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| **Job Description** |
| **Post title** | SEND Advisory Officer |
| **JE Reference No** | N/A |
| **Grade** | Soulbury 2-4 |
| **Service** | Children and Young People’s Service |
| **Service Area** | Early Help, Inclusion and Vulnerable Children; SEND and Inclusion |
| **Reporting to** | The postholder will report to the SEND Training and Development Manager. |
| **Location** | Your normal place of work will be Education Development Centre Spennymoor, but you may be required to work at any Council workplace within County Durham. |
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| **DBS** | This post is subject to an enhanced disclosure. |
| **Flexitime** | This post is 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** |

The role of the SEND Advisory Officer is to assist in the development and implementation of a range of initiatives and provide support, guidance and challenge to education providers in order to meet the needs of children with SEND and additional needs.

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| **Duties and responsibilities** |

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

* Develop and deliver a high quality CPD framework for SENCOs and staff in schools to promote inclusion
* Implement a robust communication network with SENCOs across all sectors using a range of mechanisms
* Facilitate coaching, support, advice and guidance for SENCOs in the implementation of the graduated approach, including the Assess, Plan, Do, Review cycle for SEND
* Provide information to SENCOs and school staff on all aspects of SEND implementation including the graduated approach, early identification and the correct stage of support for children and young people with SEND
* Assist SENCOs in the provision of services, resources and strategies to meet the needs of children with SEND in their setting
* Assist colleagues in analysing the performance of children and young people with SEND and additional needs
* Assist in the development and implementation of quality assurance systems for a range of SEND documents, such as SEN Support Plans, costed provision maps, top up and high needs requests and EHC plans, in accordance with the SEND Code of Practice
* Facilitate appropriate levels of challenge to settings to ensure good outcomes are achieved for children and young people with SEND
* Facilitate the sharing of examples of good practice across schools and settings
* With other colleagues, be responsible for following up feedback to schools from SEND panels
* Promote the use of a person centred approach creating strong partnerships with parents and carers and encouraging the voice of children and young people within SEND processes
* Ensure children and young people are brought to the attention of managers if further intervention and support is required to meet their needs
* Raise concerns with regards to practice and procedures within specific educational providers
* To contribute to a partially traded service within the SEND & Inclusion service
* Other duties that are deemed commensurate to the post

**Communities of Learning**

* Provide support to the SEND & Inclusion Service Managers to identify the priorities for special educational needs in each Community of Learning area;

**Partnerships**

* Represent the team on multi-agency panels as required;
* Represent the Service on wider LA panels if required.

**Performance**

* Work alongside the SEND & Inclusion Service Managers to ensure support can be offered to schools to improve outcomes for children and young people with additional needs.

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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 chance 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 and follow the council’s policies and procedures in relation to data protection and security of information.

* **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

* **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 | * Relevant Degree
* Qualified Teacher Status
* National Award for SEN Co-ordination (NASENCO)
 | * Evidence of continued in-service training;
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| **Experience** | * Recent experience of working within a school or college to co-ordinate special educational provision and/or working in a LA environment advising schools and colleges on SEND provision,
* Recent experience of implementing SEND Code of Practise and the graduated response for children with SEND in an educational setting or within a Local Authority setting,
* In depth working knowledge of the SEND 0-25 Code of Practice; including the legal aspects of the Code,
* Recent experience of working closely with, or in, schools or colleges to promote inclusion and providing rigorous challenge,
* Experience of working creatively to establish personalised curriculum packages for young people which meet their needs,
* Identification of, development and delivery of SEND training programmes to meet the needs of educational staff in order to secure better outcomes for children and young people with SEND.
 | Experience of working in, or with a range of educational settings, including those in the Post 16 sector |
| Skills & Knowledge | * Confident decision maker;
* Ability to support and motivate others to maximise performance and outcomes for children;
* Current legislation and statutory guidance with regards to SEND;
* Effective problem solving skills;
* Excellent organisational and IT skills;
* Good working knowledge of IT systems
* Excellent communication including oral, written and presentation skills;
* Excellent interpersonal skills and ability to establish and maintain positive working relationships;
* Excellent time management skills;
* Understanding of the issues affecting the educational attainment of vulnerable groups;
* Safeguarding responsibilities to children and young people;
 | * Context of vulnerable groups of children living in County Durham;
* Knowledge of Post 16 funding
* Knowledge of Preparing for Adulthood agenda
* Knowledge of the statutory responsibilities of the Local Authority in relation to SEND and Inclusion;
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| Personal Qualities | * Assertive manner;
* High aspirations for children and young people;
* Belief in non-discriminatory practice;
* Fully committed to inclusive education and high expectations for all children and young people;
* Fully supportive of a high quality, accessible and highly effective client-led and focused service;
* Access to a car or means of mobility support (if driving then must have a current valid driving licence and appropriate insurance)
* Will be required to work outside of normal office hours.
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