

Redbridge Education and Inclusion Service

Specialist Advisory Teacher

Early Years SEND Support Service

Job Description and Personal Specification

Job Description

Job Title:	Specialist Advisory Teacher
Department	Education & Inclusion
Function:	Early Years and Childcare
Team:	SEND Support Service
Post number:	S005660
Grade:	Main Scale 6/UPS (respected) plus SEN Allowance
Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i>	Full Time/ Term Time Only
Base location:	Ray Lodge CRC
Reports to: <i>Job title</i>	Head of Early Years SEND Support Service
Responsible for: <i>Job titles of direct reports</i>	<p>Providing advice and support to EYFS provision in schools and early years settings regarding the inclusion of young children with complex needs.</p> <p>Specialist assessment of children with complex needs in schools and EY settings as part of the graduated approach.</p> <p>Providing statutory educational advice for children undergoing an EHC assessment where high quality educational advice cannot be provided.</p> <p>Providing advice and monitoring to children with EHCPs in the early years.</p> <p>Working closely with the service's team of specialist teaching assistants.</p> <p>Attending the SEND Early Years panel, as requested, bringing relevant information to the panel and disseminating pertinent information accordingly.</p> <p>Working with EYAS team members in contributing to strategic and operational developments within the service.</p> <p>Supporting local authority transition arrangements.</p> <p>Co-ordinating, chairing and attending meetings as required.</p> <p>Liaising with other local authority teams and health colleagues.</p> <p>Contributing to the planning and delivery of early years training.</p> <p>Maintaining and developing resources within the team.</p>
Role purpose and role dimensions: <i>Overview of the job</i>	<p>SEN services for early years are merging to form a single service supporting early years settings and children within the EYFS.</p> <p>The Early Years Specialist Advisory Teacher works alongside other early years SEN colleagues to support the graduated approach in meeting children's additional needs in schools and settings. They are also involved in the assessment of young children with special educational needs and contribute to the statutory assessment process.</p>

Key external contacts: <i>Organisations</i>	Parents, early years settings, schools, third party organisations, other local authorities.
Key internal contacts: <i>Job titles or groups of staff</i>	Colleagues within the Early Years Advisory and Support Service Colleagues from the Early Years Childcare Improvement Team (Children's Centres) Colleagues from social care and health services Educational Psychology service Special Education and Training Support Service (SEaTSS) 0 to 13 SEND Assessment team
Key areas for decision making:	Supporting the EYAS lead on deployment of specialist teaching assistants. Managing workload and diary. Identifying training needs within a setting and signposting to relevant team(s).
Other considerations: <i>E.g. working patterns</i>	This post may involve occasional evening work (e.g. twilight sessions for early years providers).

Key accountabilities and result areas:	Key elements:
Staff Management and Deployment	This will involve: There are no staff management responsibilities for this post
Business Development	This will involve: Working with the service manager and other team leads to develop and expand the offer to early years settings and other customers, including those beyond London Borough of Redbridge.
Developing and maintaining appropriate policies and procedures	This will involve: Working with team leads on reviewing and developing policies for the delivery of services. Monitoring impact and making changes as necessary. Maintaining appropriate records.
Training for early years settings	This will involve: Supporting team leads with the analysis of training needs within the early years sector and the impact of service intervention.

General accountabilities and responsibilities	
Green Statement	<p>This will involve:</p> <p>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.</p>
Data Protection/Confidentiality	<p>This will involve:</p> <p>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.</p> <p>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.</p> <p>Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.</p>
Conduct and Whistleblowing	<p>This will involve:</p> <p>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.</p>
Safer Working	<p>This will involve:</p> <p>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.</p>
Equalities	<p>This will involve:</p> <p>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.</p>
Customer Care	<p>This will involve:</p> <p>Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.</p>
Health and Safety	<p>This will involve:</p> <p>Being responsible for your own Health & Safety, as well as that of colleagues, service users and the public. Employees should cooperate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.</p>

<p>To contribute as an effective and collaborative member of the team</p>	<p>This will involve:</p> <p>Taking responsibility for continuing self-development and participating in training and development activities.</p> <p>Participating in the ongoing development, implementation and monitoring of the service plans.</p> <p>Supporting and contributing to value for money, service efficiencies and improvements.</p>
<p>Flexibility</p>	<p>This will involve:</p> <p>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 the grading level and competence of the post.</p>

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:	Qualified Teacher Status.	A, I	3
	Evidence of personal continuous professional development.	A, I	3
Minimum experience/ knowledge/ skills:	<ul style="list-style-type: none"> • Substantial teaching experience in early years/SEN. 	A, I	3
	<ul style="list-style-type: none"> • Knowledge of child development 	A, I, T	3
	<ul style="list-style-type: none"> • Assessment of children with complex needs, both at the individual and group level, using a range of assessment techniques and advising on appropriate interventions/strategies to meet those needs 	A, I, T	3
	<ul style="list-style-type: none"> • Experience of working across multidisciplinary teams arranging and monitoring the work of specialist teaching assistants 	A, I	2
	<ul style="list-style-type: none"> • In depth knowledge of SEND 	A, I, T	3
	<ul style="list-style-type: none"> • Planning, delivering and evaluating training. 	A, I	2
Minimum behaviours: Customer service	Focus on customer service. Having a 'can do' approach to problem solving.	I	2
Communicating and influencing others	Excellent oral and written skills. Able to command respect through professional knowledge and expertise.	I, T	3
Working together	A strong team player. Being flexible, willingness to "step in" as required. Willingness to take responsibility for decisions.	A, I	3
Analysis and judgement	Knowledge of SEND Code of Practice. Ability to use data to assess young children's needs, measure progress and support decisions.	A, I	3

Driving improvement	Commitment to service improvement. Willingness to change practice in light of developments. Commitment to CPD.	A, I	3
Adaptability	Creative and flexible approach Evidence of changing approaches in light of events	A, I	3
Special conditions:	This post may involve occasional evening work (e.g. twilight sessions for early years providers).		