

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:	Specialist Teacher for Complex Learning Needs	JEID	
Salary Grade:	TMS/UPS + Lower SEN Allowance (Mid/Higher SEN allowance available for suitably qualified applicant)		
Organisation / School:	Integrated Disability Service Education and Learning Business Unit, Communities Group		
Primary Location:	Kings House, Bedworth		
Political Restriction	This position is politically restricted.		
Responsible to:	Assistant Disability Manager		
Responsible for:	Not Applicable		

Role Purpose

To support children with severe and complex learning needs in mainstream schools. To work towards the maximum possible inclusion and access to the full curriculum.

Role Responsibilities

Principal duties:

These may include:

- Extending schools' capacities to meet the needs of pupils with severe and complex learning difficulties.
- Working with other professionals to provide a multi-agency approach to home, school and leisure to ensure the maximum inclusion.
- Ensuring that individual risk assessments.
- Developing and delivering high quality training to all stakeholders.
- Supporting class teachers in taking ownership of pupil's learning and with differentiating medium and short term planning to meet the needs of pupils with complex learning needs; and providing advice to schools regarding the educational implications of a pupil's specific learning profile
- Supporting schools with appropriate behaviour management techniques and possible reasonable adjustments/ system changes which may be required to meet the needs of children with severe and complex learning difficulties.

- Modelling good teaching techniques and specific teaching programs with class teachers, TAs and parents (as appropriate). This can involve 1:1 working, taking groups and taking the whole class.
- Delivering SEND awareness training for teachers, TAs and governors at staff meetings and pupils in assembly or PHSE lessons.
- Supporting schools to baseline all new referrals, use of appropriate assessment tools and moderation for pupils working at P levels and just above. This knowledge will be used to develop and inform IEPs and curriculum planning.
- Preparing written reports and attending IEP meeting and Annual Reviews.
- Incorporating advice from reports into IEP targets and the daily life of the class and school.
- Supporting schools by advising on general risk assessment, specific to pupils with SEND, such as for trips and fire evacuation.
- Ensuring that working practices reflect the "Quality Standards for Special Educational Needs [SEN] Support and Outreach Services" DCSF-00582-2008
- Carrying out the duties of a teacher as set out in the 'School Teachers Pay and Conditions' document. This includes following the IDS Teaching and Learning guidelines on the effective use of directed time.
- Undertaking such additional duties as may be necessary to effectively discharge the professional duties of a teacher working for IDS Teaching and Learning.

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 at least 5 years teaching experience; to include teaching pupils with complex learning needs and/or physical disabilities	A, D
Knowledge and understanding of evidence-based approaches and what works for pupils with severe and complex learning needs	A, I
Knowledge and understanding of current SEND issues	A, I
Commitment to the values of partnership working and valuing the views of pupils and parents/carers	A, I
Understanding and experience of teaching the EYFS and/or National Curriculum (primary and/or secondary)	A, I
Ability to assess and advise on the learning/communication needs of pupils, including use of alternative communication strategies such as Widgit symbols and/or Makaton	A, I
Proven ability to influence the practice of others and to build capacity of settings and proven successful experience of delivering training	A, I, T
High pupil expectations with the ability to prioritise individual pupils' needs	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
Commitment to providing a professional service; with high quality verbal, written and interpersonal skills	A, I, T
Know and comply with the current legal requirements, national policies and guidance on the safeguarding of children and young people	A, I
Ability to travel efficiently and effectively around Warwickshire is essential	A, D

Desirable Criteria

Assessed By:

Specialist Qualification in relevant area of SEND (e.g. Post Grad Cert/Dip, MEd, MSc)	A, D
Confidence to work across both primary and secondary phases	A, I
Awareness of risk assessments and careplans	A, I
Evidence of recent training relevant to the post	A, I
Experience of the Engagement Model	A, I

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 checked="" 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/ repetitive basis	<input type="checkbox"/> Restricted postural change – prolonged sitting
<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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Face-to-face contact with members of the public
<input type="checkbox"/> Other (please specify):	