

## **Access and Inclusion Service**

### **Specialist Teacher and Subject Leader – Medical Inclusion**

### **Specialist Education and Training Support Service**

## **Job Description and Person Specification**

**December 2024**

## Job Description

<b>Job Title:</b>	Teacher Specialist Education and Training Support Service (SEaTSS)
<b>Department:</b>	Access and Inclusion (SEaTSS)
<b>Function:</b>	Specialist Teacher & Subject Leader – Medical Inclusion
<b>Team:</b>	SEaTSS
<b>Post number:</b>	S005103
<b>Grade:</b>	MAIN SCALE 6 / UPS (respected) + 1 SEN Point + TLR 2a
<b>Hours/weeks:</b> <i>E.g. 36 hours/52.14 weeks</i>	Full Time, Term Time Only
<b>Base location:</b>	Ray Lodge
<b>Reports to:</b> <i>Job title</i>	Team Leader, SEaTSS
<b>Responsible for:</b> <i>Job titles of direct reports</i>	
<b>Role purpose and role dimensions:</b> <i>Overview of the job</i>	<p>The SEaTSS Service is a large dynamic SEND Team based in Redbridge. SEaTSS supports students from 0-25yrs with SEND across the Local Authority. This includes specialist advisory teachers across all 4 broad areas of SEND, specialist HLTAs, specialist technicians, and more.</p> <p>The Medical Inclusion Service has recently become part of the wider SEaTSS service within the local authority. We are looking for highly skilled specialist staff who are passionate about Inclusion to move the medical inclusion service offer forward, and in order to ensure that our most vulnerable children and young people access a high quality educational offer while they are unable to attend school.</p> <p>The post holder will be required to work in several ways, including (but not exclusively):</p> <ul style="list-style-type: none"> <li>• Planning and delivering an appropriately broad, balanced, relevant and individualised curriculum for students being educated outside of school, through direct teaching</li> <li>• Assessing student needs, regularly monitoring progress, and contributing to raising standards of student attainment</li> <li>• Providing advice and guidance to tutors</li> <li>• Subject leadership for one of: English, Maths, Science for medical inclusion service to include planning, quality assurance and impact measurement for agreed core subject.</li> <li>• Liaising with class teachers and teaching assistants in schools to support re-integration, including delivering training as required</li> <li>• Attending review meetings</li> <li>• Writing statutory and non-statutory reports</li> <li>• Liaising with other stakeholders and parents/families.</li> <li>• To perform such other duties as directed by the Head of Service</li> </ul> <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>

<b>Key external contacts:</b> <i>Organisations</i>	Pre-schools, schools and colleges Health Services Social Care Admissions and Attendance Services EWO services Mentoring team YOT
<b>Key internal contacts:</b> <i>Job titles or groups of staff</i>	Access and Inclusion team SEND Assessment team Educational Psychologists & Mental Health Support Team
<b>Financial dimensions:</b> <i>Budgetary responsibility &amp; amount. Equipment, cash, property etc. for which employee is responsible.</i>	N/A
<b>Key areas for decision making:</b>	The provision of education and professional advice to stakeholders regarding individual children or groups of children
<b>Other considerations:</b> <i>E.g. working patterns</i>	This post will be on Teachers Pay & Conditions
<b>Key accountabilities and result areas:</b>	<b>Key elements:</b>
Staff Management	N/A
Business Development	<b>This will involve:</b>  The possibility of working on external contracts for services provided to other LAs or 3 <sup>rd</sup> party organisations.
Developing and maintaining appropriate policies and procedures	<b>This will involve:</b>  1. Assisting in the development of policies for the delivery of services 2. Monitoring the impact of service delivery and making changes as necessary 3. Maintaining appropriate records
Internal and political management	<b>This will involve:</b>  1. Ensuring that senior managers are kept apprised of any key issues 2. Providing reports to senior officers and members as requested
<b>General accountabilities and responsibilities</b>	
<b>Green Statement</b>	<b>This will involve:</b>  ▪ 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.

<b>Data Protection/Confidentiality</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.</li> </ul>
<b>Conduct and Whistleblowing</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<b>Safer Working</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<b>Equalities</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<b>Customer Care</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.</li> </ul>
<b>Health and Safety</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Being responsible for your own Health &amp; 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.</li> </ul>
<b>To contribute as an effective and collaborative member of the team</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Taking responsibility for continuing self-development and participating in training and development activities.</li> <li>▪ Participating in the ongoing development, implementation and monitoring of the service plans.</li> <li>▪ Supporting and contributing to value for money, service efficiencies and improvements.</li> </ul>
<b>Flexibility</b>	<p><b>This will involve:</b></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 your the grading level and competence.</p>

## TLR Responsibility Description

**Role purpose  
and role dimensions:**  
*Overview of the job*

The person appointed may be required to:

**To create an action plan at the beginning of each Performance Review cycle, to ensure all areas of the TLR job description are planned, delivered and evaluated ready for the following term.**

**Support the leadership and management of Science:**

Support the SLT in developing an Intent, Implementation and Impact statement for the teaching and learning of Science within SEaTSS across the education phases. Create a long-term plan for the teaching of science for pupils without a base school. To work in collaboration with the Deputy Head and Senior Teacher to ensure that pupils taking part in end of Key Stage science examinations are appropriately supported and that tutors are correctly following legislation when carrying out statutory testing outside of the school.

