

**APPENDIX 2**

**JOB DESCRIPTION**

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| **Job Title** | SEND Specialist Development Lead Teacher |
| **Position Number(s)** |  |
| **Department** | Children’s Services |
| **Section or Service** | Inclusion and Specialist Intervention Outreach Service |

**DESIGNATION:**

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| **Responsible to:** | Senior Manager Specialist Practitioners dyslexia and SENCo development |
| **Employees directly supervised** *(if applicable)***:** | NA |
| **Family Tree:** | |
| ***Indicate by means of a diagram the position of job within the organisation or attach an organisation chart.*** | |

1. **JOB PURPOSE:**

To promote the profile of the SENCo as the in-school specialist, enabling and empowering teachers and the learning organisation to actively develop their skills and capacity to support the achievement and outcomes of all C&YP with SEND.

To create a comprehensive strategy for developing the capacity of schools and the wider SEND professional and client community to effectively support independence in adulthood.

To provide specialist teaching and advisory support to children, parents, teachers and other professionals.

To contribute as a team member to the on-going review and development of the service using collaborative relationships and innovative delivery enabling students and their families.

To ensure an excellent service delivery to children and young people with SEND (0-25) through working in partnership with families, professionals, voluntary and statutory agencies to raise achievement, promote inclusion, ensure wellbeing, and increase access to learning.

To contribute to and deliver high quality training packages.

To be an advocate to promote inclusion and challenge for pupils with SEND (0-25).

1. **DESCRIPTION OF DUTIES:**

# *List key personal duties in order of importance.*

1. To carry out the professional duties of a teacher as defined in the School Teachers’ Pay and Conditions document.
2. In conjunction with the Lead SENCo advisor develop a robust programme of support for schools and with wider workforce community to enable them to meet the need of the C&YP with SEND in H&F
3. To lead on the delivery of a robust training programme across all agencies to support the enablement of the SEND workforce
4. To ensure that all duties delivered reflect and support the LA SEND vision and strategy.
5. To build relationships with schools and parents/carers to facilitate partnership working with a we can attitude.
6. To champion co-production with families and CY&P
7. To deliver specialist support to children and their families within a range of environments including their home and in school, placing parents and young people as equal partners in the planning and development of delivery.
8. To assist the Local Authority in making full provision to meet the needs of pupils with additional needs in Hammersmith and Fulham.
9. To manage an active caseload advising and supporting teachers and schools with programmes of work as well as teaching and learning strategies for pupils with additional needs between the ages of 0-25 years.
10. Teaching defined groups of learners within the caseload to support progress and outcomes including specialist assessment, programme planning, delivery and review.
11. To ensure aspirational target setting for pupils ensures high outcomes for learners with SEND
12. To monitor and support the transition of pupils with SEND into post 16 education and up to 25 years old.
13. To keep thorough and precise records of all activities and to ensure accurate data management informs targeted professional delivery to Nationally accredited standards.
14. To work in partnership with teachers, other professionals and with parents for the benefit of pupils and to record the child’s view of service delivery annually.
15. To contribute to and deliver differentiated specialist INSET to professionals working with SEND
16. To work collaboratively within all sections of Children’s Services to provide coherent and co-ordinated support to children, their parents and schools.
17. To make annual formal assessments of progress to inform programme planning.
18. To contribute to Annual Reviews as necessary and to Full Assessments as requested.
19. To plan and undertake specialist personal professional development and maintain a current understanding and awareness of developments in relation to teaching children and young people with SEND.
20. To participate in the team and wider service’s developmental activities through excellent professional delivery and review.
21. To develop innovative opportunities for children and their families with SEND to participate in joint activities community and wider specialist activities.
22. To liaise with stakeholders regarding priorities for service delivery.
23. Occasional weekend working may be required. Time in Lieu will be available to accommodate this.
24. The post may be required to deliver training during the school holidays for no more than a total of 5 days per annum. Time in lieu will cover this activity.

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**Civil and Other Emergencies**

To support the Council’s role in planning for and responding to civil and council emergencies using skills/expertise of the post holder, and in accordance with council emergency procedures. To provide emergency contact details for the purposes of emergency and service continuity plans.

**I.T.**

To use the Council’s office-based and mobile IT services for the input, access and transmission of information using the appropriate level of information security and classification through the use of electronic mail, diaries, word-processing, spreadsheets and databases as well as any specific job-related applications as required to carry out the duties of the post.

**Information Management**

To comply with information rights legislation and the Council’s data quality standards by applying information management related policies.

To report instances of non-compliance, errors, omissions or inadequacies in procedures to the business unit manager.

**Equal Opportunities**

To know and adhere to the Council’s equal opportunities policy and equalities legislation and implement in relation to job responsibilities in employment and service delivery.

**Health and Safety**

To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.

To co-operate with the Council insofar as is necessary to enable it to comply with its duties under relevant health and safety legislation.

**Smartworking**

Work under the council’s smart working policy and timesheet to assist in providing value for money to clients.

**Safeguarding of Children, Young People and Adults (for all front line staff in Children’s Services and Adult Social Care)**

To be aware of and work in accordance with the Council’s child and adult protection policies and procedures in order to safeguard and promote the welfare of children and adults and to raise any concerns relating to such procedures which may be noted during the course of duty.

