

## We are looking for a part-time ALNCo (SENco) & Learning Support Teacher for an immediate start

### Apply now

**Part time 15 hours per week over 3 to 5 days. Our main School day runs from 09.00-3.30, Mon to Fri. We currently have a 36 week teaching year. Timetable to be discussed.**

The full time salary for the post is £25,000. The role is currently 40% FTE (15 hours per week). Actual Salary £10,000. As the school grows there will be the opportunity to extend the role.

Cardiff Steiner School are looking for an ALNCo & Learning Support Teacher to join the pioneering and passionate team in our diverse and confident, young School. You'll play a leading role in maintaining an inclusive, whole-school culture, leading and managing all aspects of ALN. This is a management role with Learning Support Teaching duties. You'll work in partnership with teachers to identify and meet the needs of children with ALN in any aspect of their learning.

You'll have an approved Steiner Waldorf Teaching Qualification, or QTS/PGCE, or equivalent teaching experience in another Steiner school. You'll have at least two year's proven, successful, teaching experience in a School (or equivalent appropriate experience) and a successful track record of supporting children with ALN, implementing effective intervention and differentiation strategies, and tracking and recording support and progress.



*Cardiff Steiner School is committed to safeguarding children and young people, we expect all applicants to uphold this. All candidates must have suitability to work with children, and post holders are subject to a satisfactory enhanced Disclosure Barring Service check.*

### About us

Set in Wales' capital city, the School currently has pupils from Kindergarten to Class 10, with the school growing with them up to Class 12 by 2020. You'll join us on an exciting stage of our journey. Founded in 1997, we opened our first classes in 2012, built upon the firm foundations of 15 years as a successful Kindergarten. From strong roots we've quickly grown, and expanded to Upper School in September 2017 offering the [Certificate of Steiner Education \(NZCSE\)](#) through to Class 12.

The Certificate is the first trans-national, secondary school qualification to be fully based on the Steiner curriculum. It is a valid, alternative secondary school qualification that allows students to progress to further/higher education free from the restrictions of GCSE and A level curricula and examinations. The NZCSE It is being offered in four of the nine UK Steiner Schools that currently go/are going up to Class 12. With a further two Schools planning to open their Upper School in 2019 and 2020 with the NZCSE, it will be the most widely offered qualification in UK Steiner Schools that offer a full K-Class 12 Steiner Waldorf education.

We are a pioneering bunch with an irrepressible spirit who enjoy rising to the challenges and celebrating the joys that a young School brings. Our internationally diverse teaching team includes subject teachers in Bothmer, Music, Handwork, Woodwork, Spanish, Games, as well as a team of specialist Upper School Teachers. We are a UK Steiner Waldorf School Fellowship Associate School, and are fully independent.

**Would you like to join us on our journey, and help us grow a thriving and vibrant school where your input will be welcomed and appreciated?**

## About Cardiff

Cardiff, Wales' capital city, is situated on the beautiful coastline of South Wales, and within easy reach of most places in the UK (we're just two hours from London by rail or road). Residents enjoy all the benefits of a cosmopolitan capital city (prominent universities, a large teaching hospital, a world-class opera company and thriving arts community) combined with a small-town friendliness, and a cost of living significantly lower than other parts of the UK -and we're surrounded by some of the most stunning countryside, coastline and beaches in the UK. Read more about Cardiff in our [Welcome to Cardiff Guide](#).



We offer a tiered **Staff Fees Discount Scheme with up to 85% off school fees** for children of staff members, depending on family income. We have staff with property expertise who can help you find and secure suitable, affordable accommodation to rent or buy.

## **How to apply**

You are very welcome to contact us to discuss the post on [ask@cardiffsteiner.org.uk](mailto:ask@cardiffsteiner.org.uk) (029) 2056 7986 (email anytime, phone term-time only).

**Applications should be sent to:** Miranda Knight, Cardiff Steiner School, Hawthorn Road West, Llandaff North, Cardiff CF14 2FL [ask@cardiffsteiner.org.uk](mailto:ask@cardiffsteiner.org.uk) (029) 2056 7986

**The recruitment process will involve an interview and observed teaching practice.**

**Come and Visit Us** If you are thinking about applying, but would like to find out more about us first, you are warmly invited to come and visit us. We'd love to meet you. Just contact us to arrange a time.

