

# Job Description

## For Non-Streamlined Safeguarded Positions

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	JEID	
Salary Grade:	TPS / UPS + SEN points depending on qualification and service responsibility		
Team:	SEND & Inclusion 0-25		
Service Area:	Specialist Teaching Service		
Primary Location:	Countywide posts.		
Political Restriction	This position is not politically restricted.		
Responsible to:	Area Manager		
Responsible for:	<ul style="list-style-type: none"><li>Teaching across our three functions as needed, capacity building, direct early interventions with individual and groups of pupils, intensive restorative interventions and delivery of training</li></ul>		

#### Role Purpose

STS SEND Specialist Teacher contributes to the following:

Every child and young person in Warwickshire will:

- Attend a good or outstanding school or setting;
- Achieve well whatever their starting point or circumstances; and
- Go on to positive destinations

This job description is framed by the National Professional Standards for Teachers and the Quality Standards for Specialist Educational Needs (SEN) Support and Outreach Services. The framework for the standards is progressive, reflecting the progression expected of teachers. Post threshold teachers are able to act as role models for teaching and learning, make a distinctive contribution to raising standards across the service, continue to develop expertise and provide regular coaching, mentoring and training to schools and less experienced colleagues.

## Role Responsibilities

Specialist Teaching Service (STS) Specialist Teacher is part of SEND & Inclusion 0-25 and works closely with schools and partners.

- To promote and support the shared values of continual improvement, accountability and high quality provision through a process of ongoing challenge and support across schools.
- To promote, develop and sustain strong partnerships beyond the classroom which include home, other agencies and community partnerships.
- To develop and share teaching and learning strategies which enhance the ability of students to focus on their learning skills and take ownership of their own progress.
- To carry out assessment for learning which includes dialogue, evidence and evaluation and informs future personalised teaching and learning.
- To develop and share creative approaches which integrate individual student performance with well-being and inclusive approaches with attainment.

### **Note:**

The STS recognises the responsibility it has under Section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

The STS is committed to the principles of equal opportunity with regards to race, culture, gender, religion, sexual orientation and ability.

## 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:

Educated to degree level with Qualified Teacher Status.	A, D
Additional Nationally recognised SEND Qualification (s) in Speech, Language and Communication Needs support or evidence of working towards.	A, D
Substantial & successful recent experience within a school setting.	A
Experience of working/developing a SEND Provision or within a similar support service.	A, I
Experience of promoting excellent practice of others through challenge and support including delivering INSET, based on up to date professional knowledge, and using evidence based practice underpinned by professional values such as empowerment and person centred practice	A, I
Evidence of successful teaching experience with Vulnerable children.	A, I, D
Evidence of ability to develop and share teaching and learning strategies in order to enhance the ability of students to focus on their learning skills .	A, I,T
Good interpersonal skills and emotional resilience in working with children.	A,I
Up to date knowledge of Local Authority and National expectations for SEND.	A,I
Ability to communicate fluently, in writing, through training and verbally, with a wide range of people	A,I
Ability to work well with colleagues, including managers, as a member of a team.	A, I
Good problem solving skills and time management	T, I
Commitment to safeguarding, with knowledge and understanding of current requirements and national policies.	D/I
Recognition of the value of integrated working and common assessment.	I
Ability to work well unsupervised and use initiative effectively.	A, I, T
Confidence to review own performance and undertake continuous professional learning.	I
Commitment to anti-discriminatory practices in employment, training and service	A
Mobility essential. Able and willing to travel effectively across the County. Disabled applicants should be able to perform the job with reasonable adjustments, where necessary.	A, I

### Desirable Criteria

Assessed By:

Postgraduate level accreditation in Speech, Language and Communication Need and evidence of up to date knowledge and understanding of effective practice.	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 Disclosure and Barring (DBS) check 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 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):	