

CAMBRIDGESHIRE COUNTY COUNCIL

JOB DESCRIPTION

Job Title: SEND Specialist Teacher

Directorate: Children, Education and Families

Service: Education SEND Service 0-25

Reports to: SEND District Team Manager

Grade: Teacher MPS/UPS + SEN 1 or 2 (dependant on qualifications)

Job Purpose:

- To provide a targeted specialist advice and support to settings, schools and home for children and young people with complex SEND, underpinned by the principles of integrated working with other services and adopting the Early Support approach.
- To work within the SEND Services multidisciplinary team, enabling educational settings to meet the inclusion needs of pupils with SEND.
- To provide advice, guidance and support to settings and schools to enable them to make the best possible educational provision for children and young people with SEND.
- To support the development of settings and schools to increase their capacity to provide inclusive and appropriate education for all children and young people through individual or strategic advice and training.
- To support the inclusion of children and young people within their mainstream school or setting who are at risk of suspension or permanent exclusion.
- To support the strategic development of the SEND Services.
- To accelerate the achievement of vulnerable children.

Principal Accountabilities

SEND Specialist Teaching role:

1. Support for children, families, schools and settings

- To provide advice and support for individuals/groups of children and young people with SEND including those with EHCP, those that have been identified as a complex case, eg those who have been Permanently excluded from school/setting and those with medical needs.

- To provide assessments at specialist level and the interpretation of those results leading to targeted specialist advice for children and young people across schools and settings.
- To use specialist skills to advise on and model to schools and settings. This is to include the use and interpretation of generic assessment tools, the use of AAC equipment and demonstration of the use of other appropriate strategies.
- To deliver specific evidence based interventions to individuals and groups of children and young people with SEND.
- To work directly with a child young person or group to gather evidence of SEND needs and strategies to plan for and inform teaching strategies across settings including the home, PVI and maintained settings, schools and other educational environments.
- To plan specialist programmes of work to support children and young people with complex SEND.
- To support schools and settings to close the gap socially and academically between CYP with SEND and their peers.
- To deliver high quality SEND training to schools, settings and families both of established programmes and in response to bespoke specialist SEND training requests as part of the service traded offer.
- To provide oversight of SEND Specialist Practitioners who are undertaking the delivery/modelling of agreed interventions and programmes, including the accountability for quality assurance of this work.
- To provide SEND service advice to colleagues across schools, settings and directorates in meeting complex SEND needs, using high quality evidence based approaches and best practice examples.
- To work collaboratively with colleagues within SEND Services and wider services to ensure best outcomes for children and young people including attendance at Core Groups, CP Conferences, CIN meetings and others, as directed.
- To analyse the effect of teaching styles on learning and development and provide sensitive or critical feedback, support, coaching and training to develop the capacity of setting and school staff to meet a broad range of SEND needs.
- To fulfil the SEND Code of practice (2015) requirements in working with parents/carers effectively, adopting a person centre approach.
- To support the whole school and setting development of high quality practice through the use of appropriate audit tools e.g. OAP toolkit and Cambridgeshire Early Years Developmental Journal to aid practitioners across educational settings to identify and address SEND needs.
- To support statutory processes including meetings and reviews, including emergency annual reviews, responding to Statutory Assessment Team and supporting the provision of educational advice where appropriate.
- To be aware of service traded opportunities and be able to identify and commission appropriate work with settings and schools.

- To use knowledge of the nature of specific SEND to support settings and schools to plan for effective teaching using the Cambridgeshire Ordinarily Available Provision Toolkit.
- To support the development of pupil centred systems within schools and settings, enabling the child or young person to effectively express their views on their educational plans and progress.
- To be an integral part of family support plans where there is a need for specialist teacher input to support the complex needs of a child or young person with SEND.
- To help families access services and information relevant to their circumstances and needs.
- To understand the challenges of working in a flexible peripatetic environment, responding to these to maintain a presence as part of an area and county team member.
- To be able to identify and raise safeguarding concerns with the Designated Safeguarding Lead.
- To be confident supporting and embedding 'Cambridgeshire Therapeutic Thinking' across Cambridgeshire schools.

