

JOB TITLE: Specialist Advisory Teacher

GRADE: MPS/UPS + SEN Allowance - HCC's locally agreed scale

REPORTS TO: PNI Lead Teacher

TEAM: SEND Specialist Advice and Support

DEPARTMENT: Childrens Services

Purpose of the Job

Within their specialism area:

- To be a highly effective team member of the SEND Specialist Advice and Support Service.
- To deliver an effective range of services designed to support equitable access and meet the educational needs of children and young people with Physical and Neurological Needs in line with the Code of Practice.
- To contribute to securing a consistent, coherent and rational approach to Special Educational Needs and Disabilities (SEND) in line with Hertfordshire's Special Educational Needs and Disability Strategy in order to raise standards and inclusive practice in local schools/settings for children and young people with sensory and/or physical needs.
- To ensure an effective co-production approach to offering support in the identification and assessment of children. To offer high quality advice on the provision for children as defined by the DfE SEND Code of Practice.
- To actively promote the development of inclusive practice across schools/settings and contribute to the sharing of effective practice.
- To work collaboratively and flexibly with colleagues both within SEND and across Local Partnerships, to ensure high quality support/advice is available to meet the needs of children and young people with sensory and physical needs
- To promote and pro-actively facilitate partnership working at an early stage to meet the needs of children and young people with SEND enabling them to achieve their full potential.
- To actively participate in personal, and service professional development which will both enhance expertise and the ability of the post-holder and the effective work of the service.

Main Areas of Responsibility

The duties and responsibilities listed below describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

- To maintain up to date knowledge of latest research and developments in the areas of physical and neurological needs.
- To carry a caseload offering effective high-quality advice and support to children, young people, their families and settings.
- To model interventions, teaching approaches and strategies for staff in schools/settings and for parents/carers.
- To demonstrate the use of specific resources and highly specialist equipment to facilitate the implementation of these in the setting.
- To support staff to identify long and short-term targets for children and young people and facilitate effective planning to address these.
- To work with staff to develop individual support plans/provision maps/risk reduction plans.
- Effective partnership working with schools/settings, parents/carers and those with day to day responsibility for the education and management of the child or young person.
- Regularly monitor and review advice provided, maintaining clear and accurate records in accordance with Service guidelines.
- To advise schools/settings and the local authority on the appropriate access needs and adaptations required for children or young people with sensory and physical needs.
- To support Lead Teachers and Specialism Lead to develop, plan, deliver and evaluate training for schools, settings, other colleagues and parents/carers.
- To advise schools and the local authority on the suitable environmental access needs and reasonable adjustments required for the child young person.
- To undertake statutory work as directed by Head of Service, Specialism Lead or Line Manager
- To provide relevant information about individual children and young people to support the preparation process for SEND Tribunals including attendance as a witness where appropriate.
- To liaise with other ToDs, QTVIs, QTMSIs, and Specialist Advisory Teachers and staff within the service to secure holistic and bespoke support for children and young people where additional needs outside the Specialist Advisory Teacher's expertise are identified.
- Support the Local Authority processes as required under the direction of the Specialism Lead/Lead Teacher by attending various panels, meetings and reviews on behalf of the service.
- The post holder maybe expected to work flexibly across geographical areas within their specialism in order to meet service demands and ensure the needs of all children and young people accessing the service are met.
- To undertake other duties consistent with the grade of the post as agreed with the Head of Service.

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Person Specification

Please provide a covering letter which evidences your suitability for this role against the person specification criteria.

Essential:

- Minimum five years relevant and successful teaching experience
- You will have recent classroom experience, practice knowledge for the specialism area or be employed within an advisory service.
- Able to demonstrate a thorough understanding of relevant high-quality teaching and learning
- In-depth knowledge and understanding of best practice in relation to meeting the needs of children and young people (0-25) with SEND in area of specialism
- Educated to degree level and hold Qualified Teacher Status
- Ability to model excellent practice and lead by example
- Be able to evaluate practice and evidence the impact of interventions
- Ability to use data and performance measures to evaluate practice, evidence outcomes and identify areas for development
- Commitment to promoting equal opportunities and diversity
- Excellent communication and technology (ICT) skills
- Ability to prioritise work within a multi-professional team reflecting service priorities
- Able to travel independently – current driving licence

Desirable:

- Hold relevant additional post-graduate qualification in a specialist area e.g PNI, National SENCO Award etc. ToD, QTVI, QTMSI, Ed Aud.

Criminal Background Check

Safeguarding children and adults is of utmost importance to Hertfordshire County Council. The Council requires employees to abide by legislation and best practice to enable Hertfordshire to achieve this. This role has been identified as requiring a Disclosure & Barring Service (DBS) check or Basic Disclosure. You must therefore ensure that any relevant criminal record check application is completed and returned as requested by the Council, as this is deemed a contractual requirement of employment. In addition, you consent to allow the Council to retain a copy of the disclosure certificate within your personal file.

It is a contractual obligation to disclose any cautions, reprimands or convictions and to update your manager of any changes to your status whilst in employment. Enhanced DBS roles will be reviewed periodically during employment, by means of DBS Dip Sample or three yearly rechecks. Failure to disclose changes to your status may be detrimental to your employment and you may be subject to disciplinary action.

Please note that additional information referring to the check is in the guidance notes to the application form. If you are invited to interview you will receive more information.

Diversity and Inclusion

Hertfordshire County Council is committed to making inclusion part of our DNA, both as a large employer of people and as a provider and commissioner of services.

We strive to positively promote diversity and inclusion across the delivery of services and within our workforce. We want everyone at work, regardless of their background, identity or circumstances to have a sense of belonging to the organisation. We want all employees to feel valued, accepted and supported to succeed at work and reach their full potential.

Health and Safety

It will be the duty of every employee while at work to take reasonable care for the Health and safety of themselves and of other persons who may be affected by their acts or omissions at work.

Additional Information: Code of Practice on the English Language Requirements for Public Sector Workers

Public Authorities must ensure that all members of staff in customer facing roles, whatever their nationality or origins, are able to communicate the English language fluently with the general public, verbally and in written format (access needs will be met for those with a disability).