



# HILLINGDON

LONDON

## Job Profile

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| <b>JOB TITLE:</b>   | SEND Specialist Advisory Teacher |
| <b>GRADE:</b>       | Soulbury pts 2-4                 |
| <b>POST NO:</b>     | TBC                              |
| <b>DBS CHECK:</b>   | Enhanced                         |
| <b>DIRECTORATE:</b> | Education and SEND               |
| <b>SERVICE:</b>     | Children's Services              |

### REPORTING STRUCTURE

|                          |                            |
|--------------------------|----------------------------|
| <b>Reports to:</b>       | SEND Advisory Team Manager |
| <b>Direct Reports:</b>   | None                       |
| <b>Indirect Reports:</b> | None                       |

### ROLE PURPOSE:

To work as a part of Specialist Inclusion Service which consist of SEND Advisory Team, Educational Psychology Team and EHCP Plus Team.

The aim of the role is to develop inclusive practice and build expertise in mainstream schools and educational settings so staff are able to meet the needs of children and young people (CYP) with a range of SEND needs who are or SEN Support or may have an Education Health Care Plan (EHCP). The SEND Specialist Advisory Teacher will bring experience and knowledge to the settings to offer advice, training and support to ensure more complex students with SEND meet their potential and achieve positive outcomes. Working closely with other SEND specialists, the post holder will focus on high impact for children with complex needs.

To provide specialist advice and guidance to schools to support inclusion and provide appropriate education for pupils with SEND or with an emerging need.

# Job Description

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## 1. Resident & Community Contribution

- To ensure individuals (children and adults) and their carers, where appropriate, are supported to lead as safe and independent lives as possible.
- To demonstrate understanding of the underlying principles of the Education and SEND Directorate.
- To contribute to a strong working relationship between the local authority and all schools and local system leaders. Escalate any concerns to senior managers.
- To demonstrate understanding of the Council's *Customer Care Standards* and ensure that these standards are met in order to deliver the Council vision of 'putting our residents first'.
- To promote inclusive practices for children and young people with a range of needs to be empowered to reach their full potential.

## 2. People Management

No direct supervisory responsibility however may be required to assist in induction and training of peers and new employees.

## 3. Operational Service Delivery

- To work with education leaders, SEND experts, and partners to implement strategies to plan for and inform teaching approaches that work system-wide to meet the needs of children and young people in mainstream schools and occasionally where appropriate in specialist provision.
- To provide professional expertise as a specialist teacher and guidance to workforce at educational settings as well as to other teams and wider stakeholders, including social care and health colleagues, in ensuring and promoting the highest professional standards of service and inclusive teaching practice. To provide targeted support to schools to improve the quality, consistency and timeliness of identification and assessment of children's needs.

- To use knowledge of the nature of specific SEND to support settings and schools to plan for effective teaching and maximise access to the appropriate differentiated curriculum in order to improve outcomes for children and young people on SEN Support and with an EHCP.
- To work flexibly across Hillingdon, according to service need, in a range of settings including various schools and other settings, to provide assessments, support and advice for children and young people with complex communication needs/Autism, including those with other SEND, their families and the staff supporting them.
- To model, advise on and deliver appropriate and effective assessments, strategies and interventions for whole classes, for small groups, and for individual children and young people with SEND including those with complex communication need and Autism.
- To provide clearly written, timely reports, strategies/recommendations and support materials for children and young people with SEND, schools, parents/carers, professionals and the Local Authority.
- To provide advice and specialist reports as part of Tribunal appeals and Mediations for CYP with SEND.
- To undertake any additional duties consistent with the role of a SEND Specialist Advisory Teacher for students with SEND as determined by the SEND Advisory Team Manager, Principal Educational Psychologist, or EHC Service Manager including attendance of Tribunals and Mediation meetings as required.
- To deliver training to support professionals in their implementation of the SEND Code Practice and education of students with EHCPs. This will include the provision of advice on inclusive practice within mainstream settings, practice and procedures/strategies/resources relating to teaching and learning for students with ASD and complex needs.
- To contribute to multi agency meetings to improve provision for CYP with SEND, working to prevent exclusions and maintain placements, such as Reasonable Adjustment meetings etc.
- To provide training in the specialist area to parents/ carers, individual and groups of staff in schools and other settings and colleagues from other teams and services.
- To embed, monitor and evaluate the use of the OAP guidance (Graduated Approach) and the impact of targeted pre-statutory SEND funding (ESF) in all education settings.

