

Learning Support Advisory Teacher

Scale: MPS/UPS + 1 SEN point

Job Description

Job Purpose

To carry out the duties of an advisory teacher, providing advice and support as part of a traded and core offer and contributing to the delivery and development of the Experts at Hand offer in Telford and Wrekin schools. The role will support schools to strengthen inclusive practice, build sustainable whole-school capacity and improve outcomes for children and young people with SEND. The postholder will work the equivalent of 0.6 of each working week delivering traded activity and 0.4 contributing to the Experts at Hand offer. This allocation may be organised flexibly across the working week in response to service priorities and the needs of schools and settings.

Major Tasks

- To carry out the duties of an Advisory Teacher for the Learning Support Advisory Team.
 - To support schools to improve educational achievement and narrow the attainment gap for pupils with SEND.
 - To assist the Team Leader in ensuring that services to schools are delivered in the most efficient and cost-effective manner.
 - To provide assessment and advice to settings, schools and colleges on how to effectively meet the needs of pupils with SEND across all age ranges.
 - To provide advice to parents in order to support them in meeting the needs of their child at home and in order to understand National and LA procedures.
 - To deliver training to school staff to support the development of a school's SEND provision. This will be delivered to schools across Telford and Wrekin and as central training.
 - To support schools in the monitoring, assessment and advice for children with SEND as part of the assess > plan > do > review cycle.
 - To liaise effectively with staff and parents, including monitoring the impact of intervention programmes/strategies on pupil achievement.
 - To support the inclusion of pupils with SEND through advising staff, including teaching assistants, on appropriate teaching strategies and the use of a range of appropriate intervention programmes.
 - To consult children and young people in setting targets for their work in school so that they reach their full potential.
 - To carry out diagnostic assessments related to additional support for pupils sitting external examinations/SATs.
 - To carry out joint working with other LA Officers to support the individual needs of pupils.
 - To liaise with colleagues from a range of outside agencies in relation to the needs of individual pupils.
 - To ensure all contact with pupils is recorded and transferred to appropriate confidential databases.
 - To contribute to projects developed by the Team Leader.
 - To contribute to own CPD and that of the team, under the guidance of the Team Leader.
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- To contribute to the delivery and development of the Experts at Hand offer, supporting schools to strengthen inclusive practice and improve outcomes for children and young people with SEND.

• To work collaboratively with a range of professionals, including Educational Psychologists, Early Years colleagues, health practitioners and school staff, to provide coordinated support for schools. • To support schools to develop inclusive culture, practice and provision at a whole-school level, promoting sustainable approaches to meeting diverse needs. • To contribute to planning meetings, locality meetings and other collaborative forums, helping to identify priorities and agree responsive support for schools. • To facilitate professional dialogue and problem-solving with school leaders and SENCos to build capacity and confidence in inclusive practice.
Contacts & Relationships
Responsible to: Team Leader- Learning Support Advisory Team • To regularly communicate with the Team Leader on professional and personal matters. • To work collaboratively with colleagues on the Learning Support Advisory Team • To communicate effectively with settings, schools, colleges. • To foster partnership working with SENCos and school staff • To work in partnership with colleagues in other SEND and Health services
Creativity
• To accurately interpret assessment results • To produce realistic SMART outcomes for the child / young person • To write reports in clear language so that they are accessible for both school staff and parents. • To offer appropriate advice, using up to date approaches and resources • To design and deliver bespoke training for individual settings as requested and to contribute to the design and delivery of central training courses.
Decisions
• To display an ability to make decisions regarding ways forward for supporting children with SEND. • To apply professional judgement to problem solve and suggest recommendations to schools and parents. • To be mindful when making decisions of cost efficiency.
As LSATs are in more than one workplace it is vital that there is good communication with the Team Leader, who will offer advice and guidance. Sessions are allocated via the Team Leader, with monitoring of workload.
Supervision Received
• Staff will receive regular supervision from the Team Leader. • Twice yearly there is the opportunity for extended professional discussions.
Complexity
The LSAT role is varied and requires flexibility in the way sessions are delivered, as these are tailor made to the schools' requirements. It may involve individual assessments, group screening, class observations, learning walks, modelling of approaches, training and parental meetings. LSATs may be asked to attend / contribute to meetings.
Resources
LSATs will be issued with a range of assessment materials, SMART laptops and phones. There is access to administrative support. LSATs will be responsible for data protection.
Impact
We are committed to the inclusion in mainstream schools of pupils with a range of SEND. Priority will be guided by the local SEND Strategy and national reforms.

Physical Demands
During a working day, LSATs will often be required to drive between schools and to carry / pull trolleys of assessments materials and a laptop. It is recommended that applicants are familiar with the requirements of Manual Handling.
Working Environment
The role is peripatetic and as such LSATs work in a variety of schools and settings. Schools are asked to provide a quiet room for working. As the role often involves working on a 1:1 basis with pupils, this has to be done in accordance with the corporate safeguarding policy. LSATs are also expected to work in Darby House. The frequency will be decided by the Team Leader.
Emotional Context
The role will require the ability to sensitively offer feedback to parents / carers of children who have a range of special educational needs. It demands good listening skills and empathy.
Other
The postholder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade. The postholder will be expected to actively follow Telford & Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc. The postholder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations.

Person Specification

Criteria	Standard
Qualifications	• Qualified teacher status • Higher SEN qualifications
Experience	• Significant and successful experience in assessing, teaching and supporting pupils with SEND • Experience of supporting staff working in schools. • Experience of working co-operatively and effectively with parents, professionals in Education, Health and Social Services. • Experience of delivering cost effective services and minimising waste • Co-ordinator role in specialist provision and/or responsibility for co-ordinating Special Educational Needs provision in mainstream schools • Experience of delivering training • Experience of working in a secondary and/or post-16 setting. • Experience of contributing to whole-school improvement and developing sustainable inclusive practice and provision. • Experience of collaborative multi-professional working to coordinate support for schools and improve outcomes for children and young people with SEND.
Knowledge	• Knowledge of current government policy relating to all areas covered by the main job task

	• Knowledge of relevant local priorities as set out within council plans • Knowledge of legislation including statutory requirements for areas identified by main tasks • Knowledge of whole-school approaches to developing inclusive culture, practice and provision.
Skills	• Good interpersonal skills e.g. ability to be a team player • Ability to communicate sensitively and persuasively with teachers, parents and professionals; • Ability to work collaboratively in negotiation with staff to meet the needs of children with SEND • Ability to handle difficult situations sensitively at a senior level • Ability to manage own time to meet deadlines and service priorities • High level of written and verbal skills including ICT skills • Information Technology skills and a willingness to update knowledge in this area • Ability to deliver CPD to a range of audiences • Ability to facilitate professional dialogue and solution-focused problem-solving with school leaders, SENCos and partner professionals. • Ability to contribute effectively to planning meetings, locality meetings and collaborative forums, identifying priorities and agreeing responsive support.
Personal style & behaviours	• As a council employee you will be supported and expected to demonstrate the Council's Core Behaviours. Please note that these may be updated from time to time and are available on the Council's intranet pages. • Develop good relationships with others by behaving with integrity, treating people with respect and leading by example • Promoting diversity and equality of opportunity
Fluency Duty	This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure members of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role. • Can understand a wide range of demanding, longer clauses, and recognise implicit meaning. • Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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Type of criminal records checks required for this post	Ticked as required
None	
Basic Disclosure	
Standard Disclosure	
Enhanced Disclosure	Y
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	Y

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>