



Erskine Stewart Melville

Lead Teacher Support for Learning (Neurodiversity)

SCHOOL	• Senior School
DEPARTMENT	• Support for Learning
REPORTS TO	• Assistant Head (Inclusion)

ROLE DETAILS	
PURPOSE OF THE ROLE	• The Lead Teacher (Neurodiversity) is responsible for championing inclusive practice and developing staff understanding of neurodiversity across the school. They will provide individual and strategic support to neurodivergent students and offer expert guidance to staff, families and the wider Wellbeing team. The postholder will play a key role in supporting referral and assessment pathways for Neurodiversity (such as, but, not limited to) Autism and ADHD, ensuring the school's response is child-centred and aligned with best practice.
ACCOUNTABILITY	• The Lead Teacher (Neurodiversity) is accountable to the Head of the Senior School via the Assistant Head (Inclusion) and the Senior Deputy Head (Wellbeing).
AUTHORITY	• The Lead Teacher (Neurodiversity) will have responsibility for supporting leadership of the Support for Learning department, leading training, providing consultation, and supporting the school's neurodivergent learners. They will contribute to policy and process review, with a focus on promoting equity and inclusion.
RELATIONSHIPS	• The Lead Teacher (Neurodiversity) works closely with the Assistant Head (Inclusion), Senior Deputy Head (Wellbeing), Deputy Head (Student Support), Support for Learning and Wellbeing teams, teaching and pastoral staff, students and their families, and relevant external agencies. They are a visible and accessible advocate for neurodivergent students across the school.

DUTIES AND KEY RESPONSIBILITIES	• Teach high-quality literacy and numeracy lessons for S1-4 Support for Learning groups • Design and deliver high-quality training and professional learning opportunities for ESM colleagues on neurodiversity • Support teaching colleagues to deliver the best learning experiences for neurodivergent students • Promote a strengths-based and inclusive approach to teaching and pastoral care. • Act as a key point of contact for staff seeking support or advice in working with neurodivergent students • Provide 1:1 support to neurodivergent learners where appropriate, including pastoral check-ins and guidance on self-advocacy and the navigation of school life • Provide advice on the physical school environment, including reasonable adjustments to learning settings, taking account of non-neurotypical perspectives and experiences
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	• Collaborate with the Support for Learning and Wellbeing teams to ensure joined-up provision for neurodivergent students, ensuring appropriate supportive in-school interventions • Support transitions, including into secondary education, and between year groups, for neurodivergent learners. • Alongside the Assistant Head (Inclusion) and other Senior Leaders, support, review and develop relevant policies and procedures pertaining to our support of neurodivergent students • Participate in Wellbeing meetings, including tracking meetings, as appropriate and directed, advocating for the needs of neurodivergent learners. Working with others • Work closely with parents and carers, offering support, reassurance, and practical strategies to promote consistency between home and school • Attend and contribute to review meetings and planning sessions, ensuring parents feel heard and informed • Contribute to whole-school initiatives that promote inclusive practice and understanding of neurodiversity • Work with ESM Junior School colleagues, sharing best practice in this area of work. Assessment and Referrals • Lead the collection and collation of information for referrals for Autism and ADHD assessments, ensuring that documentation is robust, accurate, and sensitively managed • Liaise with external professionals (e.g. Educational Psychologists, CAMHS) as appropriate to support ongoing assessments and reviews • Contribute to and support the implementation of individual support plans, including Child's Plans, and co-ordinating reasonable adjustments. Vision and Values • Promotion of ESM values and role modelling behaviours associated with them. • Commitment to, and support of, the School's Vision. Supporting the Leadership of the School • Assist the Assistant Head (Inclusion) with leadership of the Support for Learning department • Work collegiately to ensure student standards are maintained. • Commit to good health and safety practice. • Effectively report student statistics and developments to the Head of Year and senior leaders. • Support the strategic direction of the School. • Any other activities as delegated by the Wellbeing Deputy Heads through the Head of Year. Community • Foster positive relationships with the wider ESM community. • Co-operate and liaise with teachers at the ESM Junior School and other educational establishments as appropriate, particularly at points of transition. • Communicate clearly with parents and carers to engender a climate of mutual respect.
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	• Work professionally with external agencies and organisations to support individual students and their educational and wellbeing outcomes.
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PERSON SPECIFICATION		
	Essential Criteria	Desirable Criteria
Experience	• Secondary-level teaching experience supporting ASN in the classroom • Awareness and knowledge of neurodivergent students and their support needs • Ability to multitask and prioritise own workload with good attention to detail	• Support for Learning teaching experience in literacy and/or numeracy • Working alongside Wellbeing team and/or families to support neurodivergent students
Education/Qualifications	• General Teaching Council for Scotland (GTCS) registered, or eligible for registration • Recognised teaching qualification	• Further qualifications to support involvement in the extra-curricular programme
Skills/ Abilities/ Capabilities	<u>Leading and Managing</u> • Leads from the front and by example • Has courage and flexibility to identify and implement change effectively • Plans, prioritises, organises and delegates • Has strong analytical skills • Implements diversity, inclusion and access strategies. <u>Development of Self and Empowerment of Others</u> • Appreciates the impact of change on the school and individuals • Challenges, influences and motivates others • Nurtures professional interpersonal relationships with staff and students • Develops individuals' capabilities • Uses courage, care and curiosity to deal with conflict. <u>Personal Qualities</u> • Boundless energy and resilience to allow challenges to be viewed as opportunities • Dealing with every situation calmly and professionally	

	• Strong commitment to seeing and bringing out the best in students • A desire for fairness, dignity, and respect in every interaction • Excellent self and time-management skills • Active listening and authenticity • The highest level of personal integrity • Ability to deliver constructive feedback.	
Personal Attributes	• A leader who inspires the values of trust, transparency, inclusivity and respect • Highly developed interpersonal skills displaying diplomacy, patience, empathy and tolerance • Excellent written and verbal communication skills • Uphold and promote ESM values • Flexible, strategically minded and solution-focused in approach • Effective decision-making skills • Sets high expectations for themselves and others, able to work under pressure and lead by example • A collaborative and innovative approach to leadership • Able to self-evaluate, be willing to learn and adapt and evolve practice • Commitment to continuous professional development • Commitment to fully inclusive education and equality of opportunity • Inspires, challenges, motivates and empowers others to develop a shared vision and drive forward progress.	