**See Job Description and Person Specification on next page**

## **Job Description - Additional Learning Need Coordinator (ALNCo) & Learning Support Teacher**

**Part time 15 hours per week over 3 to 5 days. Our main School day runs from 09.00-3.30.00. Monday to Friday. We currently work a 36 week teaching year. Timetable to be discussed.**

**Responsible to:** The position is accountable through College to the Board of Trustees, and works closely with the Early Years, Lower School and Upper School Faculties.

As a management role, the ALNCo liaises closely with the School Management Team (SMT) and attends at least one SMT meeting each half term.

### **Scope**

The ALNCo plays a leading role in establishing/maintaining an inclusive, whole-school culture and ethos, and providing strategies to support pupils with Additional Learning Needs (ALN) - including English as an Additional Language (EAL) and pupils identified as More Able and Talented (MAT).

The ALNCo is responsible for leading and managing all aspects of ALN - assessment, learning support, support plans, monitoring and review and sourcing of external support. This is a management role with teaching duties.

The role ensure clear communication and partnership between all staff with respect to ALN provision, working with the teachers to identify and meet the needs of children with additional learning needs in any aspect of their learning .

This role covers all children enrolled in the Lower and Upper School School (including rising Class 1 children age 5+ when required).

Although this role is primarily concerned with learning support it also requires supporting teachers in implementing approaches for children with behavioural, socio-emotional or physical needs.

### **Specific Duties**

#### **Leadership and Management - whole School ALN Coordination**

- Be responsible for developing and upholding the ALN Policy of the school, ensuring it is suitable for pupils with ALN and is providing them with the best opportunities to meet their needs.
- Ensure and oversee the day-to-day operation of the ALN policy.
- Manage and coordinate the well-being, learning and education of pupils with ALN in the School.
- Ensure the School is compliant with relevant aspects of the SEN and Disability Act 2001, The SEN Code of Practice for Wales and the Equality Act 2010, and respond to changes in legislation/practice including the ALNET Bill - Additional Learning Needs and Tribunal (Wales) Bill and draft Additional Learning Needs Code.

- Work with Admissions to ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Monitor and evaluate the effectiveness of provision for pupils with ALN and update/feedback on this to SMT, College, Trustees and other stake holders as required.
- Be responsible for the whole-school improvement of ALN provision and the development and achievement of pupils with ALN, ensuring that College and SMT are informed about policies, plans, priorities and targets and that these are included in the School Development Plan.
- Represent the ALN department at SMT, Faculty, Trustee and other meetings as required.
- Lead, manage and develop the ALN Department. Hold regular Learning Support Team meetings with the School's Learning Support Assistants and Reading Supports etc. Support and advise them in how to support children's needs, keep them up to date with ALN issues.
- Identify resources needed to meet the needs of pupils with ALN and advise College and the School Business Manager of priorities for expenditure. Organise resources for ALN use and liaise with those responsible for purchase, keeping within an agreed budget

### **Screening and Assessment**

- Coordinate and undertake whole-class and individual screenings and assessments as appropriate and required, and in line with School policies. Pupils are identified either at admission, through class screening or referral by individual teachers.
- Review screening tests and assessments, and follow up with action where appropriate.
- Develop strategies to ensure early identification of pupils with ALN.

### **Learning Support with Pupils**

- Take the lead in coordinating and managing ALN provision for children requiring Wave II and Wave III support and for children with statements.
- Undertake individual or very small group Learning Support with children identified as having ALN requiring Wave II and Wave III support. Support pupils as required, both within and outside the classroom.

### **Supporting Teachers with meeting ALN in-class**

- Encourage all teaching staff to recognise and fulfil their statutory responsibilities to pupils with ALN and understand the importance of taking ownership of additional provision and the progress pupils with ALN make within their class/teaching group.
- Improve the knowledge and understanding of the individual needs of pupils with ALN across Class Teachers/Guardians, Subject Teachers, Learning Support Assistants and Support Staff.

