

CAMBRIDGESHIRE COUNTY COUNCIL

JOB DESCRIPTION

Job Title: SEND Specialist Practitioner

Directorate: Children's Services

Reports to: SEND District Manager & Senior Specialist Practitioner

Grade: Scale 6

Location: Fawcett House

Hours: 30

Job Purpose:

- To provide a targeted SEND Specialist Practitioner service to home, setting and school for children, young people and their families.
- To practically support transitions and access for children into settings or schools developing practitioner capacity to understand and meet the child's needs.
- To facilitate the participation of children in learning and social activities within the settings and schools.
- To help families access services that are relevant to their circumstances and needs.
- To support the inclusion of children and young people within their mainstream school who are at risk of suspension and permanent exclusion.

Principal Accountabilities

1. Support for children and families (35%)

- To liaise regularly with parent/carers and other relevant professionals to fulfil the SEND Code of practice (2015) requirements in working with parents/carers effectively, adopting a think family approach to partnership working.
- To monitor, track and evaluate a child or young person's progress.
- To work in partnership with parents/carers and other professionals, to plan, prepare and deliver SEND specialist groups for children and young people.
- To be part of the delivery team around the Family Support Plan where appropriate, sharing information with other professionals, in order to ensure positive outcomes for children, young people and families and promote parental understanding of their child's needs.

- To advise on the use of materials and equipment, modelling the use of resources in order to develop parent and practitioner skills and expertise and build capacity within families, schools and settings.

2. Support for schools and settings (35%)

- To implement evidenced based intervention programmes targeted at supporting the particular needs of children and young people, offering practical input by modelling approaches and promoting strategies to further the child's development across different contexts, and promote inclusion.
- To deliver high quality evidence based training to parents, settings and schools.
- To support transitions from home to school/settings and between key stages in schools.
- To collaboratively review work regularly with Specialist Teachers, Educational Psychologists and Access & Inclusion Coordinators.
- To use your knowledge and understanding of the child or young person's needs to make an informed contribution to the wider assessment of their progress and development.
- To contribute to the development of the Family Support Plans, therapeutic plans, pastoral support plans and any other appropriate individual documentation for children and young people with SEND.

3. Personal Development (20%)

- To update and maintain own knowledge and awareness of SEND legislation and best practice through continuous professional development, engaging with recent research and publications on good practice for children and young people with SEND.
- To be part of a virtual team of multidisciplinary practitioners within SEND Service 0-25, focusing on a key area of service priority, supporting the development of specialist project work, training and service development and sharing latest practice with colleagues.
- To use individual and peer supervision to reflect on personal learning from casework and CPD.

4. Administrative tasks: (10%)

- To record involvements and write/contribute to reports on specific children as required by the service.
- To champion the use of the Early Help Assessment (EHA) and Family Support Plans for information sharing, multiagency assessment and joint working.
- To maintain casework information on ONEnet as per service specifications.
- To ensure an electronic calendar is maintained up to date at all times.

- To follow relevant County Council policies and procedures to in relation to safeguarding, lone working, HR and travel as directed by line manager.

PERSON SPECIFICATION

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Educational, Qualifications and Training

Essential:

- English and Maths at GCSE A-C or equivalent
- NNEB/BTEC/CACHE/level 3 certificate or equivalent skills and experience in EYFS and/or Teaching Assistant practice

Desirable:

- Portage basic training certificate
- HLTA certificate
- Level 4 Advanced Skills for TA (SEND Focus) certificate
- Foundation degree in subject relevant to EYFS, Child Development, Education or a SEND field
- Bachelors degree in a subject relevant to EYFS, Child Development, Education or a SEND field
- Training in the use of Augmentative and alternative communication strategies
- Makaton/BSL training

Knowledge and Experience

Essentials:

- Knowledge of child development and complex SEND

- Evidence of practical experience of working with children/ young people and their families in a variety of settings
- Knowledge of best practice across autism and communication, SEMH and cognition and learning to support children and young people
- Knowledge and ability to contribute to assessments of children and young people
- Knowledge and understanding of equality and diversity issues
- Proven recent and successful experience in working with pupils with a range of complex SEND
- Knowledge and experience multidisciplinary working
- Experience of working collaboratively with multiagency professionals, children and young people and their families
- Knowledge and good understanding of safeguarding

Desirable:

- Previous experience of work in more than one type of setting and across more than one key stage
- Experience of working with children and parents/carers in the home environment
- Evidence of undertaking National Portage Association training delivered by an accredited trainer
- Experience of working and/or leading parent/child groups
- Experience of organising and/or presenting training sessions
- Experience of working with other professionals across directorates and from Children's Services, Health, Social Care and education settings.
- Evidence of undertaking further training or experience of supporting children with complex and severe needs
- Knowledge and experience of Cambridgeshire Therapeutic Thinking/therapeutic approaches

Skills and attributes

Essential:

- Proven ability to have excellent verbal and written communication skills
- Knowledge of IT including email, word, powerpoint, excel and relevant databases as necessary to fulfil the requirements of the post
- Proven ability to keep written and online records and produce clear, concise reports and contribute to ongoing assessments and reviews to service specifications
- Proven ability to work independently on agreed programmes and to plan, liaise and communicate with parents/carers on agreed programmes

- Ability to organise and run training sessions
- A positive attitude to change and continuous improvement
- Proven ability to work well with other professionals
- Proven ability to show empathy with parent's /carers
- Proven ability to be flexible and adaptable
- Good time management and organisational skills
- Ability to travel within and across the county of Cambridgeshire to meet requirements of the post, using own transport
- The ability to monitor and evaluate interventions and report this back to others