**Aid in the communication of science through the home tuition service:**

Lead with different teams across SEaTSS to ensure that pupils on science home tuition have the most effective support.

Communicate with key schools to obtain planning and resources to support tutors. Liaise with Redbridge schools to ensure that the teaching of science for pupils on home tuition aligns with their base school practice.

Support SEaTSS staff so they can communicate with parents and caregivers about the Science curriculum, student progress, and ways to support science development at home, fostering positive partnerships between home and SEaTSS.

Where necessary, liaise with other agencies in the promotion of science.

Attend meeting for children on home tuition to communicate SEaTSS involvement and partnership working.

**Monitor the delivery of science in the home delivery service:**

Monitor and evaluate the quality of science teaching and learning following quality assurance systems including observations, planning scrutiny and book looks to review the impact of teaching on pupil progress, including pupils with an EHCP. Ensure that the teaching of science is personalised for all pupils using clear systems of assessment for learning.

To provide feedback, support and specified CPD based on monitoring outcomes.

To take a lead for the development of schemes of work, assessment, lesson planning

Produce a termly data and impact report (December and March) to SLT and an annual report (July) to E&I including an analysis of standards.

**Assess the attainment and progress of science for pupils in the home tuition service:**

Be proactive in analysing relevant data to make judgements' updating pupil progress.

To identify baseline and summative assessments that SEaTSS can adopt to ascertain the progress and attainment of children.

**Support the professional development of home tuition staff regarding science:**

Take active responsibility for the professional development of staff in relation to science, including the induction of new tutors.

Take responsibility for their own professional development so they understand the changes in pedagogy and practice and new initiatives nationwide

Keep staff up to date on national, local and SEaTSS curricular developments and

	<p>Pedagogy in Science.</p> <p>Take responsibility in identifying individual training needs and provide support for colleagues in the teaching of science</p> <p>Deliver training in for tutors and link schools, where appropriate, in science.</p> <p>To create exemplification of high quality science teaching and learning to support the development of tutors.</p> <p><b>Auditing and resourcing to improve the quality of science tuition:</b></p> <p>Manage efficiently and cost-effectively the resources available to the home tuition service and set up systems to ensure good stock maintenance.</p> <p>Identify and source new resources and schemes of work that may support home tutors to deliver effective teaching and learning.</p> <p>Identify additional effective IT and computing science resources that may support tutors and pupils.</p>
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## Person Specification

Job Title:			
<i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = most important, 2 = least important</i>		<b>A - I - T</b>	Weighting
<b>Minimum education/ qualifications:</b>	Educated to degree level or equivalent	A	3
	Qualified Teacher Status	A	3
	Evidence of personal continuous professional development	A/I	3
<b>Minimum experience/ knowledge/ skills:</b>	Extensive knowledge of SEND in at least one specialist area and, ideally, more than one	A/I	3
	Experience of leading Science area.	A/I	3
	Experience of working across Key Stages, specifically KS1-4.	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 vulnerabilities including SEND	I	3
	Competency in Word, Excel, Power Point and online platforms	A/I	3

<b>Minimum behaviours:</b> 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
	Ability to communicate effectively with key stakeholders including but not limited to: parents/carers, class teachers, school leaders, health professionals, social care, and others	A/I	3
Working together	Collaborative approach	A/I	3
	Able to work collaboratively with key stakeholders including but not limited to: parents/carers, class teachers, school leaders, health professionals, social care, and others	A/I	3
Analysis and judgement	Knowledge of 'SEND Code of Practice', Ofsted SEN inspection Framework, Equality Act (2010), 'Arranging education for children who cannot attend school because of health needs'	A/I	3
	Ability to assess and respond to a range of situations which may arise as a result of being educated outside of a school environment	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
Leadership and managing people ( <i>for those with line management responsibility</i> )	N/A		
Strategic perspective ( <i>for senior management posts</i> )	N/A		
<b>Special conditions:</b>	<p>This post may require some evening work to provide training.</p> <p>A clean driving licence would be an advantage, as this post may require the postholder to travel and work beyond the Borough.</p> <p>To undertake any other particular duties reasonably assigned by the Manager of SEATSS from time to time.</p>		