the information provided by you on your application form.
5. Please note that the Selection Panel reserves the right to shortlist only those applicants that it believes most strongly meet the criteria for the role.
6. In the event of an excessive number of applications, the Selection Panel also reserves the right to apply any desirable criteria as outlined in Section 3 at shortlisting, in which case these will be applied in the order listed. It is important therefore that you also clearly demonstrate on your application form how you meet any desirable criteria.

SECTION 1 - ESSENTIAL CRITERIA

The following are **essential** criteria which will initially be measured at the shortlisting stage and which **may also be further explored during the interview/selection stage**. You should therefore make it clear on your application form how, and to what extent you meet these criteria. Failure to do so may result in you not being shortlisted.

Factor	Essential Criteria	Method of Assessment
Qualifications/ Professional Membership	<ul style="list-style-type: none">• Hold a teaching qualification which meets the requirements for recognition to teach in schools in Northern Ireland by the closing date for completed applications.	Shortlisting by Application Form
Experience	<ul style="list-style-type: none">• Have a minimum of 5 years teaching experience within the last 8 years which includes teaching pupils (at Primary level) with Special Educational Needs;• Demonstrate a knowledge of specific teaching strategies and methods suitable for pupils with	Shortlisting by Application Form

	<p>Special Educational Needs that includes experience of teaching pupils with Autistic Spectrum Disorder;</p> <ul style="list-style-type: none"> • Have experience of appropriate interventions that can be applied in mainstream school settings at primary level. • Demonstrable experience of developing positive relationships for learning with children and young people • Demonstrate that you support the ethos of Integrated Education 	
Other	<ul style="list-style-type: none"> • Be registered with the General Teaching Council for Northern Ireland (GTCNI) before taking up post 	Pre-employment Check

SECTION 2 - ESSENTIAL CRITERIA

The following are **additional essential** criteria which will be measured during the interview/selection stage.

Factor	Essential Criteria	Method of Assessment
Knowledge	<p>Knowledge and understanding of adapting the Northern Ireland Curriculum to meet pupils' individual needs</p> <p>Demonstrable knowledge of specific teaching strategies and methods suitable for pupils with Special Educational Needs</p> <p>Demonstrable knowledge and understanding of Safeguarding and Child Protection policy/practice and its implications</p> <p>Demonstrable knowledge of approaches to promoting positive behaviour for learning</p> <p>Demonstrable knowledge of learning and teaching approaches used to minimise the barriers to learning that young people with special educational needs can face</p>	Interview

	<p>Demonstrable knowledge and understanding of current assessment methods used with young people with special educational needs in order to assist in planning for learning and measuring progress</p> <p>Demonstrable knowledge of Information Technology systems such as digital classroom tools/media and the use of tablets/mobile technologies</p> <p>Demonstrable knowledge of the SEND Code of Practice and its implications</p> <p>Demonstrate that you support the ethos of Integrated Education</p>	
Skills / Abilities	<p>Effective communication and interpersonal skills</p> <p>Ability to provide a supportive and challenging learning environment within and beyond the classroom</p> <p>Ability to use initiative, solve problems and be flexible</p> <p>Ability to work collaboratively to promote positive relationships with pupils, colleagues, parents and the wider community</p> <p>Ability to work as an effective member of a team, and to motivate self and others</p>	Interview

Values Orientation / Identification with School Ethos	Evidence of how your experience and approach to work reflect the School's Values/ethos.	Interview
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SECTION 3 - DESIRABLE CRITERIA

Some or all of the desirable criteria may be applied by the Selection Panel in order to determine a manageable pool of candidates. Desirable criteria will be applied in the order listed. You should make it clear on your application form how, and to what extent you meet the desirable criteria, as failure to do so may result in you not being shortlisted.

Factor	Desirable Criteria	Method of Assessment
Qualifications and Experience	<ul style="list-style-type: none"> Have 6 months experience teaching pupils with an Autistic Spectrum Disorder. 	

	<ul style="list-style-type: none"> Any training or relevant qualifications in the area of SEN 	Shortlisting by Application Form
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N.B. Two Special Educational Needs Allowances are available for this post.

Posts involving work in educational institutions are subject to the provisions of the Safeguarding Vulnerable Groups (NI) Order 2007

DISCLOSURE OF CRIMINAL BACKGROUND

The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007 defines working directly with children or young people or in specified places as 'regulated activity'.

In the event that you are recommended for appointed to a post that involves 'regulated activity', the Education Authority will be required to undertake an Enhanced Disclosure of Criminal Background. **Please note that you WILL be expected to meet the cost of an Enhanced Disclosure Certificate. Details of how to make payment will be sent to you at the pre-employment stage.**

Further information can be accessed at [NI Direct](#) or the [Department of Justice](#).