2. Personal Development

- To be part of a team of multidisciplinary practitioners within SEND Services, focusing on a key area of service priority, supporting the development of specialist project work, training and service development and sharing latest best practice with colleagues.
- To ensure specialist SEND knowledge is maintained through undertaking personal research and continuing professional development, ensuring skills, professional knowledge and practice reflect latest thinking within specialist area.
- To actively participate in and use individual and peer supervision to reflect on personal learning from casework and CPD.
- 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 and for children and young people with SEND.

3. Administrative tasks:

- To record all casework involvements on appropriate county databases.
- To write Records of Involvement and appropriate reports on specific children and work of a strategic nature using a Note of Visit as required by the service, including providing educational advice as part of statutory processes.

- To champion the use of the Early Help Assessment and Team Around The Family Plans for information sharing, multiagency assessment and joint working.
- 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.

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Education, qualifications and training:

Essential:

- Degree level education and qualified teacher status or equivalent
- Significant and recent courses in the area of SEN

Desirable:

- Post graduate qualifications in an SEN field
- National SENCo Award
- Accredited courses in SEN
- Training in AACs and approaches e.g. Cambridgeshire Therapeutic Thinking, PECS

Knowledge and Experience

Essential

- Experience of working in an advisory capacity to support the development and sustainability of high quality SEND practice within educational settings.

- Experience of working collaboratively with other professionals across directrates and from Children’s services, health , social care and education settings.
- Good working knowledge of the National Curriculum, Early Years Foundation Stage, SEN Code of Practice (2015), Equality Act (2010), Children and Family Act (2014) and Ofsted legislation pertinent to SEND.
- 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 Communication and Interaction, Social Emotional Mental Health, Sensory and Physical 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
- Knowledge of how teaching and learning styles affect learning outcomes
- Knowledge and understanding of the impact of trauma on children and young people
- Knowledge of the factors both within and outside schools and settings which influence the responses or behaviour of pupils and parents/carers
- Proven recent and successful experience in working with pupils with a range of complex SEND
- Experience in the effective management and resolution of conflict and the use of negotiating skills
- Experience of working collaboratively with multiagency professionals, children and young people and their families.
- Experience of supervising and directing the work of another adult
- Ability to monitor and evaluate interventions and plan for next steps to promote the accelerated achievement of children and young people with SEND

Desirable:

- Previous experience of work in more than one type of setting and across more than one key stage and/or specialist education provision
- Experience of working with children and parents/carers in the home environment
- Experience of organising and presenting training sessions
- Experience of delivering accredited training to meet relevant quality standards and awarding body criteria
- The ability to engage in moderation, marking or assessing portfolios and assignments submitted as part of accreditation for SEND Services delivered courses

- Evidence of undertaking further training in supporting children with complex and severe needs
- Experience of working in an advisory capacity to support the development and sustainability of high quality SEND practice within education settings
- Experience of working collaboratively with other professionals across directorates and from Children's Services, Health, Social Care and education settings.

Skills and attributes:

Essential:

- A commitment to ongoing professional development, including researching and investigating current practice and expertise in specialist areas of interest to enhance the work of the virtual teams
- Ability to access and use relevant inspection, EYFS and school self-evaluation evidence to support practitioners in situ to accelerate the achievement of pupils with SEND
- The ability to challenge educational professionals in relation to exclusion guidance and disability discrimination, providing advice on alternative approaches and making reasonable adjustments in a supportive context.
- The ability to demonstrate a flexible approach to adapting strategies to changing circumstances and a responsiveness to new ideas
- The ability to use solution focused approaches to develop the skills and attributes of colleagues within SEND Specialist Services, across educational settings and schools and with families to support the sustainability of SEND interventions and provision and empower service users
- A proven ability to show sensitivity to the needs of others and to the need for confidentiality
- Ability to work as a member of a team, including as a member of a virtual specialist team, contributing to team and service developments.
- Proven ability to have excellent verbal and written communication skills
- Knowledge of IT including email, word, powerpoint, excel. Microsoft Teams and Outlook and relevant databases as necessary to fulfil the requirements of the post.
- Proven ability to produce clear, concise reports and contribute to ongoing assessments and reviews to service specifications.
- Good time management and organisational skills
- Ability to travel freely within the county of Cambridgeshire to meet requirement of the post, using own transport