

ROLE DESCRIPTION

Role description:	Specialist Advisory Teacher for SEND	
Role profile number and grade:	UPR-06	Grade: Teachers' Terms and Conditions plus SEN 1 or 2
Number of posts:		
Service/Team:	Special Educational Needs and Disability (SEND) Service	
Reports to:		
Work base:	County Hall / Monkton Park / Bourne Hill	

Job context and purpose

As a Specialist Advisory Teacher, you:-

Provide expertise that is additional to what is generally available in schools and settings building their capacity to work effectively, independently and inclusively in supporting pupils with special educational needs and disability (SEND) to access the curriculum and make good progress.

May engage over time with individual children and young people with the most complex needs, their families, their schools and settings, and other services that support them, flexibly supporting their continued access to education and appropriate progression particularly at times of transition and when needs change.

Have core skills and knowledge relating to aspects of SEND management and areas of need as defined in the SEN Code of Practice under communication and interaction (C+I), and cognition and learning (C+L). Examples include: autism spectrum, moderate/severe/specific learning difficulties, which impact upon curriculum access, training, target setting and progression, whole school SEND approaches, uses of IT in relation to SEND

Have an enhanced knowledge of, and specialism in, improving outcomes in at least one aspect of the two areas of C+I and C+L

Have one or more ongoing areas of responsibility for the whole service on an aspect of the service's development plan

Have a responsibility, on behalf of the service, to link with colleagues and other partners beyond the SEND Service.

Main duties

To give consistent advice and support on excellent educational practice with regard to curriculum access for pupils with a range of SEND.

To liaise with other colleagues to ensure a multi-agency approach e.g. health, educational psychologists.

To liaise with parents and carers, in conjunction with schools and settings, in relation to the complex needs of their child and the child's educational provision and progress.

To write clear reports according to the service report-writing protocols and maintain up to date pupil records.

To support schools in relation to the development of SEND systems, interventions and the monitoring of progress and achievement.

To advise on, support and undertake the assessment of individual pupils and establish clear targets and monitoring arrangements.

To lead, or contribute to, a range of training opportunities on a county wide, cluster and individual school basis, ensuring that the training impacts upon schools' practice.

To work with parents, settings and schools in cases where an appeal to the SEN and Disability Tribunal is being discussed and to attend tribunal hearings as a witness for the Local Authority if necessary.

To develop and maintain specific areas of professional expertise, advising other colleagues on this and developing guidance for schools.

To contribute to the professional development of school or setting staff

To seek support from other members of the SEND Service when a pupil's needs fall outside your personal professional knowledge base.

To share good practice and professional advice, across the SEND Service.

To provide advice for statutory assessment of pupils with SEND as required.

To undertake other duties appropriate to the grade and nature of the post.

Supervision/management of people

You may be involved in the supervision/co-ordination of other people to fulfil an aspect of the service's development plan or in relation training activities

Contacts and relationships

Internal relationships include: Elected Members, Director (Children and Education), senior managers across the department, other members of the SEND Service including the Lead Professionals, members of other Wiltshire Council services e.g. Early Help and Social Care

External relationships include: parents, children and young people, parent partnership service, senior representatives of voluntary organisations, headteachers of primary, secondary and special schools, SENDCOs, members of services external to Wiltshire Council e.g. occupational therapy, speech and language therapy.

Resources

You are responsible for a range of individual resources e.g. laptop and assessments, and the appropriate use and return of shared teaching and training resources.

Information technology

Daily use of Microsoft Office Packages and the management information system along with any other systems and school or pupil resources required to fulfil the duties above. Good IT skills and knowledge in relation to your areas of specialism.

Financial responsibility

You have responsibility for using resources efficiently, including how you use your time and the travel you undertake

Health and Safety

To be responsible for your own health and safety and that of anyone else who may be affected by your acts or omissions.

Equality and Diversity

You are required neither to discriminate against, harass or victimise: colleagues, suppliers or third parties at work. You are further required to report incidents of discrimination at work, either to your manager or anonymously via [the whistleblowing policy](#).

Records management

You are responsible for ensuring that all information sources for which you have responsibility are maintained in line with corporate guidance. This applies to all electronic and hard copy information. In particular, you must make sure that sufficient time is spent on ensuring that information is kept accurate and up-to-date and stored in ways that promote findability. All redundant information must be archived, deleted or physically destroyed in accordance with the corporate Records Retention Policy.

