

JOB DESCRIPTION

Job Title:	Specialist Teacher (Outreach for Specialist Teaching & Learning Service)
Department:	Specialist Teaching & Learning Service
Grade:	MPS / UPS + SEN Allowance
Hours:	2.5 days per week (days to be agreed)
Responsible to:	District lead
Accountable to:	Headteacher (Five Acre Wood)

Five Acre Wood School, Maidstone

We require a Specialist Teacher to work within the highly skilled **Specialist Teaching and Learning Service** team, providing an outreach service to mainstream schools.

Based at Five Acre Wood School, the purpose of the job is to ensure the best possible outcomes for Children and Young People (CYP) with Special Educational Needs & Disability (SEND) aged 0 – 19/24 by working collaboratively with professionals in statutory and non-statutory organisations.

Although the successful candidate will have a base at Five Acre Wood School, the role is to support children with additional needs in mainstream schools and therefore visit a number of different schools each day.

Please see the attached job description for a list of duties and responsibilities.

Purpose of the Job:

To fulfil the professional responsibilities of a Teacher, as set out in the School Teachers' Pay and Conditions of Employment and to meet the expectations set out in the Teachers' Standards.

To ensure the best possible outcomes for Children and Young People (CYP) with Special Educational Needs & Disability (SEND) aged 0-19 by working collaboratively with professionals in statutory and non-statutory organisations.

To work within a highly skilled team of specialist teachers providing support for mainstream schools.

Main duties and responsibilities:

1. Provide specialist teaching expertise and advice to improve the quality of teaching and learning for CYP with SEND, supporting the delivery of and access to the National Curriculum and other appropriate approaches to learning.
2. Improve practitioner's capacity to raise achievement and attainment of CYP and overcome the barriers to learning for CYP with SEMH and Communication and Interaction difficulties by developing and delivering training.
3. Provide high quality, highly specialist information, intervention, and support for CYP with SEMH and Communication and Interaction difficulties.

4. Have a broad and up to date knowledge of all key educational stages including Year R.
5. Support and liaise with settings and schools to develop good communication and positive transitions from Early Years to School expectations.
6. Actively promote the development of an ethos that supports independence and resilience in CYP with SEND, specifically with regards to SEMH and Communication and Interaction.
7. Work in partnership with families, and a range of educational settings to promote and facilitate the development of inclusive practices in order to raise the attainment and achievement of CYP (0-19) with SEND.
8. Meet the requirements of the SEN Code of Practice and Kent's Mainstream Core Standards by providing specialist assessments and observations to inform appropriate learning objectives, targets and strategies for individual CYP which may inform County decision making.
9. Have a current awareness of the additional services available to support CYP and their families with SEMH as well as Communication and Interactions difficulties within the county, and actively support and participate in the multi-agency planning and decision-making forum, taking the lead where appropriate.
10. Promote opportunities for CYP to be actively involved in decisions affecting them, where appropriate.
11. Promote the involvement of parents and carers in decisions and interventions involving their children.
12. To actively promote inclusive education, attainment and achievement at a District level.
13. Maintain records of interventions including appropriate assessment activities, support strategies and monitoring their delivery and outcomes in line with agreed processes.
14. Develop data to identify strengths and weaknesses and make recommendations using targeted outcomes
15. Use ICT as a tool for communication, training, record keeping and managing information.
16. Develop links with other professional staff to provide coherent and consistent multi-professional interventions for CYP, particularly through integrated working.
17. Undertake continuous professional development to enable the postholder to maintain and develop specialist skills, knowledge and expertise in line with Teachers' Standards – September 2012.
18. Participate proactively and effectively in professional supervision and performance management processes.
19. To work out of the Maidstone STLS base at Five Acre Wood school and support local mainstream schools across the district.
20. Being confident at working predominantly independently on a case load and reporting back to the District lead.

