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| **Service:** | **Children and Young People’s Services** |
| **Service Grouping:** | **Emotional Wellbeing and Effective Learning Team (EWEL), Education Psychology Service** |

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|  | **Post Title:** | **Advisory Inclusion Teacher- SEMH** |
| 1. **2.** | **Post Number:** | 0047370 |
| 1. **3.** | **Grade:** | MPS + TLR 2 |
|  | **Location:** | Your normal place of work will be **Broom Cottages, Ferryhill.** However; you may be required to work at any council workplace within County Durham. |

1. **Relevant to this Post:**

**Disclosure & Barring Service:** Enhanced Check required

**Flexible Working:** Not applicable

1. **Organisational Relationships:**

The post holder will be accountable day to day to a Team Leader, usually a Leadership Teacher, working as part of the Emotional Wellbeing and Learning Service. The Educational Psychology Management Team have overall responsibility for the service. Because of the nature of the post, the post holder will work closely with senior colleagues throughout Children and Adults Services and in other departments. The service is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

1. **Description of Role:**

All officers employed within Children and Young People’s Services (CYPS) have, as well as their specific post related responsibilities, a general responsibility to contribute to the successful operation of CYPS 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 people of the County of Durham by assisting:

* Individual clients and service users
* Head teachers and other heads of establishments and services of CYPS 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 CYPS and the wider group of officers in:

* Implementing the policies of CYPS as they bear on the individual's post and responsibilities
* Providing direct advice and support to clients of CYPS
* Responding to requests for advice from head teachers 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
* Assisting in the implementation of special projects as appropriate to the post holder’s sphere of work
* Contributing to regular review processes
* Maintaining an effective and up to date expertise and ongoing involvement in policy implementation, specifically in relation to the duties of the post but also more generally

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

The focus for the Emotional Wellbeing and Effective Learning team is to work with schools to:

* Improve the wellbeing, achievement and resilience of socially and emotionally vulnerable young people
* Develop the capacity of schools to effectively meet the needs of all their learners

The team consists of Educational Psychologists, Advisory and Inclusion Teachers, Counsellors, Behaviour Support Workers, and Specialist Support Staff. The team provide:

* Assessment, screening and consultation in relation to the social, emotional and mental health (SEMH) needs of children within school contexts
* Advice and consultation in relation to how SEMH needs impact on learning and inclusion
* Intervention at individual, group and whole class levels; and school development support
* Training and network support for a range of evidence based programmes
* Research and development support aimed at developing evidence based practice

Under the direction of the Team Leader and the Management Team, the post holder will:

1. Carry out casework that supports better understanding and support of children and young people with SEMH needs, and which enables better progress and inclusion over time
2. Support the planning and reviewing of support arrangements in schools, encouraging evidence based and ethical based practice in all instances
3. Deliver direct support and intervention based on evidence based programmes and practices aligned to the needs of the young person, group or whole school context
4. Evaluate and feedback on work undertaken to promote professional learning, and better practice over time
5. Produce written communication for a range of purposes, as appropriate to the role
6. Engage in strategic developments within the wider service and Local Authority contexts
7. Link to and work in collaboration with a range of other agencies including Social Care, CAMHS and One Point Services
8. Work in full collaboration with professionals across the EWEL team, and in relation to a range of projects and initiatives
9. Provide training and network support to schools based staff, and others as appropriate
10. Maintain a good working knowledge of national and local education and school agendas; and provide support to colleagues to ensure effective understanding of these
11. Where appropriate and in relation to specific projects and areas of service delivery, take responsibility for coordinating and managing the activity of colleagues within the team
12. Where appropriate and in relation to specific projects and areas of service delivery, take a lead in developing the practice of colleagues within the team

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 Team Manager.

**9. COMMON DUTIES AND RESPONSIBILITIES:**

9.1 **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.

To establish and monitor appropriate procedures to ensure that quality data are reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate.

9.2 **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.

9.3 **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.

9.4 **Health and Safety**

Manage health and safety in their area of responsibility in accordance with the relevant section(s) of the Corporate/Service Health and Safety Policy and to ensure that the Health and Safety policy, organisation arrangements and procedures as they relate to areas, activities and personnel under your control are understood, implemented and monitored.

9.5 **General Management (where applicable)**

To provide vision and leadership to staff within a specialist team, ensuring that effective systems are in place for workload allocation and management, the application of the Authority’s and the Service’s policies and procedures, including those relating to equality, supervision and appraisal and all aspects of their performance, personal development, health and welfare.

9.6 **Financial Management (where applicable)**

To manage a designated budget (as required) ensuring that the Service achieves value for money in all circumstances through the monitoring and control of expenditure and the early identification of any financial irregularity.

9.7 **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.

9.8 **Equality and Diversity**

As an organisation we are committed to promoting a just society that gives everyone an equal chance to learn, work and live free from discrimination and prejudice.  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.

       These policies apply to all employees of Durham County Council.

9.9 **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.

9.10 **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.

Durham County Council - Children and Young People’s Services

Advisory Inclusion Teacher – Emotional Wellbeing and Effective Learning Team MPS + 2TLR

PERSON SPECIFICATION

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|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Qualifications/****Attainments** | * Qualified Teacher Status * Evidence of ongoing professional development | * Participation in in-service training in relation to special educational needs, emotional wellbeing, mental health and behaviour | * Application form * Selection Process * Pre-employment checks |
| **Experience** | Significant, recent and relevant experience of:   * Quality first teaching in a primary, secondary or special school setting * Teaching children with complex needs * Assessing children’s needs * Working with parents * Promoting inclusive practice * Integrated practice development and multi-agency working * Development of programmes of support for vulnerable children and young people | * Experience of advisory and support work * Involvement in multi-agency collaboration * Involvement in work targeted specifically at parents * Counselling skills * Experience of delivering programmes which promote children/young peoples’ social, emotional and behavioural competence | * Application form * Selection Process * Pre-employment checks |
| **Knowledge, Skills and Aptitude** | * Knowledge of Special Educational Needs and Disability Code of Practice * Knowledge of a variety of evidence based support programmes * Ability to work as part of multi-agency team * Ability to work independently and demonstrate initiative * Ability to coordinate the work of others * Good record keeping and report writing skills * Ability to review the impact of work undertaken * Excellent communication skills * Excellent organisational skills * Good problem solving skills * Commitment to safeguarding and promoting the welfare of children/young people (see Safeguarding Recruitment Statement) | * Good knowledge of SEND in particular relating to social, emotional and mental health needs * Involvement in the delivery of in-service training * Interest in/experience of research and development * Understanding of CBT and emotional literacy frameworks * Good IT skills | * Application form * Selection Process * Pre-employment checks |
| **Personal Qualities** | * Ability to work flexibly as part of a multi-disciplinary team * Ability to use own initiative * Ability to develop professional working relationships with parents and external agencies * Empathic to the needs of parents, children and teachers * Willingness to develop own practice * Enthusiasm * Confidence |  | * Application form * Selection Process * Pre-employment checks |
| **Other** | * Ability to travel to and from various sites within the County |  | * Application form * Selection Process * Pre-employment checks |