You should also ensure that access permissions are maintained to limit access to sensitive information. You are responsible for maintaining the confidentiality of sensitive data, whether held electronically or in hard copy, and promptly reporting all breaches, or potential breaches, of our Information Security Policy to the Information Assurance Team.

Other duties

You may be required to perform duties other than those given in the job description for the job. The particular duties and responsibilities attached to jobs may vary from time to time without

changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not in themselves justify the re-evaluation of a job. In cases, however, where a permanent and substantial change in the duties and responsibilities of a job occurs, consistent with a higher level of responsibility, then the job would be eligible for re-evaluation. (Staff temporarily undertaking additional duties may be considered for an honorarium payment subject to eligibility).

Authority to work in the UK

You must have the legal authority to work in the UK. Non-EU nationals must have an up-to-date work permit from the UK Border Agency a copy of which must be provided to the recruitment team.

Person Specification

The person specification details the essential and desirable personal criteria which the job holder should possess in order to be able to successfully perform the job.

	Essential	Desirable
Qualifications or equivalent level of skill or knowledge	<p>Qualified teacher status</p> <p>Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the safeguarding of, vulnerable children and young people</p> <p>Has current knowledge of a range of strategies, interventions and resources that can be used to support progress and maximise impact</p>	<p>Additional postgraduate qualification in aspects of SEND e.g. autism, dyslexia, dyscalculia</p>
Experience	<p>At least 5 years experience of teaching children and young people with SEND including recent experience within mainstream settings</p> <p>Has held a post of responsibility in an educational setting</p> <p>Successful leader of training and other Learning & Development activities</p> <p>Has effectively led change around improvement of SEND provision</p> <p>Has used a range of assessment tools, including skilled observation to analyse children and young peoples' strengths and areas for development</p> <p>Has experience of developing Pupil Support Plans and contributing to Education, Health and Care Plans</p>	<p>Experience of working in more than one phase of education, and in specialist provision</p> <p>Experience of being a Special Educational Needs Co-ordinator</p> <p>Experience of working as an Advisory Teacher or similar role</p>

Management of people	<p>Has line managed members of school staff</p> <p>Can influence the behaviour of colleagues to include children and young people with SEND</p>	<p>Responsibility for impact of Teaching Assistants/support staff across the school</p>
Skills	<p>Able to build positive relationships with a wide range of partners including parents/carers and professionals from other agencies</p> <p>Ability to communicate complex ideas and concepts in a form appropriate to the context, gaining credibility and confidence of the range of service users</p> <p>Ability to identify what is appropriate progress and provision for children and young people with SEND</p> <p>Ability to express professional opinion in relation to the above even if this is contested/challenged by parents/carers or colleagues</p> <p>Ability to mediate and manage differing expectations of parents/carers and school staff</p> <p>Ability to analyse a child or young person's SEND and recommend appropriate and creative strategies and intervention both in and out of the classroom, and for the home environment, to remove barriers to learning</p> <p>Excellent written and verbal communication skills to include presentation skills and reports or other formal pupil-related documents</p> <p>Confident in the use of a range of IT as an integral element of work practice</p> <p>Through quality and style of interaction able to positively influence the behaviours and practices of children, young people and a range of adults across different contexts</p> <p>Able to work effectively and prioritise own workload in response to Service priorities in the context of local and national change</p> <p>Committed to reflective practice, continuous personal development and service improvement</p> <p>Team player with a flexible attitude, able to contribute innovatively to team development and ethos</p> <p>Able to demonstrate personal and professional resilience and adaptability</p> <p>A full UK driving licence is essential for this role and must not have more than seven penalty points.</p>	<p>Ability to provide advice and support on the use of assistive technology as the main method of recording</p>

Safeguarding	Has up to date knowledge of relevant legislation and guidance in relation to working with and the safeguarding of children/vulnerable adults
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Leadership behaviours

All leaders should demonstrate the behaviours described below. These are in addition to the core behaviours expected of all staff

1. EXCELLENCE

“With enthusiasm, you work to deliver a high-quality service to meet personal, organisational and customer expectations. You pursue a 'can-do' attitude in all of the work you deliver, ensuring it meets the needs of all current and potential customers”.