**I agree to the above job description**

**Post Holder………………………………………………………………**

**Date………………….**

**Director / Chief Officer…………………………………………………Date………………….**

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**SELECTION CRITERIA/PERSON SPECIFICATION**

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| **Job Title:** | SEND Specialist Development Lead Teacher |

**Conditions to Note :**

**Candidates**:

When completing your application form, please address your answers directly to each of the selection criteria below. This enables the panel to assess your ability to meet each criterion. It’s essential that you give at least one example of your ability to meet each of the 5 Values and Behaviours: Responsive, Innovative, Collaborative, Enterprising and Serving our Public.

**Recruiting Managers**:

The following values and behaviours are essential criteria in each post and must be addressed directly by candidates. The Guidance Notes on values and behaviours for managers give example questions to probe candidates in the interview and application stages of the recruitment process.

**Values & Behaviours**

The London Borough of Hammersmith and Fulham has identified 5 key behaviours and values which should be demonstrated by all council employees. Successful candidates will show the ability to meet these behaviours. Candidates applying for managerial/leadership roles should also demonstrate two additional leadership behaviours.

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| **A** | **Equal Opportunities**  Demonstrate an understanding of and commitment to Council policies in relation to Equal Opportunity, Customer Care and service delivery, and the ability to implement these policies in the workplace. |
| **B** | **Qualifications:**  Qualified Teacher Status  Additional specialist teaching qualifications ideally in dyslexia OCR level 5 minimum  **Essential:**  Qualified Teacher Status  Additional specialist teaching qualifications with a SENCo qualification  An exceptional candidate will be considered who does not have the qualification but who is willing to train.  **Desirable:**   * Experience of working as a SENCo (with the SENCo qualification) and a specialist teacher (e.g. for SpLD) * An up-to-date knowledge of current SEN legislation and practices * Experience of working collaboratively within a multi-agency framework. * Proven track record of high quality outcome focussed delivery. * Some management, advisory, or peripatetic experience would be useful. * Experience of delivering training to a variety of professional groups |
| **C** | **Knowledge & Experience:**   * Knowledge of current legislation and policies around SEN, disabilities and pupil inclusion * Experience of planning and delivering specialist training for teachers and the wider learning workforce * Experience of working in mainstream and/or special school settings with C&YP with SEND * Knowledge and experience of using specialist assessment to support the assessment plan do review cycle to maximise outcomes for learners. * Knowledge and experience of delivering specialist interventions that maximise outcomes and are based upon up to date pedagogical research. * Experience of setting aspirational targets for learners and demonstrating excellent outcome focussed delivery. * Clear understanding of current issues associated with teaching and learning and the assessment and monitoring of pupils’ progress. * Ability to communicate clearly on a one-to-one basis and with a variety of groups, presenting credibility in all aspects of the role. * Successful experience of collaborative work with other agencies to ensure high quality provision for pupils with SEND * Understanding and experience of securing the views of C&YP as well as parents/carers to support learning outcomes and inform service developments * Knowledge and understanding of the key features of inclusive teaching and learning. * Experience of motivating groups of professionals to innovate through a solution focussed creative approach to deliver optimal outcomes for learners * Excellent written, communication and organisational skills to inspire and support delivery of an outstanding service * Excellent organisational and analytical skills that demonstrate a robust approach to independent working and data analysis to inform planning. * Experience of enabling parents and learners as coproduction partners |
|  | **Our Values & Behaviours** |
| **D** | **We have a ‘can do’ attitude and respond to the needs of others quickly, positively and appropriately:**   * I listen, acknowledge what is needed and respond promptly and appropriately * My actions and decisions are informed, balanced, reasonable, transparent and well explained * I take responsibility for my actions and enable others to take action or make decisions too * I anticipate and plan to meet future needs * I seek regular customer feedback on how my service is received and make improvement where is needed |
| **E** | **We embrace change and constantly seek ways to improve the way we work:**   * I look for better ways of delivering my service to add value for my customers and the taxpayer * I am open to new ideas and encourage a creative environment where these can emerge * I make things simple and easy-to-access for my customers/residents * I embrace change and build on new opportunities that emerge * I act as a role model exploring all sectors and adopting best practice to deliver my service |
| **F** | **We work well together to achieve a common goal:**   * I am sensitive to the needs and preferences of others, respect them and adapt my behaviour as appropriate * I share knowledge and am open to learning from others * I am open to constructive challenge from others and seek and act on feedback * I invest time in building and maintaining my relationships with internal and external partners * I recognise and show that I value the contribution of others |
| **G** | **We are resourceful and seek the best deal when looking for ways to improve value for money:**   * I deliver high quality services in spite of diminishing resources and do not overspend * I seek ways to reduce cost and work with others to get better value for our taxpayers * I have a commercial outlook and look for ways to generate income * I focus on delivering results and outcomes * I challenge existing practice to ensure continuous improvement and support new ways of working |
| **H** | **vice to**  **We put the public at the heart of everything we do, lead by example and take pride in serving our public well:**   * I set high standards for myself and ensure that * I deliver the best possible service that reflects diverse needs * I put citizens at the heart of everything I do * I enable others to make informed decisions by providing clear and concise information * I am aware of my role within the local authority and deliver services in order to balance competing needs * I treat others with courtesy, fairness and transparency when delivering public services |
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