

Job Description

For Positions within Education

This form is used to provide a complete description of the specific job (or role) and defines the skills, knowledge and abilities required to undertake the specific and generic role profile.

Section A: Specific Role Profile

The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties.

Role Details

Job Title:	IDS 0-5 Specialist Teacher (term time)	JEID	
Salary Grade:	Main Scale or Post Threshold plus, SEN allowance according to specialist qualification		
Organisation / School:	SEND and Inclusion, Integrated Disability Service, 0-5 Team		
Primary Location:	IDS base in the South/East but able to travel effectively across the county		
Political Restriction	This position is not politically restricted.		
Responsible to:	IDS 0-5 Line Manager		
Responsible for:	Providing specialist early intervention, teaching, support and advice to early years providers and families of children with SEND. Working collaboratively to promote high quality inclusive practice.		

Role Purpose

Providing specialist early intervention, support and advice to early years providers and families of children with SEND. Working collaboratively to promote high quality inclusive practice.

Role Responsibilities

MAIN DUTIES & RESPONSIBILITIES:

- Supporting children identified with SEND (Code of Practice 2015) across all mainstream Foundation Stage Provision. Assisting settings with early identification, assessment, observation and appropriate intervention/differentiation.
- Providing written reports, specialist teaching assessment and casework information for families, Early Years providers and multi agencies. Where appropriate, contributing advice to Statutory and/or multi-disciplinary assessments.
- Supporting families of children with SEND, involving attending regular review meetings and occasional home visits. If appropriate, working with other Early Years professionals to provide specialist support and training groups for families who have children with SEND.
- Providing county-wide, local and in-service SEND training and development support for Early Years providers. This is in accordance with Service Policy and national government guidelines and legislation.



- Modelling effective teaching strategies within Early Years providers. This may involve curriculum differentiation, 1:1 working, taking groups and teaching the whole class.
- Working co-operatively and effectively with all personnel within IDS, with families and a range of professionals in EY settings, EY and SEND Officers, Educational Psychologists, Health and Social Care colleagues.
- Complying with Service Policy on safeguarding, staff conduct, confidentiality and record keeping.
- Contributing to Annual Reviews of IDS Service Policy and Practice, including representation on county working parties.
- Carrying out the duties of a teacher as set out in the 'School Teachers Pay and Conditions' document.
- Undertaking other duties as may reasonably be requested by the Service Manager.

Section B: Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.

Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

Essential Criteria

Assessed By:

Qualified Teacher, with Early Years Qualification	A,D
Successful Early Years SEND Experience with a commitment to further professional development	A, I
A sound understanding of Child Development and the Early Years Foundation Stage Curriculum	A,I
A sound knowledge of recent national guidelines and legislation relating to Early Years SEND and inclusion	A,I
Successful experience of working with a variety of relevant agencies and the confidence to work with practitioners across a range of settings across EY provision	A,I
Successful experience of working with families of children with SEND	A,I
High expectations of children with SEND, with the ability to support practitioners in setting effective and meaningful targets. This will possibly include the ability, or willingness to train, to provide manual handling training for children with physical needs.	A, I
An effective communicator with good written and spoken English, as well as the ability to establish effective relationships with children, young people, families, Early Years Practitioners and other professionals	A,I
The ability to work both within a team and also independently, organising time and meeting deadlines, showing a willingness to be flexible in coping with rapid changes and, at times, unpredictable circumstances	A,I
Proven, confident ICT skills	A I
Know and comply with the current legal requirements, national policies and guidance on the safeguarding of the well-being of children and young people	A,I
The ability to travel effectively across the whole county.	A,I

Desirable Criteria

Assessed By:

Additional qualification in SEND Specialist qualification in another aspect of SEND	A,D
Recent experience of SEND advisory work or training delivered	A
Knowledge of observation and assessment materials and strategies, appropriate for use with children within the EYFS	A
Experience of working within the Early Support framework	A
Knowledge and experience of using a symbol support programme such as Communicate in Print;	A
Knowledge of observation and assessment materials and strategies, appropriate for use with children within the EYFS	A
Experience of working with / running parent groups	A

We are committed to Safeguarding and promoting the welfare of all those we serve, as well as complying with best practice in the application of safeguarding. Therefore, as this role requires working with Children or Vulnerable Adults a Criminal Records Bureau (CRB) Disclosure will be required as part of the pre-employment checking process, and rechecking will be required as and when determined by the relevant policy.

Section C: Working Conditions

The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and the potential hazards and risks that may be faced.

Health & Safety at Work

To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities for your role as specified within Warwickshire County Councils Health and Safety Policy, and all other relevant health and safety policies, arrangements, procedures, systems of work as specified for the post/ role.

Potential Hazards & Risks

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked). The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process and/or operation risk assessment whereby all of the significant risks are identified, recorded and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the 'other' section.

<input type="checkbox"/> Provision of personal care on a regular basis	<input type="checkbox"/> Driving HGV or LGV for work
<input checked="" type="checkbox"/> Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects	<input type="checkbox"/> Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or WCC vehicle for work purposes)
<input type="checkbox"/> Working at height/ using ladders on a regular/	<input type="checkbox"/> Restricted postural change – prolonged sitting

repetitive basis		
<input checked="" type="checkbox"/> Lone working on a regular basis	<input type="checkbox"/> Restricted postural change – prolonged standing	
<input type="checkbox"/> Night work	<input type="checkbox"/> Regular/repetitive bending/ squatting/ kneeling/crouching	
<input type="checkbox"/> Rotating shift work	<input type="checkbox"/> Manual cleaning/ domestic duties	
<input type="checkbox"/> Working on/ or near a road	<input type="checkbox"/> Regular work outdoors	
<input type="checkbox"/> Significant use of computers (display screen equipment)	<input checked="" type="checkbox"/> Work with vulnerable children or vulnerable adults	
<input type="checkbox"/> Undertaking repetitive tasks	<input type="checkbox"/> Working with challenging behaviours	
<input type="checkbox"/> Continual telephone use (call centres)	<input type="checkbox"/> Regular work with skin irritants/ allergens	
<input type="checkbox"/> Work requiring hearing protection (exposure to noise above action levels)	<input type="checkbox"/> Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres)	
<input type="checkbox"/> Work requiring respirators or masks	<input type="checkbox"/> Work with vibrating tools/ machinery	
<input type="checkbox"/> Work involving food handling	<input type="checkbox"/> Work with waste, refuse	
<input type="checkbox"/> Potential exposure to blood or bodily fluids	<input type="checkbox"/> Face-to-face contact with members of the public	
<input type="checkbox"/> Other (please specify):		