- Work effectively with teachers to identify and meet the needs of children with ALN in any aspect of their learning, including EAL and MAT including:
  - Liaising with teachers regarding individual pupils and giving advice as to differentiation, support, action plans, IDPs, etc.
  - Helping teachers identify and adopt the most effective teaching approaches for pupils with ALN - identifying needs, deploying strategies and adapting interventions to help learners overcome their barriers to learning.
  - Observing pupils in the classroom and following up with reports, feedback and recommendations to teachers regarding in-class differentiation and support.
  - Ensuring teachers put in place effective differentiation and support, and that it is adequately monitored and evidenced.
  - Monitoring in-class differentiation and support, and reviewing ALN pupils' progress with teachers to ensure class/group planning and teaching meets their ALN.
- Make and maintain contact with other professionals - including sourcing appropriate external consultants (e.g. educational psychologists, therapists, counsellors) and bodies (e.g. local authorities) and maintaining a list of approved providers - to refer families or pupils as necessary.

## **Record keeping**

- Keep appropriate records, plans and pupil files, in accordance with statutory and School requirements.
- Ensure that there is a system in place for centralising ALN records.
- Write and maintain an ALN register for the School, ensuring the register is up to date.
- Maintain learning support records, to include details of pupils' additional needs, support, monitoring arrangements, reports from outside agencies, correspondence with parents, assessment/test results, parent consent and any other relevant documentation.
- Ensure that Individual Development Plans (IDPs) are in place, with specific and measurable targets, and strategies set, for raising ALN pupil's achievement. Ensure parents', pupils' and external agency involvement as required.

IDPs are required for all children requiring Wave I, II and III support. IDPs are also put in place for behavioural and pastoral support plans. At Wave I the IDP is usually written by the Class Teacher/Guardian in consultation with the ALNCo who provides input, support and review. At Wave II and III the IDP is usually written by the ALNCo with detailed input from the Class Teacher/Guardian.

- Oversee, review and monitor IDPs regularly, ensuring quality, that they are live documents, reviewed at appropriate intervals, and that their impact is assessed and progress can be evidenced.

- Write detailed education reports about individual children for other professionals and parents (including requests for statutory assessment etc.) and other reports as required.
- Collect and interpret specialist assessment data gathered on pupils and use this to inform practice.
- Manage and lead the review of statements for Class children via annual and interim review meetings, and co-ordinate required actions from these.

### **Communication**

- Ensure clear communication and partnership between all staff with respect to ALN provision.
- Ensure all teaching staff working with pupils are fully informed of and updated about pupils' ALN and support programmes in place/planned.
- Liaise and work effectively with Administration to ensure shared record keeping on pupils with ALN including medical support plans.
- Maintain effective relationships with parents, ensuring parents are kept informed about support for their child and their child's progress through the academic year - including at initial identification of ALN, IDP development and review . Attend IDP review and other meetings with parents as required.
- Communicate and work effectively with other professionals from outside services and external agencies including Local Authorities and educational psychology services, health and social services and voluntary bodies.

### **Training and CPD**

- Disseminate good practice in ALN support across the School. Research and identify methods of meeting ALN to ensure the School is up to date as far as possible with a wide range of possibilities for helping children with learning needs. Develop and share knowledge of resources (equipment, books materials and knowledge of possible strategies).
- Develop the skills of teaching colleagues, to deliver effective support to learners with ALN in the classroom, as well as easier access to specialist support, information and advice.
- Develop ALN support staff to ensure are able to fulfil their roles. Participate in ALN staff review/appraisal/ performance process and identify professional development opportunities.
- Identify the training needs of all teaching staff to support ALN. Liaise with the Teaching Development Group (TDG) to provide support and training for teachers and Learning Support Assistants in effective teaching approaches to meet ALN within the classroom - including organising/coordinating INSET and CPD in ALN, EAL, Behaviour or other needs.

