

JOB TITLE: Specialist Advisory Teacher (Cognition and Learning)
MPS/UPS + SEN Allowance on HCC's Centrally

GRADE: Employed Teachers Pay Range

REPORTS TO: Lead Teacher (Cognition and Learning, PNI)
Education Directorate, SEND Specialist Advice and

TEAM: Support (SAS) Service

DEPARTMENT: Children's Services

Purpose of the Job

The Advisory Teacher (Cognition and Learning) will play a key role in delivering Hertfordshire's SEND Inclusion and Reform ambitions by supporting mainstream schools, settings and colleges to develop inclusive practice, strengthen workforce capability and improve outcomes for children and young people with cognition and learning needs, including those with co-occurring needs.

The post holder will work collaboratively with education settings, families, professionals and wider partners to promote early identification, effective graduated responses and timely intervention. Through training, modelling, advice sessions and strategic support the Specialist Advisory Teacher will build the capacity of schools and settings to meet needs within high-quality inclusive provision and the Hertfordshire Ordinarily Available Provision framework.

The post holder will contribute to a culture where all children and young people are welcomed, valued and able to thrive in their local mainstream community wherever appropriate, helping to reduce barriers to learning, prevent escalation of need and improve participation, attainment, attendance and wellbeing outcomes.

The role will:

- Act as a highly effective member of the SEND Specialist Advice and Support Service.
- Support schools, settings and colleges to develop inclusive cultures, systems and practice that enable children and young people with SEND to achieve positive outcomes.
- Champion early intervention and the graduated response, ensuring emerging needs are identified and responded to promptly and effectively.
- Build the confidence, skills and independence of school staff through whole school support, modelling, professional development and training
- Support settings to implement evidence-informed approaches aligned to the Hertfordshire Ordinarily Available Provision framework.

- Promote inclusion and reduce the risk of exclusion, placement breakdown and unnecessary escalation to specialist or statutory support.
- Contribute to a consistent county-wide approach to SEND through partnership working, quality assurance and dissemination of effective practice.
- Work in partnership with families and children and young people through a co-production approach that values their voice and lived experience.
- Support the delivery of Hertfordshire's SEND Strategy and Expert at Hand model through system leadership, collaboration and innovation.
- The post holder will be 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.

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.

Strategic School Improvement

- Support schools and settings to evaluate their SEND provision and identify priorities for improvement through an inclusive and strengths-based approach.
- Provide strategic support to senior leaders and SENCOs to strengthen whole-school approaches to cognition and learning needs.
- Contribute to the development of sustainable systems and practice that improve outcomes for children and young people with SEND.

Early Intervention and Graduated Response

- Support schools and settings to identify emerging needs at the earliest opportunity and implement evidence-informed interventions through an assess-plan-do-review cycle.
- Promote effective use of Ordinarily Available Provision and quality first teaching to meet a broad range of cognition and learning needs.
- Support schools to make appropriate, proportionate and timely decisions regarding intervention, support planning and requests for additional services.
- To undertake statutory work as directed by Head of Service or Line Manager.

Workforce Development

- To maintain up to date knowledge of latest research and developments in the area of cognition and learning.
- To regularly review, evaluate and update the Cognition and Learning training packages, in collaboration with colleagues and under the coordination of line manager within the team.

- Deliver training, modelling, consultation and professional learning opportunities that build confidence and expertise across the education workforce.
- Facilitate collaboration and peer learning between schools, settings and partnerships to share effective inclusive practice.
- Support school leaders to embed and sustain practice changes that improve inclusion and outcomes over time.

Inclusion and Prevention

- Support schools to develop proactive approaches that improve attendance, participation, engagement and belonging for children and young people with SEND.
- Work with schools and wider partners to reduce the risk of exclusion, emotionally based school avoidance, placement breakdown and escalating needs.
- Champion the rights of children and young people with SEND to access high-quality inclusive education within their local community wherever appropriate.

Data, Impact and Evaluation

- Use qualitative and quantitative information to evaluate the impact of advice, training and school support activity.
- Contribute to service evaluation and continuous improvement through the collection and analysis of outcome measures.

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Person Specification

Essential

- Educated to degree level and hold Qualified Teacher Status
- Hold Level 5 qualification in SpLD (Specific Learning Difficulties)
- Minimum five years relevant and successful teaching experience
- Demonstrable experience of supporting children and young people with cognition and learning needs within inclusive mainstream educational environments.
- Strong understanding of the graduated response and the principles underpinning the SEND Code of Practice.
- Experience of modelling, training and influencing schools/settings to improve outcomes for children and young people with SEND.
- Knowledge of evidence-informed approaches to developing inclusive practice and whole-school SEND provision.
- Ability to work strategically with school leaders and SENCOs to support organisational improvement.

- Skilled in collaborative and solution-focused consultation with children, families and professionals.
- Demonstrable commitment to co-production and person-centred practice
- Able to travel independently – current driving licence

Desirable

- Hold relevant additional qualification - SpLD Level 7 or dyscalculia level 5

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).