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| **Job Description** | |
| **Post title** | Advisory Inclusion Teacher - SEND |
| **JE Reference No** | NA |
| **Grade** | MPS – UPR3 plus TLR |
| **Service** | Children and Young People’s Service |
| **Service Area** | Early Help Inc & Vulnerable Children |
| **Reporting to** | SEND and Inclusion Support Team Manager and directly manager by a Team Leader. |
| **Location** | Your normal place of work will be Education Development Centre, Spennymoor, however you may be required to work at any council work place within County Durham: in a range of schools, colleges and independent private providers. |
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| **DBS** | This post **is** subject to an **enhanced disclosure**. |
| **Flexitime** | This post **is not** eligible for flexitime. |
| **Politically restricted** | This post **is not** designated as a politically restricted post in accordance with the requirements of Section 1(5) of the Local Government and Housing Act 1989 and by regulations made from time to time by the Secretary of State. |
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| **Description of role** |

This post is within Cognition and Learning under SEND & Inclusion.

Because of the nature of the post, the postholder will work closely with colleagues throughout CYPS and the County Council as a whole. The service is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The postholder will undertake those duties as defined by current Teachers’ Pay and Conditions.

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| **Duties and responsibilities** |

* **Fulfil casework responsibilities within SEND & Inclusion, to promote pupil progress, inclusion and well-being;**
* Work to the Council’s OPEN values.
* Assist the LA in carrying out its core and statutory SEND functions.
* Carry out assessment, consultation, intervention and support to assist schools and other professionals in understanding and meeting 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 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 and Inclusion.
  + Advise schools and parents/carers on the development and deployment of appropriate resources for SEND and Inclusion.
  + 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, young people, and their families in consultation relating to the special educational needs of those referred to the Service, and work closely with SENDIASS.
  + Contribute to Service, LA and other agency policy development and practice in the field of SEND and Inclusion.
  + 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, 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’s 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.

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| **Organisational responsibilities** |

* **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

* **Smarter working, transformation and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

* **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

* **Health, Safety and Wellbeing**

To take responsibility for health, safety and wellbeing in accordance with the council’s Health and Safety Policy and procedures.

* **Equality and diversity**

To promote a society that gives everyone an equal change to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

* **Confidentiality**

To work in a way that does not divulge personal and/or confidential information during the course of their work and follow the council’s policies and procedures in relation to data protection and security of information.

* **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

* **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

* **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

* **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

*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 your manager.*

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| Person specification | | |
|  | Essential | Desirable |
| Qualifications | * Qualified Teacher Status * Recent and relevant in-service training received in SEND and Inclusion | * An accredited qualification or evidence of further study in SEND and Inclusion * An accredited qualification in SpLD/dyslexia e.g. ATS, AMBDA |
| Experience | * Considerable experience of mainstream teaching in the Primary or Secondary sector * Considerable experience of working with pupils with SEND to identify and assess their difficulties and provide guidance on support * Experience in delivering in-service training within the school context | * Experience of working across age phases * Experience of working in a specialist setting * Experience of working in an advisory capacity and facilitating change in school(s) * Experience of working with other agencies * Experience of leading on SEND |
| Skills & Knowledge | * Up to date knowledge of the National Curriculum, DfE guidance, OfSTED Framework * Up to date knowledge of SEND legislation and guidance including the Revised SEND Code of Practice * Up to date knowledge of cognition and learning difficulties and how they impact on all aspects of the child/young person’s presentation * In depth knowledge of strategies, approaches and resources appropriate for pupils with learning difficulties * Ability to work effectively in an advisory and collaborative capacity, within a multi-disciplinary approach, with schools, families and agencies * Responsible for promoting and safeguarding the welfare of children and young people | * Experience of the SENCO role and awareness of SEND management issues * Skills in use of IT/access technology to support pupils with SEND * Knowledge of children’s motor difficulties |
| Personal Qualities | * Commitment to promoting inclusion and raising achievement and an inclusive ethos * Excellent interpersonal and communication skills * Enthusiastic and interested in new developments * Consultation and negotiation skills * Flexibility and adaptability * Excellent time management and organisational skills * Ability to work in partnership * Ability to work under pressure * Willingness to travel distances between appointments during the working day |  |