PERSON SPECIFICATION

REQUIREMENT	ESSENTIAL	Desirables:
QUALIFICATIONS /TRAINING	<ul style="list-style-type: none"> • Qualified Teacher Status • Specific SEMH or Communication and Interaction experience. 	<ul style="list-style-type: none"> • Post Graduate qualification in SEND
EXPERIENCE	<ul style="list-style-type: none"> • Demonstrable high quality recent and sustained teaching experience. • Demonstrable experience of designing and delivering high quality INSET training to a range of audiences • Ability to demonstrate successful sustained experience of working collaboratively with teaching and non-teaching staff, parents/carers and other professionals through integrated working • Demonstrable experience of initiating, managing and working within a changing environment • Demonstrable experience of working with and supporting CYP with SEND. 	<ul style="list-style-type: none"> • Evidence of working across a range of educational environments • Evidence of working across a number of age ranges • Experience and knowledge of the EYFS stage of education – either in nursery and/or Year R • An understanding of Kent processes (or a willingness to learn these) • Evidence of working with a number of services and agencies to support best outcomes for children with SEND • Evidence of completing paperwork/referrals for CYP.
Knowledge:	<ul style="list-style-type: none"> • Specialist knowledge of the impact of specific SEND in accessing the curriculum in mainstream settings and schools. 	<ul style="list-style-type: none"> • Demonstrable evidence of continuing to develop skills and knowledge and current educational research and literature linked to a specialist area.
Skills & Abilities:	<ul style="list-style-type: none"> • Demonstrable evidence of participating in continuous professional development and applying this within the specialist area/s of work • Strong interpersonal and communication skills to build and maintain effective working relationships with a wide range of professionals and an ability to resolve conflict • Ability to contribute an enthusiastic and clear vision for collaborative working in multi-disciplinary teams • Ability to model high professional 	<ul style="list-style-type: none"> • Have a working understanding of common assessments used in SEND assessment, including child development and how this impacts progress.

	standards in all aspects of work <ul style="list-style-type: none"> • Confidence and competence in the use of ICT particularly Microsoft Office applications and virtual platforms • Ability and willingness to travel to meet requirements of the role. 	
Behaviours:	<ul style="list-style-type: none"> • Commitment to equalities and a respect for diversity • Solution focused approach • Team working and co-operation including at a multi-agency level • Ability to independently manage time and workload effectively • Flexible and approachable. 	
EFFORT/ENVIRONMENT	<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children and young people Emotional resilience in working with challenging behaviours and attitudes to use authority and maintaining discipline • To assist with ensuring Safeguarding policies and protocols are correctly followed 	

Expectations as a member of Five Acre Wood School.

Effective communication and engagement with students, their families and carers and other professionals.

- Ensure the safety of the child by monitoring and reporting all concerns and any changes to line manager, health professional or parent / guardian as appropriate.
- Know when to refer information to line manager in line with school policies.

- Maintain accurate records where required.
- Listen to concerns; recognise and take account of signs of change in attitudes and behaviour.

Safeguarding and promoting the welfare of the child

- Promote and sustain a suitable environment in which the child feels safe and comfortable.
- Work within the framework of school policies.
- Undergo appropriate training and be passed as competent before carrying out any care intervention.
- Assist with the supervision of groups and individual students as required.
- Maintain personal and professional boundaries at all times.
- Understand your own role and its limitations and the importance of not providing care where you have not been trained or passed as competent to do so.
- **Multi-agency working - Know the value and expertise you bring to a team and that brought by your colleagues.**
- Work in a team context – forging and sustaining relationships across agencies and respecting the contribution of others working with children and their families.

Sharing information - Provide feedback, as requested, to the class teacher or other appropriate to support the planning and evaluation of the learning process in respect of groups and individual students.

- Be aware of and comply with policies and procedures relating to child protection, confidentiality, health, safety and security.
- Understand the importance of sharing information, how it can help and the dangers of not doing so.
- Attend staff meetings, training days and management team meetings by agreement with the Headteacher.

Administration / other - Prepare and keep clean materials and undertake minor clerical duties.

- Participate in the school's performance management process.
- Participate in training and other learning activities and performance development as required.

Health & safety

- Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.
- Your duties will initially be as set out in the job description, but this could be amended from time to time to reflect changes in or to the job.

Please note that this vacancy is for a specialist teacher working within the Specialist Teaching and Learning team which provides outreach support for mainstream provisions.