## **Admissions**

- Be part of the Admission and Exclusion process, as required, including conducting or contributing to pupil admissions interviews and assessment.
- Ensure that relevant background information about individual children with ALN is collected, recorded and updated.
- Assess applications where ALN are identified (including rising Class 1 children) to evaluate whether the School can meet the needs of the applicant, in line with budgetary and legislative demands.
- Work with Early Years colleagues to ensure that transition to Lower School is supported, with particular attention to those with additional learning or behavioural needs. Where concerns are raised, gather relevant information from all relevant agencies and ensure this informs decision making.

## **General duties of all staff**

- Liaising with Subject Teachers and other colleagues to develop a coordinated approach to curriculum and individualised learning;
- Liaising with other agencies and professionals where necessary; and working effectively with support staff, School Management Team and the Administrative Team.
- To review and reflect on your own teaching practice and take part in the appraisal of your own work performance and assist in the appraisal of colleagues.
- To attend Teachers' meetings and other meetings as required, including out of school hours when necessary; including attending the weekly Lower School Faculty meeting, and School Management Team meeting once per half term.
- To participate in providing cover for break time and cover for absent colleagues.
- To support the School's ethos, principles and objectives, and actively contribute to whole-school activities and development.
- To undertake appropriate preparation, study and training as necessary both for the effective delivery of the role and to advance the school's ethos, principles and objectives; including participating in work, study and Inset days during school holidays or weekends as required.
- To develop an understanding of, and work within, the School's compliance and legal obligations, including Estyn, the Independent School Regulations and the SEN Code of Practice.
- To be aware of and operate within the School's policies and procedures and to support their implementation, including the Equal Opportunities and Safeguarding policies.
- To uphold the School's commitment to safeguarding children and young people and to promote a safeguarding attitude to working with children; taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised.
- Any other duties reasonably requested by the School. The job description is current but liable to variation to reflect or anticipate changes in the requirements of the post.

## Person specification - Additional Learning Need Coordinator (ALNCo) & Learning Support Teacher

### Essential

- An approved Steiner Waldorf Teaching Qualification or at least one of the following:
  - Qualified Teacher Status
  - A degree and postgraduate certificate of education
  - Proven, successful, equivalent teaching experience in another Steiner school
- At least two year's proven, successful, teaching experience in a School, or equivalent appropriate experience
- A successful track record of supporting children with ALN, implementing effective intervention and differentiation strategies, and tracking and recording support and progress
- Experience of carrying out standardised screening and assessments
- A good awareness aware of the procedures to support pupils with ALN and knowledge of educational law and policy relating to ALN
- Commitment to Waldorf education and principles, and to working within these
- Ability to lead and manage a team
- Highly literate with sound report writing and policy writing skills
- Excellent organisational and time management skills, and an ability to manage your responsibilities and duties effectively
- Ability to lead and project manage complex admissions assessments and pupil assessments, ensuring the case is progressing, assessments occur on time, reports are received and sound decisions are made
- Excellent communication skills with the ability to deliver feedback to teachers constructively, confidently and diplomatically. Ability to liaise with parents with sensitivity and confidence.
- An ability to work in a small, close knit team and willingness to work with colleagues in the continued development of the School
- A flexible, positive attitude and the ability to work under pressure
- The drive and the ability to get things done
- Attention to detail
- Impeccable confidentiality
- Good IT skills, including Word and Excel

- Suitability to work with children and a satisfactory enhanced Disclosure Barring Service check  
The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Successful completion of Child Protection Training (this may be completed once employed by Cardiff Steiner School, but this must be done within 3 months of appointment).
- Candidates from abroad will be asked to provide criminal records clearance from countries of residence, as well as evidence of eligibility to work in the UK. Candidates must have the right to work in the UK prior to application.
- Able and willing to train in First Aid and to deliver First Aid in line with the School's first aid policy.

### **Desirable**

- Knowledge of Steiner Waldorf education and its curriculum, plus an interest in, and understanding of, the human development underlying the education.
- Relevant ALN qualifications, e.g. postgraduate ALN qualification, or working towards an approved ALN qualification (to be completed within 2 years).
- A track record of successful specialist teaching and overseeing learning support in a school
- Certificate in SpLD (dyslexia)
- Basic knowledge of Health & Safety