Job Description

Job Title	Specialist Support Teacher
Directorate	Children and Young People's Services
Service Area	Education and Inclusion - SEND Support Services
Grade	MPS-UPS 3 + SEN Allowance (Max.)
Competency Level	2
Salary	Teacher's Salary Range: MPS/UPS (match current scale) + SEN (Max.)
Job Type	Hybrid. Peripatetic role to various Liverpool schools, settings and beyond, including resourced provision, academies, free school, private, voluntary and independent settings.
Location	Cunard Building, City Centre with the option of Agile Working
Disclosure and barring service (DBS)	DBS Enhanced (Child and Adult Workforce, Child Barred List)
Job Evaluation Ref No	

Job Purpose

- To support the EHC Needs Assessment process for children and young people not on roll in an educational setting from 0-25

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- To support the Local Authority's Strategy on Inclusion by assisting schools and settings to become more inclusive
- To assess, identify and consult on pupil need(s) and advise on appropriate SEND strategy, curriculum, and specialist approaches within settings
- To raise the attainment, achievement, attendance and outcomes for pupils with SEND

- To facilitate aspects of LCC's inclusive arrangements such as early identification of need

Directly Responsible For:

Supporting and advising strategically early years, primary and secondary settings in inclusive arrangements and the inclusion of pupils with SEND

Supporting settings and pupils with complex SEND to make progress and achieve positive outcomes

The completion of high-quality and informative Appendix B's as part of the EHC Needs assessment process for children and young people not on roll in educational settings (0-25)

Directly Responsible To:

SENISS Operational Manager

SENISS Deputy Operational Lead

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Main Areas of Responsibility:

- To independently develop and evolve expertise in SEND, including SEND Law, the SEND Code of practice, SEND Reforms and the EHCP process, as well as updating knowledge of new strategies, approaches, resources and publications, in order to implement and review effective practices

- To liaise and collaborate with SENDCos, Headteachers, setting managers, teachers, practitioners and external agencies/voluntary organisations, and parents to challenge, to offer strategic support and guidance in establishing and addressing school SEND priorities and inclusive practices, to give advice on the assessment and identification of special educational needs as part of the assess, plan, do review cycle and to ensure positive short and longer-term outcomes for pupils with SEND across the city

- To work in collaboration with the SEN team to complete educational advice (Appendix B's) for the EHC needs assessment for children and young people from 0-25, who are not on roll in an educational setting

Supervision and Management Responsibility:

- No supervisory or line manager responsibility

Budget and Financial Responsibility:

- Being fully accountable for managing the council's resources well and complying with statutory requirements. This includes managing time, avoiding unnecessary waste, reuse and recycle resources to reduce personal impact

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Social Value Responsibility:

- Drive for social value through all activities, ensuring wider social, economic and environmental benefits for the council, residents and communities

Physical Demands of the Job:

Peripatetic working that will include travel between homes, residences, schools, settings and sometimes the office throughout the day. It is also likely to include the carrying of resources, teaching materials and agile laptop at varying points. Part of the job is recording, communicating electronically and report writing at an agile laptop computer which may require sitting and typing for long periods of time within ergonomic guidelines. Individual timetables are managed by the employee within service expectations.

Corporate Responsibility:

- Contribute to the delivery of the Council Plan
- Delivering and promoting excellent customer service, externally and internally.
- Commitment to customer excellence by dealing with customer feedback, including complaints, and learning from feedback in the drive for continuous improvement
- Making the council a great place to work, living the council's values, actively engaging in regular communications including team meetings, undertaking training as required and being responsible for managing own performance
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken
- To ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan

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Competency Framework:

We operate a competency framework, a set of core behaviours which define how we are expected to approach our work, how we perform in certain situations and how we treat each other. Each competency details the standards of behaviours and skills required by all staff and this in turn supports delivery of our aim and our council plans linking them together with our values.

The post holder will be required to demonstrate the ability to perform at the following competency **level 2.**

The competency framework can be found here.

This job description is not intended to be either prescriptive or exhaustive. It is issued as a framework to outline the main areas of responsibility. You will be expected to carry out any other duties that may reasonably be required in line with your main duties and changing priorities of the organisation.

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Person Specification

Assessment methods used: I = Interview, P = Presentation, A = Application, E = Exercise, T = Test, AC = Assessment Centre

Qualification and training

Essential

- A recognised degree **and** qualified teacher status * (A, I)
- Additional relevant qualification at post graduate level (e.g. Level 7 Masters, PG Cert.) in the area of SEND*, for example autism, SENDCo Award (A, I)

Experience

Essential

- Significant experience in teaching pupils with SEND in a mainstream early years setting, primary and/or secondary, resourced provision and/or specialist setting (A, I, E)
- Recent practice of assessing and identifying pupils' needs with SEND (A, I, E)
- Recent practice in identifying targets and developing pupil support plans or individualised programmes of study, to ensure pupil inclusion (A, I, E)

Desirable

- Experience of writing educational advices (App B's) for the EHCP process
- Experience of working in an advisory capacity within school or other relevant educational setting

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- Experience of working with children and young people with SEND across key stages, ages and developmental levels
- Experience of strategic to consultative to pupil level SEND planning
- Experience of planning and implementing research-based specialist support strategies
- Experience of supporting the transition from early years to primary, primary to secondary or secondary to post-16
- Experience of working within a multi-disciplinary team
- Experience and willingness to deliver training around a variety of aspects of SEND

Skills/Abilities

Essential

- Ability to work alongside parents and other professionals to effectively communicate intent, gather essential information and assess a child or young person's needs in the 4 broad areas of need to support decision making on whether a statutory needs assessment is required
- Specialist knowledge in relevant and recent educational legislation and current research, including the SEND Code of Practice (2015) (A, I, E)
- A willingness to learn, experience and adapt to SEND assessment, support and provision across all key stages (A, I,E)
- Ability to produce documentation/reports of the highest professional standards (A, I, E)
- Good time management and organisational skills with the ability to meet agreed deadlines (AI, E)
- Ability to work without direct supervision (A, I, E)
- Ability to use ICT competently to support learning, develop resources, input data, and produce training materials (AI, E)

- A willingness to challenge practice sensitively to effectively meet the needs of pupils and settings (A,I, E)
- Ability to work with school/setting staff to develop inclusive arrangements and pupil level specific planning within the context of curriculums and Ofsted inspection frameworks (A, I, E)
- Proven ability to effectively raise the attainments and achievements of pupils with SEND (A, I, E)
- Ability to work collaboratively and confidently with SENISS colleagues, SEN teams and a wide range of other professionals (A, I, E)

Commitment

Essential

- A commitment to the vision to 'provide the right support, in the right way, at the right time, to achieve the best possible outcomes for the children and young people with SEN (A, I)

Desirable

- An understanding of and a personal commitment to the Vision and Values of Liverpool City Council

Other

Essential

- This post is subject to Enhanced Disclosure and Barring Service (DBS) check

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