- To provide expertise, support and challenge to influence the evolution of the OAP and Therapeutic Thinking to ensure a consistent approach across all education settings in Hillingdon.
- To manage an allocated caseload of children and young people/settings, using appropriate assessment models and variety of intervention styles e.g. specialist advice to children, parents/carers and professional staff, and/or direct teaching, individually or in groups, according to need.
- To maintain and develop up to date knowledge and skills in the field, including a high level of IT and the effective use of IT across the curriculum
- To support and lead on new developments and promote strategies to secure broad, balanced and relevant opportunities for children and young people with SEND.
- To undertake relevant continuing professional development (CPD) to maintain and extend a generic knowledge and expertise in SEND.

#### **4. Service Planning & Development**

- To participate in further professional development and support self-evaluation.
- Maintain key knowledge of the current SEND and AP Strategy, SEND Local Area Strategic Improvement Plan and SEND legislation to support understanding of own contribution in order to ensure delivery of this wider directorate objectives.
- To contribute to the self-evaluation of the SEND Advisory service and offer solution-based ideas for improvement.

#### **5. Financial & Resource Management**

- To demonstrate cost-consciousness and identify any cost-effective changes to own way of working.

#### **6. Service Improvement**

- To identify and suggest any improvements to current ways of working in order to deliver a more efficient and effective service for children and young people with SEND, their families and wider community.

#### **7. Contacts**

**Internal:** Colleagues across Education and SEND directorate, as well as Social Care and Health.

**External:**

- Children and young people with SEND
- Parents and carers
- Educational settings across nursery, primary, secondary and post 16, all levels of staff in a wide range of educational provisions.
- Local health services, in particular, specialist hospitals and centres of assessment
- Other local authorities.
- Out of borough placements for children with SEND
- Voluntary organisations and services in other areas, as directed by the Team Manager

**8. Additional Responsibilities**

- Complete other reasonable tasks in order to fulfil role purpose or as instructed by management.

**9. Key Performance Indicators**

- KPIs will be developed through the Performance Appraisal process encompassing current council and service area priorities. However, they are likely to include/relate to:
  - Support offered to mainstream educational settings through specialist teacher advisory functions.
  - Quality of evidence presented within Tribunal proceedings to support Local Authority representation through support of thorough specialist reports.
  - Effective advice and case management
  - receiving constructive feedback on personal performance against required indicators and standards and understanding the procedures for dealing with 'under-performance'.

## Person Specification

This person specification will be used for recruitment to the post of **SEND Specialist Advisory Teacher** vacancy in LBH. It will form the basis of the application form, and candidates will be also assessed against aspects of this person specification at interview.

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| <b>1. QUALIFICATIONS</b> | <b>ESSENTIAL</b><br>✓ | <b>DESIRABLE</b><br>✓ |
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|---|-----------------------|-----------------------|
| Educated to degree level or equivalent experience   | ✓                     |                       |
| Qualified Teacher Status (QTS)  | ✓                     |                       |
| Additional training/qualification in the field of SEND and Autism   | ✓                     |                       |
| <b>2. STATUTORY or ROLE SPECIFIC REQUIREMENTS</b>   | <b>ESSENTIAL</b><br>✓ | <b>DESIRABLE</b><br>✓ |
| Ability to work flexibly to meet the needs of the service which may include some work outside of normal office hours  | ✓                     |                       |
| Ability to travel to schools, settings and other locations throughout Hillingdon to undertake assessments, offer advice and guidance  | ✓                     |                       |
| <b>3. EXPERIENCE</b>  | <b>ESSENTIAL</b><br>✓ | <b>DESIRABLE</b><br>✓ |
| Teaching experience and learning within an educational setting for CYP with Autism.   | ✓                     |                       |
| Evidence of continuing professional development   | ✓                     |                       |
| Experience of working in multidisciplinary team that includes practitioners qualified to various levels   | ✓                     |                       |
| Experience of leading change within an educational environment  |                       | ✓                     |
| Experience of creating, delivering and measuring the impact of training for professionals and/or parents/carers   |                       | ✓                     |
| <b>4. KNOWLEDGE &amp; SKILLS</b>  | <b>ESSENTIAL</b><br>✓ | <b>DESIRABLE</b><br>✓ |
| Knowledge and understanding of assessment processes and procedures in the delivery of services to children with SEND /disabilities and commitment to inclusive education for all pupils   | ✓                     |                       |
| A practical, up to date knowledge of available specialist interventions and the ability to monitor their effective implementation   | ✓                     |                       |
| Knowledge of relevant SENDIST Tribunal and Mediations procedures, legal frameworks and guidance and a demonstrated ability to apply this knowledge to practice, including: Children Family Act 2014, SEN Code of Practice, Safeguarding Children, Equal Opportunities |                       | ✓                     |

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|--|---|---|
| Evidence of effective collaborative working with a range of professionals to support educational improvement   |   | ✓ |
| Knowledge of safeguarding procedures relevant to vulnerable children   | ✓ |   |
| Ability to challenge, motivate and inspire teachers, teaching assistants and other staff and professionals across Children's and Adult Services and other system partners. |   | ✓ |