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 | **Post Title:**  | Advisory Inclusion Teacher for Specific Learning Difficulties  |
| 1. **2.**
 | **Post Number:**  |  |
| 1. **3.**
 | **Grade:**  | Main Teachers Pay Scale + UPS + TLR 2  |
|  | **Location:** | Your normal place of work will be **Education Development Centre, Spennymoor** and involves travel across the County. |

1. **Relevant to this Post:**

 **Disclosure & Barring Service:** Subject to DBS Enhanceddisclosure

1. **Organisational Relationships:**

The post holder will be accountable to the Cognition & learning Team: SEND and Inclusion Support Team Manager and directly line managed by a Team Leader

**Description of Role:**

1. **Duties and Responsibilities Specific to this Post:**

Listed below are the responsibilities this role will be primarily responsible for:

* **Fulfil casework responsibilities within Cognition & Learning Team for the SEND and Inclusion Service, to promote pupil progress, inclusion and well-being;**
* Assist the LA in carrying out its core and statutory SEND functions.
* Carry out assessments and assist schools and other professionals in assessing the needs of individual children and young people according to the Code of Practice for SEND.
* Provide advice, support and consultancy to school staff and families for individual children and young people with Special Educational Needs and Disabilities (SEND) referred to the service.
* Assist schools in monitoring and reviewing the progress and achievements of children and young people with SEND, as appropriate.
* Provide teaching as and when determined by the Service.
* **Develop and enhance the practice of others;**
	+ Advise and support schools in developing whole-school, inclusive policy and practice relating to SEND.
	+ Advise schools and parents/carers on the development and deployment of appropriate resources for SEND.
	+ Contribute to the planning and delivery of in-service and CPD activities for schools, other services and partners.
	+ Carry out curriculum support activities for schools, when requested by the Team Leader
* **Promote partnership and integrated working;**
	+ Involve children and young people and their families in consultation relating to the special educational needs of those referred to the Service, and work closely with Parent Partnership.
	+ Contribute to Service, LA and other agency policy development and practice in the field of SEND.
	+ Work in collaborative, multi-agency partnerships with other professionals to meet the needs of children and young people with SEND.
* **Undertake general duties, including**
	+ Undertaking relevant professional development including Performance Management
	+ Attending staff and service meetings
	+ Maintaining records and providing reports as appropriate
	+ Undertaking self-evaluation and contributing to team and service evaluation
	+ Carrying out any other reasonable duties which may be required by the management team.
	+ Make a commitment to safeguarding and promoting the emotional well-being of pupils

The postholder will undertake such other duties which may, from time to time be allocated, commensurate with the grade of the post.

All staff employed within Children and Adults Services have, as well as their specific post related responsibilities, a general responsibility to contribute to the successful operation of the Service by recognising that the purpose of the service is facilitating and supporting learning in the County and that doing so requires staff to work together in teams and co-operate to achieve this objective. The general responsibilities of the post therefore include: -

To contribute to improving the quality of education and learning opportunities for the children and young people in County Durham by assisting:

* Individual clients and service users
* Headteachers and other heads of establishments and services of the LA and other teaching and support staff on managerial, administrative, procedural, resource and other matters
* Colleague officers and inspectors and, where appropriate, governors and Elected Members in supporting schools and other educational establishments in their work

This will involve supporting the senior management team of the service and the wider group of the service’s officers in:

* Implementing the policies of the Local Authority as they bear on the individual's post and responsibilities
* Providing direct advice and support to clients of the service
* Responding to requests for advice from headteachers and heads of other educational establishments or services
* Assisting in the organisation of, and taking part in, County Council in-service training and personal development programmes

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Head of Service.

**8. Common Duties and Responsibilities:**

8.1 **Quality Assurance**

 To set, monitor and evaluate standards at individual, team performance and service quality so that the user and the Service’s requirements are met and that the highest standards are maintained.

8.2 **Communication**

To establish and manage the team communications systems ensuring that the Service’s procedures, policies, strategies and objectives are effectively communicated to all team members.

8.3 **Professional Practice**

 To ensure that professional practice in the team is carried out to the highest standards and developed in line with the Service’s stated objectives of continual improvement in quality of its service to internal and external customers.

8.4 **Health and Safety**

To ensure that the Health and Safety policy, organisation arrangements and procedures as they related to areas, activities and personnel under your control are understood, implemented and monitored.

8.5 **Appraisal**

 All members of staff will receive appraisals and it is the responsibility of each member of staff to follow guidance on the appraisal process.

8.6 **Equality and Diversity**

 To ensure our commitment is put into practice we have an equality policy which includes responsibility for all staff to eliminate unfair and unlawful discrimination, advance equality of opportunity for all and foster good relations.

8.7 **Confidentiality**

 All members of staff are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All members of staff must be aware that they have explicit responsibility for the confidentiality and security of information received and imported in the course of work and using Council information assets. The Council has a Personal Information Security Policy in place.

8.8 **Induction**

The Council has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

**Person Specification: Post – Advisory Inclusion Teacher for Specific Learning Difficulties – , Main teachers scale + TLR 2**

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|  | **Essential** | **Desirable** | **Method of Assessment** |
| Qualifications | * Qualified Teacher Status
* Recent and relevant in-service received in SpLD
* An accredited qualification in SpLD e.g. ATS, AMBDA
 |  | Application formSelection ProcessPre-employment checks |
| Experience | * Considerable experience of mainstream teaching in the Primary or Secondary sector
* Experience of working with pupils with SEN, particularly relating to SpLD
* Experience in delivering in-service training within the school context e.g. cascading information within a staff or team meeting
 | * Some experience across other phases of education
* Some experience in working in an advisory capacity in school(s)
* Some experience of working with other agencies
 | Application formSelection ProcessPre-employment checks |
| Skills/Knowledge | * Up to date knowledge of the National Curriculum and DfE guidance
* Up to date knowledge of SEND legislation and guidance
* Up to date knowledge of SpLD and how they impact on behaviour and access to the curriculum
* Assessment and diagnostic skills relating to SpLD
* Knowledge of strategies approaches and resources appropriate for pupils with SpLD including the use of ICT
* Ability to work effectively in an advisory capacity, within a multi-disciplinary approach, with schools, families and agencies
* Commitment to raising achievement and an inclusive ethos
* Responsible for promoting and safeguarding the welfare of children and young people
 | * Knowledge of the SENCO role and awareness of SEN management issues
* Good knowledge of ICT packages e.g. Write Online, Co:Writer, Clicker, Apps
* Knowledge and experience of working with pupils with Developmental Co-ordination Disorder (DCD)
 | Application formSelection ProcessPre-employment checks |
| Personal Qualities | * Good interpersonal and communication skills
* Consultation and negotiating skills
* Ability to be flexible and adaptable
* Ability to travel distances between schools during the working day
* Ability to liaise with a wide range of agencies
* Good time management skills
* Ability to work under pressure
 |  | Application formSelection ProcessPre-employment checks |