



Role Profile

Peripatetic Teacher – Supporting Learners’ Service (SLS)

Reference No:	SNCT		
Service:	Supporting Learners’ Service		
Job Family:	Education Specialist Support	Grade:	SNCT

Task or Responsibility - For this role, there is an expectation that all, or a combination, of the following will be undertaken:

Supporting staff and management to develop the capacity of staff to meet the needs of all learners particularly those with additional support needs. Where there is a direct teaching role, teaching will take place individually, working with small groups or supporting mainstream lessons.

Purpose

Teachers within SLS support learners across Fife at all stages from pre-school to school leaving age.

The staff member will have a peripatetic caseload.

You will have responsibility for supporting and building capacity within schools and teaching/supporting learners. You will be supporting pupils to access learning, teaching, the environment and communication.

Person Specification: Skills, Knowledge, Qualifications or Experience - Criteria can apply to more than one task or responsibility

E	D
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For posts within Primary you are required to be fully registered with the General Teaching Council for Scotland (GTCS) in Primary

✓

For posts within Secondary you are required to be fully registered with the General Teaching Council for Scotland (GTCS) in Secondary for the specific subject

✓

- You are required to model all behaviour expected of a teacher in Scotland in line with the relevant Professional Standards

✓

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Task or Responsibility - For this role, there is an expectation that all, or a combination, of the following will be undertaken:	Person Specification: Skills, Knowledge, Qualifications or Experience - Criteria can apply to more than one task or responsibility	E	D
	<ul style="list-style-type: none"> • Full registration is required for all Permanent posts, for temporary class teacher posts, provisional GTCS registration in the relevant sector will be considered • Candidates holding GTCS registration in Further Education must also hold Primary or Secondary registration to meet the essential criteria as determined by Fife Council • Effective use of a range of strategies and resources to enable learners with additional support needs to access the curriculum 	✓ ✓ ✓	
Have knowledge and understanding of the principle features of the education system, educational policy and practice	Teaching experience	✓	
Developing and delivering high quality professional learning to all staff to support the teaching and learning of pupils with additional support needs.	Effective use of a range of strategies and resources to enable learners with additional support needs to access the curriculum	✓	
Have knowledge and understanding of the importance of research and engagement in professional enquiry	Engagement with literature, research and policy to support professional learning.	✓	
Work effectively in partnership in order to promote learning and wellbeing	Collaborative working with colleagues in schools and partners in the wider community.	✓	
Read and critically engage with professional literature, educational research and policy	Engagement with literature, research and policy to support professional learning. Commitment to continuing personal and professional learning	✓ ✓	
Engage in reflective practice to develop and advance career-long professional learning and expertise	Recent experience of developing and delivering professional learning	✓	

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Promote and safeguard the health, welfare and safety of pupils	Communication and IT skills	✓	

Additional tasks or responsibilities – this is a generic role, however this particular job may also require you to undertake the following:			
Task or Responsibility - For this role, there is an expectation that all, or a combination, of the following will be undertaken:	Person Specification: Skills, Knowledge, Qualifications or Experience - Criteria can apply to more than one task or responsibility	E	D
Teacher of the Deaf/Visual Impairment (VI) only	<p>Experience of supporting and challenging all learners effectively to build confidence and promote progress</p> <p>Qualified Teacher of the Deaf/VI</p> <p>A qualification in British Sign Language (BSL) preferably to Level 1 or Braille</p> <p>Commitment to on-going career-long professional learning, including postgraduate study as appropriate</p>	<p>✓</p> <p></p> <p></p> <p>✓</p>	<p></p> <p>✓</p> <p>✓</p> <p></p>
Consultation. This would include consulting with teaching and non-teaching staff about learner's need in relation to ASN. This would also include strategies to support those needs and to build capacity within their school(s).	<p>Collaborative working with colleagues in schools and partners in the wider community</p> <p>A good relationship with young people, staff, parents and other professionals</p>	<p>✓</p> <p>✓</p>	<p></p> <p></p>
Partnership working. Meet with learners, their parents and the staff involved, including those from other agencies, to plan, record and evaluate additional support needs. Contribute to continuing professional learning opportunities for teaching and non-teaching staff at school and service level	<p>Experience of supporting and challenging all learners effectively to build confidence and promote progress</p> <p>Collaborative working with colleagues in schools and partners in the wider community</p> <p>Ability to work collaboratively and liaise effectively with colleagues, support assistants, teachers and other agencies</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p></p> <p></p>
Working with learners and families. This would include supporting learners and families, according to caseload, from the early years to school leaving age and through periods of transition.	<p>Experience of supporting and challenging all learners effectively to build confidence and promote progress</p> <p>Collaborative working with colleagues in schools and partners in the wider community</p> <p>The ability to support families in the early years and support transitions</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p></p> <p></p>

Role Profile

Having knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning.

Involvement in supporting and promoting activity focussed on improving life outcomes for the most vulnerable individuals and groups within a school community

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Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required

Before confirming appointment: You may be required to obtain PVG scheme membership or a Disclosure check. Please refer to the job advert for clarification of the specific requirement.

Additional Information – the following information is available:

- Skills Framework (if applicable)
- **How** we work matters

Expected Behaviours

Every council employee is expected to lead the way by making decisions and behaving in ways that uphold our community commitments and values.

Please refer to How We Work Matters Guidance to learn more.