

Job Description

Job Title	Specialist Support Teacher
Directorate	Children and Young Peoples Services
Service Area	Early Help
Grade	MPS - UPS
Competency Level	2
Salary	£30,000 - £46,525
Job Type	Hybrid
Location	Parklands Customer Focus Centre, Speke
Disclosure and barring service (DBS)	Enhanced DBS
Job Evaluation Ref No	

Job Purpose

- To support the Local Authority's Strategy on Inclusion by assisting schools and settings to become more inclusive.
- To assess and identify pupil need and advise on appropriate SEND strategy, curriculum, and specialist approaches within settings.
- To raise the attainment, achievement, attendance and outcomes for pupils with SEND.
- To facilitate aspects LCC's inclusive arrangements such as early identification of need.

Directly Responsible For:

Supporting and advising early years, primary and secondary settings in inclusive arrangements and the inclusion of pupils with SEND.

Supporting settings and pupils within the SEND graduated response to make progress and achieve positive outcomes.

Directly Responsible To:

SENISS Operational Leaders

Main Areas of Responsibility:

- To comply with the expectations of the Department for Education Teachers' Standards.
- To work in early years settings, primary and secondary maintained schools, academies and free schools and on occasion in post 16 establishments. Specific responsibilities can include consultation and advice on inclusive practices across settings or assessment, advising, individual/small group focussed teaching and training as part of assess, plan, do and review cycle.
- To inform colleagues around appropriate content in Education, Health and Care Planning.
- To implement and advise on SMART targets as detailed in Education, Health and Care Plans or SEN Support plans in mainstream schools and settings.
- To provide timely, specialist and professional advice and reports to settings, parents and the SEND services of Liverpool City Council.
- To inform SEND support planning and identify long term positive outcomes with clear planning to achieving.
- To liaise with SENDCos, Headteachers, setting managers and external agencies/voluntary organisations, and parents as appropriate in meetings around inclusive arrangements in settings, termly/annual review meetings,

transition meetings, team around the school meetings, EHAT and provision planning meetings.

- To advise and work with SENDCos, class teachers and Learning Support Assistants on SEND strategy including curriculum design, Ofsted frameworks, LCC's SEND Partnership Strategy and Education Improvement Plan priorities.
- To challenge schools and other professionals in order to effectively meet the needs of pupils with SEND.
- To take responsibility for professional development and keep up-to-date with current research on SEND and Inclusion
- To fully engage in the Performance Appraisal process in line with the LCC Teacher Appraisal Policy, Service Improvement Plan, and the current SEND landscape
- To continuously update knowledge and understanding of new strategies, resources and publications, in order to implement and review effective practices
- To work as part of a team around the school/setting to ensure the best possible outcomes for pupils with SEND
- To deliver training around areas of SEND, as required
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken.

It must be understood that every employee has a responsibility to ensure that their work complies with all statutory requirements with Standing Orders and Financial Regulations of the City Council and to ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan.

Supervision and Management Responsibility:

- No supervisory or line manager responsibility

Budget and Financial Responsibility:

- Being fully accountable for managing the council's resources well and complying with statutory requirements. This includes managing time, avoiding unnecessary waste, reuse and recycle resources to reduce personal impact.

Social Value Responsibility:

- Drive for social value through all activities, ensuring wider social, economic and environmental benefits for the council, residents and communities.

Physical Demands of the Job:

- Peripatetic working that will include travel between schools/settings throughout the day. It is also likely to include the carrying of resources, teaching materials and agile laptop at varying points. A large part of the job is recording, communicating electronically and report writing at an agile laptop computer which may require sitting and typing for long periods of time within ergonomic guidelines. Individual timetables are managed by the employee within service expectations.

Corporate Responsibility:

- Contribute to the delivery of the Council Plan.
- Delivering and promoting excellent customer service, externally and internally.
- Commitment to customer excellence by dealing with customer feedback, including complaints, and learning from feedback in the drive for continuous improvement.
- Making the council a great place to work, living the council's values, actively engaging in regular communications including team meetings, undertaking training as required and being responsible for managing own performance.
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken.
- To ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan.

Competency Framework:

We operate a competency framework, a set of core behaviours which define how we are expected to approach our work, how we perform in certain situations and how we treat each other. Each competency details the standards of behaviours and skills required by all staff and this in turn supports delivery of our aim and our council plans linking them together with our values.

The post holder will be required to demonstrate the ability to perform at the following competency level **2**.

[The competency framework can be found here.](#)

This job description is not intended to be either prescriptive or exhaustive. It is issued as a framework to outline the main areas of responsibility. You will be expected to carry out any other duties that may reasonably be required in line with your main duties and changing priorities of the organisation.

Person Specification

Assessment methods used: I = Interview, P = Presentation, A = Application, E = Exercise, T = Test, AC = Assessment Centre

Qualification and training

Essential

- A recognised degree and qualified teacher status (A and I)
- Additional relevant qualification at post graduate level (e.g. Masters, PG Cert.)_ in the area of SEND*, for example autism, SENDCo Award (A and I)

Experience

Essential

- Significant experience in teaching pupils with SEND in a mainstream early years setting, primary and/or resourced provision and/or specialist setting (A, I, E)
- Recent practice of assessing and identifying pupils' needs with SEND (A, I, E)
- Recent practice in identifying targets and developing pupil support plans or individualised programmes of study, to ensure pupil inclusion (A, I, E)

Desirable

- Experience of working in an advisory capacity within school or other relevant setting
- Experience of planning and implementing research-based specialist support strategies
- Experience of supporting the transition from early years to primary, primary to secondary or secondary to post-16
- Experience of working within a multi-disciplinary team
- Experience and willingness to deliver training around a variety of aspects of SEND

Skills/Abilities

Essential

- Proven ability to effectively raise the attainments and achievements of pupils with SEND (A, I, E)
- Specialist knowledge in relevant and recent educational legislation and current research, including the SEND Code of Practice (2015) (A, I, E)
- Ability to work alongside school/setting staff to develop inclusive arrangements and pupil level specific planning within the context of curriculums and Ofsted inspection frameworks (A, I, E)
- A willingness to challenge practice sensitively to effectively meet the needs of pupils and settings (A, I, E)

- Ability to produce documentation/reports of the highest professional standards (A, I, E)
- Good time management and organisational skills with the ability to meet agreed deadlines (A, I, E)
- Ability to work without direct supervision (A, I, E)
- Ability to use ICT competently to support learning, develop resources, input data, and produce training materials (A, I, E)
- Ability to work collaboratively and confidently with a wide range of other professionals (A, I, E)

Desirable

- A willingness to work across all Key Stages if and when required

Commitment

Desirable

- An understanding of and a personal commitment to the Vision and Values of Liverpool City Council

Other

Essential

- This post is subject to a Disclosure and Barring Service (DBS) check at the appropriate level

Desirable

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