You plan and anticipate changes in working practice and effectively manage the transition to introduce these new ways of working

You logically identify trends and implement the best approach; outlining clear objectives

You focus on longer-term outcomes rather than short-sighted initiatives

You understand how your team learn and develop and use this knowledge to lead performance improvements

You consistently review current practice both in the work you do and in the work of your teams; setting stretching goals to challenge outdated methods

You lead by example; influencing and inspiring confidence in others

You work to achieve a set vision of customer focus, improvement and excellence within the council, as well as with partners and other external stakeholders

2. RESPONSIBILITY

“You take ownership of your work and use your initiative to deliver. You are accountable for your own performance and development, and take responsibility for your actions and decisions”.

You make informed decisions and take accountability for their impact

You challenge and confront poor performance

You enable a blameless culture; empowering and supporting your team to initiate improvements to services without fear of reprisal

You plan for the impact of variability to work; ensuring the appropriate level of system flexibility is available

You provide your teams with defined structures and clear direction to enable individuals to have a strong sense of ownership and personal responsibility for the delivery of objectives and outcomes

You publicly role model the expected behaviours

You stand-by difficult decisions and openly acknowledge errors

3. WORKING TOGETHER

“You work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or the communities we serve”.

You spend time building relationships with partners

You support others in working together; helping them to develop common focus

You are happy to give up control, power or resource to benefit customers

You facilitate member involvement and consult with representative groups when formulating strategies

You inspire a 'one-team' culture

You build networks, locally, regionally and nationally to help provide support and expertise by shaping and driving forward agendas and addressing concerns

4. LEADERSHIP

"You lead by example through your behaviours and professional approach to work; inspiring your colleagues and driving for results".

You work to build commitment and engagement and improve your team's behaviour

You are visible and accessible to all your team/service members

You act as a role model for inspirational leadership

You evaluate resources, options and consequences in your decision making

You articulate vision, meaning and direction to focus service delivery; translating clear objectives for your team

You provide feedback on your team's performance during regular one-to-one and team meetings

You regularly monitor your team's health, safety and wellbeing and address concerns

You recognise talent within your team and develop potential through training, mentoring and coaching

You manage the flow of work by leading systems from beginning to end; rather than focusing on specific functions or services

You build a shared sense of purpose across your service areas

You develop a culture that delivers the best results for Wiltshire's communities

You appropriately deploy the skills and behaviours of your team, independently and interactively, in order to best compliment the system and its variability

5. SIMPLICITY

"You communicate clearly and concisely, ensuring that the message is understood by all. You actively seek methods to prevent over-complication or confusion, by a simple non-bureaucratic approach to work".

You make sure your team are regularly updated with corporate, service and community information

You design, innovate and influence solutions to address inefficiencies

You listen to the views of your team; checking that approaches are united and encouraging them to challenge and provide feedback

You evaluate the effectiveness of communication and take steps to improve; leading and encouraging open communication at all levels across the organisation

You keep focused on the bigger picture; creating clear strategic direction

6. TRUST & RESPECT

"You are aware of your impact on others and your use of resources. You value openness and listen carefully to understand the views of others. You promote the values of diversity and actively work to minimise any harm caused to our climate and surroundings".

You display a clear appreciation of your team's efforts and support them when there are difficulties

You encourage team members to recognise and value individual contributions

You support the diversity of teams and working groups

You involve and gain consensus from those affected by decisions and actions

You look to understand other people and their behaviours, and use this knowledge to adapt your approach for effective working relationships

You are a role model for an inclusive leadership style; respecting colleagues, partners and customers and treating people according to their needs
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You instigate changes in behaviour to improve the use of resources
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You engage with communities, making sure a full range of views are taken into account

Supporting information

Driving classification

Occasional driver

A valid UK driving licence is not required. Occasionally may need to travel to different locations in order to undertake the duties of the role.

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Regular Driver

Must hold a valid UK driving licence and have access to either their own car or a pool car in order to undertake the duties of the role, unless other forms of transport are available and viable to perform the role, including public transport, or unless a reasonable adjustment has been agreed.

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Required Driver

Must hold a valid UK driving licence and will drive a vehicle supplied by the Council in order to undertake the duties of the role.

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Employees should refer to the Corporate Driving at Work policy for further information.

Driving trigger points

The trigger points set out below, regarding driving licence points and at-fault accidents, apply to all staff who drive on council business.

Trigger Points	Corrective Driver Training Course or further action	Additional corrective training if appropriate or further action
Points on driving licence	6	9

Trigger Points	Discussion and advice on expected driving standards	Corrective Driver Training Course or further action	Additional corrective training if appropriate or further action
At fault accidents within a two-year period (whether work or personal)	1	2	3

Job applicants who drive must have 9 or less points on their driving licence, and must have less than 4 at fault accidents within a two-year period. If they meet the trigger points, they will be subject to the actions outlined in the table above.

