

Role Profile – Lead Advisory Teacher for Complex Social Communication Needs (including Autism)

INFORMATION ABOUT THE ROLE:

Group	Children's Social Care and Lifelong Learning
Service	Education, Schools and Inclusion
Location	Civic Centre
Line Manager	Lead Specialist Teacher
Grade/Salary	MPS/UPS + TLR 2c + SEN 1

JOB PURPOSE:

- To work as a Lead Advisory Teacher in the Education, Schools and Inclusion Directorate, leading a specialist team in promoting the inclusion of children and young people with SEND in educational settings.

WHAT WE WANT YOU TO DO:

- Lead as a champion for a specialist area of SEND, advocating for inclusive principles and practice across educational settings.
- Devise, coordinate and deliver an annual service development plan for a specialist area of SEND, ensuring alignment with wider inclusion strategies and the SEND Strategic Plan and evaluate impact.
- Lead on projects within a specialist area of SEND and inclusion within Gateshead Council and across partnerships.
- Identify, lead and organise training within a specialist area of SEND.
- Ensure the team adapts to changing national and local agendas and keeps abreast with developments in evidence-based research in the specialist area of SEND.
- Implement and maintain effective quality assurance arrangements for the team.



- Support, guide and motivate advisory teachers in the development of their practice, through modelling and structured continued professional development.
- Provide day-to-day management of the team and effective line management of reports.
- Manage the recruitment, induction, training and development of staff ensuring adherence to Council policies, procedures and safer recruitment guidelines.
- Be a professional point of contact for colleagues in educational settings to provide advice, guidance and support in meeting the needs of children and young people who have SEND, imparting expertise and developing productive professional relationships.
- Ensure that educational settings are supported and challenged to provide high standards of inclusive practice for children and young people with SEND and that effective teaching and learning strategies are promoted.
- Carry out specialist assessments of children and young people to identify and recommend effective strategies for the removal of barriers to learning to maximise individual achievement, providing verbal feedback and written reports.
- Establish productive working relationships with children and young people, challenge and motivate them, promote and reinforce self-esteem and act as role model, setting high expectations.
- Liaise with parents/carers and other professionals and work within a multi-agency framework where appropriate to promote the welfare and progress of children and young people.
- Research, identify and source specialist programmes and resources to facilitate curriculum access and raise achievement.
- Develop and deliver training and contribute to professional development programmes.
- Provide educational advice when requested to assist with Educational Health Care Needs assessments and reviews of Education Health Care Plans and changes in provision.
- Undertake continuous professional development, building individual and team flexibility to respond to service demands.
- Adhere to the policies and overall ethos of each school and setting worked in.
- Attend and understand appropriate safeguarding training and operate in accordance with safeguarding and child protection requirements.
- Maintain all records required by educational settings and Gateshead Council to enable the tracking of progress and monitoring of quality, delivery and outcomes.
- Attend and contribute to team and service meetings.
- Work in-line with the policies and procedures of Gateshead Council and DfE Teachers' Standards and ensure you are aware of your obligations under these.
- Undertake any other duties commensurate with the grade of the post as directed.





WHAT YOU NEED TO BE SUCCESSFUL...THE ESSENTIALS:

THE KNOWLEDGE

- Qualified Teacher Status.
- A current driving licence and have access to a car or means to mobility support.
- Thorough knowledge and understanding of the SEND Code of Practice and a Local Authority's statutory duties.
- Knowledge and understanding of the principles of effective leadership.
- Detailed knowledge and understanding of the impact of complex social communication needs (including Autism) upon learning and access to the curriculum.
- Knowledge and understanding of a range of strategies and approaches to support children and young people with complex social communication needs (including Autism).
- Knowledge and understanding of how other Special Educational Needs and Disabilities can impact upon and interplay with complex social communication needs (including Autism).
- Excellent working knowledge of national curricula, other learning programmes and of legislation and national developments as they affect the inclusion and education of pupils with a range of SEND.
- Excellent and up-to-date working knowledge of safeguarding.

THE EXPERIENCE

- Successful experience of teaching in an educational setting.
- Experience of leadership in a school, other educational setting, Local Authority or other relevant organisation.
- Evidence of commitment to continuous professional development.
- Successful experience of working with children and young people with complex social communication needs (including Autism) supporting their access and inclusion, including assessing, evaluating, monitoring and reviewing provision.
- Successful experience of working independently and as part of a team in relevant areas.
- Successful experience of multi-agency working.
- Successful experience of delivering training.



- Excellent communication skills with the ability to communicate well orally and to write comprehensive and detailed reports in a professional style.
- Excellent interpersonal skills, demonstrating good negotiation, persuasion and collaboration ability.
- High level organisational skills with proven ability to prioritise and balance a challenging workload in order to meet deadlines.
- Demonstrate a high level of professional integrity with the ability to maintain appropriate confidentiality and to deal with difficult and challenging situations with tact and sensitivity.
- Resilience, adaptability and the ability to remain positive under pressure.
- Ability to manage and develop teams effectively.
- Ability to devise, share and deliver strategic plans which promote the progress of children and young people.
- Ability to support and challenge colleagues in educational settings, providing effective advice, guidance and support.
- Ability to solve complex problems and to foresee and take appropriate corrective action to address potential problems.
- Ability to reflect upon and adapt one's own leadership performance.
- Ability to support professional practice and challenge under-performance.
- Ability to develop and deliver training.
- The effective use of ICT to support learning and effective record-keeping and communication.



OUR COMPETENCIES... HOW WE WANT YOU TO BE:

CUSTOMER FOCUSED

Puts the customer first and provides excellent service to both internal and external customers.

GREAT AT COMMUNICATION

Uses accessible and inclusive methods to express and deliver accessible information in a clear and concise way to ensure our diverse workforce and communities understand.

Shares and listens to information and ensures employees views are sought out: listened to and make a difference.

Facilitates and empowers employees to make things happen. Treats individuals with respect and consideration.

TEAM PLAYER

Works with others to achieve results and develop good working relationships.

DEVELOPING TEAMS AND INDIVIDUALS

Promotes and supports team and individual learning and development and uses delegation to create a sense of ownership and high-level organizational issues, and encouraging individuals to stretch beyond their current capabilities.

MAKE THINGS HAPPEN

Takes responsibility for personal organisation and achieving results.

FLEXIBLE

Adapts to change and works effectively in a variety of situations.

LEARN AND DEVELOP

Actively improves by developing and applying new skills and knowledge and learns from past experiences.

MANAGING PERFORMANCE

Effectively manages the performance of teams and individuals to ensure results are achieved.

PERSONAL IMPACT

Is self-aware, learns continuously and adapts behaviour in response to feedback. Makes things happen, operates with resilience, flexibility and integrity.

