

Access and Inclusion Service

Specialist Advisory Teacher Specialist Education and Training Support Service Job Description and Person Specification

May 2024

Job Description

Job Title:	Specialist Advisory Teacher
Department:	Education & Inclusion
Function:	Access and Inclusion (SEaTSS)
Team:	Specialist Education and Training Support Service (SEaTSS)
Post number:	S000331
Grade:	MAIN SCALE 6 / UPS (respected) + 1 SEN Point
Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i>	Full Time
Base location:	Ray Lodge
Reports to: <i>Job title</i>	Team Leader, SEaTSS
Responsible for: <i>Job titles of direct reports</i>	
Role purpose and role dimensions: <i>Overview of the job</i>	<p>The SEaTSS Service is a large dynamic SEND Team based in Redbridge. It was formed 4 years ago, from the merger of 7 individual outreach services, and has continued to grow ever since. SEaTSS supports students from 0-25yrs across the Local Authority. The creation of the service enabled us to move away from just supporting children and young people with EHCPs towards an early intervention service, and this has enabled greater creativity, professional independence and opportunities for joint working.</p> <p>We are looking for someone to share our passion for developing and promoting the growing reputation of our service, whilst always keeping the best interest of the student at heart.</p> <p>The post holder will be required to work in several ways, including (but not exclusively) working with children, working with class teachers and teaching assistants, providing advice, modelling strategies, signposting to resources, training mainstream staff, assessing needs, attending review meetings and liaising with other stakeholders and parents/families.</p> <p>The person appointed may be required to work occasional evenings.</p> <p>Additionally, the post holder may be required to work on contracts outside the Borough.</p> <p>SEaTSS work in four teams: - AS/Social Comm/Assoc Behaviour Cognition and Learning/Assoc Behaviour Physical/Medical/Sensory Early Intervention/Special Projects including SpLD/Training</p>
Key external contacts: <i>Organisations</i>	Pre-schools, school and colleges Health Services Social Care

Key internal contacts: <i>Job titles or groups of staff</i>	Access and Inclusion team Early Years' Advisory Service SEND Assessment team Educational Psychologists
Financial dimensions: <i>Budgetary responsibility & amount. Equipment, cash, property etc. for which employee is responsible.</i>	N/A
Key areas for decision making:	The provision of professional advice to schools regarding individual children or groups of children
Other considerations: <i>E.g. working patterns</i>	This post will be on Teachers Pay & Conditions

Key accountabilities and result areas:	Key elements:
Staff Management	N/A
Business Development	This will involve: The possibility of working on external contracts for services provided to other LAs or 3 rd party organisations.
Developing and maintaining appropriate policies and procedures	This will involve: <ol style="list-style-type: none"> 1. Assisting in the development of policies for the delivery of services 2. Monitoring the impact of interventions and making changes as necessary 3. Maintaining appropriate records
Internal and political management	This will involve: <ol style="list-style-type: none"> 1. Ensuring that senior managers are kept apprised of any key issues 2. Providing reports to senior officers and members as requested

General accountabilities and responsibilities	
Green Statement	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council's commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.
Data Protection/Confidentiality	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles. ▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees' access to and use of the Council's databases and systems. Any breaches could result in disciplinary measures. ▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.
Conduct and Whistleblowing	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.
Safer Working	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Council will require a DBS Disclosure check and references will be taken up prior to interview.
Equalities	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the Council's strong commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote Council policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.
Customer Care	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.
Health and Safety	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Being responsible for your own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective and collaborative member of the team	This will involve: <ul style="list-style-type: none"> ▪ Taking responsibility for continuing self-development and participating in training and development activities. ▪ Participating in the ongoing development, implementation and monitoring of the service plans. ▪ Supporting and contributing to value for money, service efficiencies and improvements.
Flexibility	This will involve: <ul style="list-style-type: none"> ▪ The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager, and are broadly within your the grading level and competence.

Person Specification

Job Title:	Specialist Advisory Teacher		
<i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = most important, 2 = least important</i>		A - I - T	Weighting
Minimum education/ qualifications:	Educated to degree level or equivalent	A	3
	Qualified Teacher Status	A	3
	Evidence of personal continuous professional development	A/I	3
Minimum experience/ knowledge/ skills:	Extensive knowledge of SEND in at least one specialist area and, ideally, more than one	A/I	3
	Experience of managing SEND in a school or other educational establishment.	A/I	3
	Evidence of developing and delivering training and support packages for schools and/or other educational establishments	A/I	3
	Experienced, excellent classroom practitioner	I	3
	In-depth understanding of child development	I	3
	Ability to relate to/and communicate with parents and families of children with SEND	I	3
	Competency in Word, Excel, PowerPoint, and online platforms	A/I	3

Minimum behaviours: Customer service	Focus on customer service	I	3
	Having a “can do” approach to problem solving	I	3
	Trustworthy and able to manage own time	I	3
Communicating and influencing others	Ability to persuade and influence others	I	3
Working together	Collaborative approach	A/I	3
	Able to work with class teachers, school leaders and other school staff	A/I	3
Analysis and judgement	Knowledge of SEND Code of Practice, Ofsted SEND Framework and the Equality Act (2010)	A/I	3
	Ability to assess and respond to a range of classroom and whole school situations	A/I	3
	Ability to use data to support decisions	A/I	3
Driving improvement	Evidence of delivering service improvement in an educational context.	I	2
Adaptability	Creative and flexible approach.	I	3
	Evidence of changing approaches in light of events	I	3
Special conditions:	<p>This post may require some evening work to provide training.</p> <p>A valid driving licence with use of own vehicle for work purposes would be an advantage, as this post will require the postholder to travel and work across and beyond the Borough.</p> <p>To undertake any other particular duties reasonably assigned by the Manager of SEATSS from time to time.</p>		