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| Title Specialist Advisory Teacher, SEND – Communication and Interaction Team | Department Children and Families Services: Education, Standards and Inclusion – Schools and Families Specialist Services | Post Ref. |
| Job Purpose To provide educational support and advice to staff in schools and settings for children and young people with complex special educational needs in line with Teacher Standards, within Schools and Families Specialist Service. | | |
| Key Responsibilities <ol style="list-style-type: none"> 1. To support the corporate work and achievements of the County Council, especially the achievement of the vision, objectives and targets set out in its Strategic Plan 2. To project a positive image of the County Council to the public, partners and stakeholders, including the DfE and to act as an exemplar in carrying out duties in a positive, professional and flexible manner. 3. To actively promote collaborative working within the Children and Families Services and other stakeholders 4. To work within a locality and flexibly across the county, according to service need, with a range of settings and schools, to provide support and advice to staff working with children and young people with a wide range of complex SEND, their families. 5. In discussion with the Communication and Interaction Strand Lead, to take a lead role in a specified area of curriculum development or service provision to build internal and external capacity (TLR 2a post holders) | Key Accountabilities <ol style="list-style-type: none"> 1. Specified service targets within agreed resources 2. Improving educational and life outcomes for children and young people with complex SEND 3. Effective supervision of staff to secure high levels of performance 4. Alert the Locality Lead/Strand Lead Manager to any issues that could affect performance 5. Effective record keeping and report writing | |

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| <p>6. To provide specialist advice and support to SENCOs and to provide support for moderation processes</p> <p>7.To involve children, young people and their parents/carers in the planning of interventions and in decision making processes.</p> <p>8.To safeguard the welfare of children and young people</p> | |
| The post holder will perform any duty or task that is appropriate for the role described | |

| Person Specification | |
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| <p>Education and Knowledge</p> <p>1. Qualified teacher status</p> | <p>Personal skills and general competencies</p> <p>1. A high level of personal drive and commitment to excellent customer care and the ability to set an example for other staff</p> |

Tier 7 – Experienced / Professional Staff

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| <ol style="list-style-type: none"> 2. Diploma, MA or other equivalent advanced qualification in the specialist strand or willingness to undertake 3. Evidence of comprehensive relevant professional development, including specialist training courses 4. Extensive knowledge of the educational implications of complex communication and interaction needs and other SEND for children and young people, aged 7 – 19 years 5. Extensive knowledge of a range of assessments, small step teaching programmes and differentiated materials/resources to support children with a wide range of SEND 6. Knowledge of current policies, guidance and research in this area of work, both nationally and locally 7. Up to date and working knowledge of early child development and the curriculum, at the appropriate Key Stage, which could include the Early Years Foundation Stage to Key Stage 5. 8. Knowledge and understanding of the responsibilities and processes related to safeguarding children and young people | <ol style="list-style-type: none"> 2. Strong interpersonal skills to gain the agreement and acceptance of others including colleagues, senior managers and customers. 3. Ability to work independently, make decisions and solve problems to meet operational targets involving devising solutions and prioritising the resources available 4. Ability to meet agreed objectives and targets through the effective use of resources 5. Ability to communicate clearly and effectively verbally, in writing and using a range of alternative communication systems as necessary 6. Competent in the use of specific assessment and teaching programmes to aid progress for children and young people with a wide range of severe and complex needs 7. Ability to demonstrate effective teaching methods on a one to one, small group or whole class basis. 8. Ability to maintain accurate records and to use data to inform interventions and planning for pupils 9. Ability to mentor, direct and supervise the work of teaching assistants 10. Ability to use ICT processes appropriate to the role 11. Ability to provide feedback, support, coaching and training to a range of staff in schools and settings 12. Willingness to travel across the county, as required, to meet the needs and priorities of the service |
| <p><i>Experience</i></p> <ol style="list-style-type: none"> 1. Minimum of 5 years post qualification teaching experience of which at least 3 years should be working with children with a range of SEND. 2. Experience of collaborative work with a range of professionals and agencies. 3. Experience of working in partnership with parents/carers | |

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| <i>Role Dimensions</i> | |

1. Providing advice and guidance to staff on the effective inclusion of children and young people with complex SEND in group, class and whole school settings through a range of appropriate, reasonable adjustments to the learning environment, curriculum and teaching and learning, in order to have an impact on positive outcomes for children and young people.
2. Engaging in joint planning with, and providing regular casework supervision and support for, identified teaching assistants working on shared cases.
3. Advising on, demonstrating and monitoring the use of specialist equipment and resources for children and young people.
4. Providing training within the communication and interaction strand to individual and groups of staff in schools and settings, parents/ carers and colleagues from other teams and services.
5. Promoting and supporting the county council's SEND Strategy.
6. Contributing to the development of a training offer that includes both universal, targeted and bespoke.

Please attach a structure chart

Date May 2019