If holding a valid licence, occasional drivers will need to declare penalty points and no-fault accidents as requested. Depending on the role, decisions as to whether this might either affect appointment or require corrective driver training, will be made case by case.

Political restriction	
This role is politically restricted. The job holder is not permitted to undertake political activity involving standing for election as a member of parliament, as a member of the Scottish or Welsh Parliaments, or be a local councillor. The job holder is furthermore not permitted to canvass on behalf of a political party or a person who is already, or who seeks to be, a candidate. In addition, they may not speak to the public or publish any written or artistic work that could give the impression they are advocating support for a political party.	<input type="checkbox"/>
This role is not politically restricted	<input checked="" type="checkbox"/>

Professional fees and related occupational costs	
As part of this role, or to support professional development, the job holder is required to be a member of a professional body or association. The job holder is responsible for payment of all professional fees, memberships, registrations or subscriptions and no reimbursement or contribution towards these will be provided by the council	<input type="checkbox"/>
This role does not have any professional or occupational membership requirements	<input checked="" type="checkbox"/>

Clearances – Disclosure & Barring Service (DBS)	
This role will be engaged in 'regulated activity' providing specific services relating to children or vulnerable adults and is subject to a Disclosure from the Disclosure and Barring Service.	<input type="checkbox"/>
This role is exempt from the Rehabilitation of Offenders Act 1974 and will require an Enhanced DBS check before appointment can be confirmed.	<input checked="" type="checkbox"/>
This role is exempt from the Rehabilitation of Offenders Act 1974 and will require a Standard DBS check	<input type="checkbox"/>
The role requires a Basic DBS check to check for convictions and cautions that are considered to be unspent under the terms of the Rehabilitation of Offenders Act 1974.	<input type="checkbox"/>
This role is not subject to a Disclosure from the Disclosure and Barring Service in order to undertake the duties of the role.	<input type="checkbox"/>

Clearances – Baseline Personnel Security Standard (BPSS)	
This role requires access to the UK government Public Services Network (PSN) and is subject to a BPSS check	<input type="checkbox"/>
This role is not subject to a BPSS check	<input checked="" type="checkbox"/>

Clearances – Non-Police Personnel Vetting (NPPV)	
This role requires working in partnership with the police, and/or having access to Police related systems and is subject to a NPPV check at level 2* . (<i>*regular access to police premises and police information, intelligence and financial or operational assets. Occasional access to those deemed 'secret'</i>).	<input type="checkbox"/>
This role requires working in partnership with the police, and/or having access to Police related	<input type="checkbox"/>

systems and is subject to a NPPV check at level 3 *(<i>regular unsupervised access to police premises and/or access to police information and/or information systems and/or hard copy material either on police premises or by remote access up to “secret” level. A level 3 includes a check on you, your spouse/partner, co-residents, and all family members</i>).	
This role is not subject to a NPPV check	<input checked="" type="checkbox"/>

Safeguarding	
For all roles within Children’s Services. Wiltshire Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and all staff are expected to share this commitment. You will be expected to report any concerns relating to the safeguarding of children, young people or vulnerable adults in accordance with agreed procedures. If your own conduct in relation to the safeguarding of children, young people or vulnerable adults gives cause for concern, the council’s agreed child protection/vulnerable adults protection procedures will be followed.	<input type="checkbox"/>
For all roles within Adult Social Services. Wiltshire Council is committed to safeguarding and promoting the welfare of vulnerable adults and all staff working for the council are expected to share a commitment to this. You will be expected to report any concerns relating to the possible abuse of a vulnerable adult in accordance with the agreed interagency safeguarding adults’ procedures. If your own conduct in relation to the safeguarding of vulnerable adults gives cause for concern, the council’s agreed interagency safeguarding adults’ procedures will be followed, alongside implementation of the council’s disciplinary procedure. The job holder is accountable for their safeguarding of vulnerable adult responsibilities to their line manager.	<input type="checkbox"/>
For all other roles within the council. Wiltshire Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and all staff are expected to share this commitment. You will be expected to report any concerns relating to the safeguarding of children, young people or vulnerable adults in accordance with agreed procedures. If your own conduct in relation to the safeguarding of children, young people or vulnerable adults gives cause for concern, the council’s agreed child protection/vulnerable adults protection procedures will be followed.	<input checked="" type="checkbox"/>