

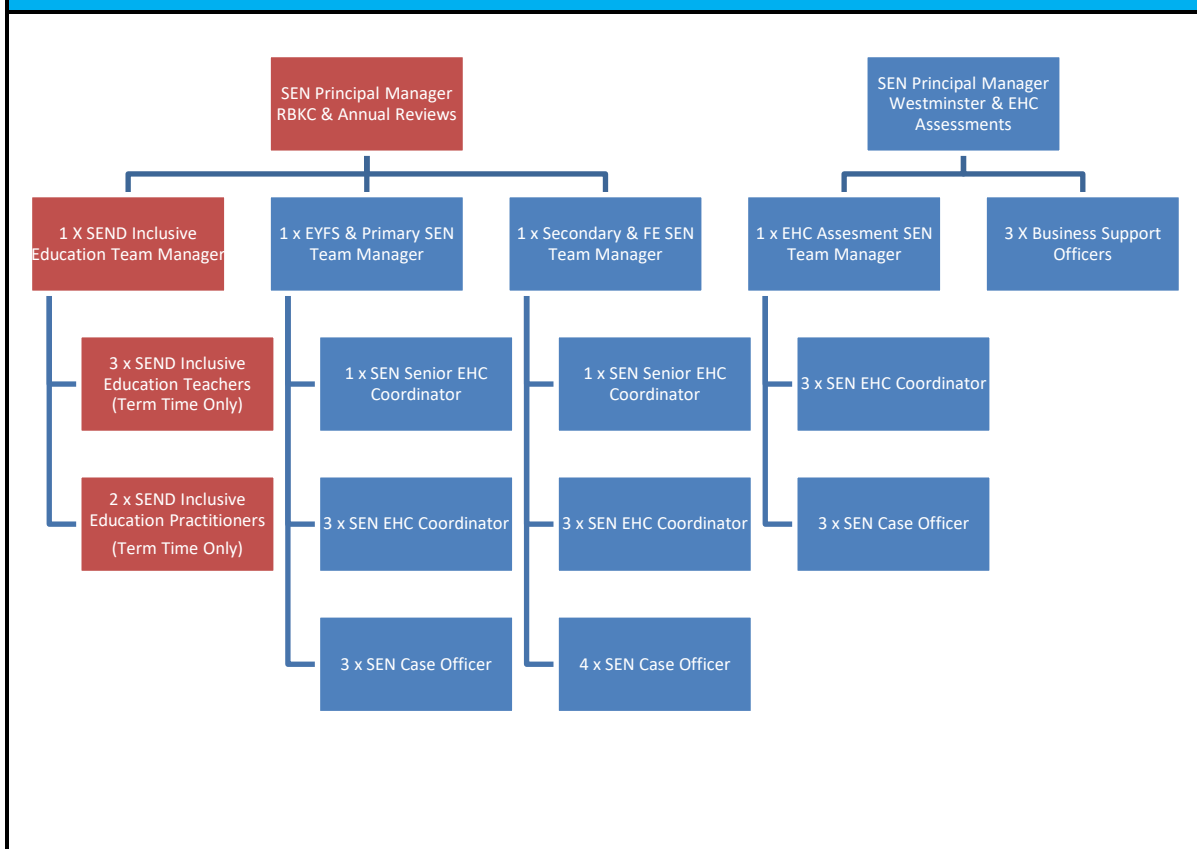
JOB DESCRIPTION

Job Title	SEND Inclusive Education Teacher
Department	Children's Services, Education
Section or Service	Special Educational Needs
Grade	Main pay scale plus SEN allowance of £2,539 Term-time only (39 weeks)

DESIGNATION:

Responsible to:	SEND Inclusive Education Team Manager
Employees directly supervised (if applicable):	None

Family Tree



JOB PURPOSE:

The SEND Inclusive Education Teacher will join the SEND Inclusive Education Team who will form part of the SEND Service for the Royal Borough of Kensington and Chelsea & for Westminster City Council, working collaboratively with our local area stakeholders; nurseries, schools, parents, colleagues across health and children's services. This role will include working directly with Children & Young People with SEND across The Royal Borough of Kensington & Chelsea and Westminster City Council where we strive to be the best through continuous improvement and development.

The purpose of the role is to improve and disseminate inclusive practice; ensuring consistency of approach and increasing parent confidence in local schools, supporting the development of whole school inclusive practice across both boroughs through the review and evaluation of the SEN practices and provision delivered in our mainstream schools and nurseries. You will do this through assessment and providing advice and guidance to schools on supporting the delivery of specialist provision for children & young people with SEND through constructive review of SEN processes, procedures and statutory duties.

1. DESCRIPTION OF DUTIES:

- To prepare reports or advice following a visit/observation to be shared with the setting at an individual child/young person level including their progress, providing information to help inform decision-making as to the suitability of provision and any action that might be necessary to ensure needs are met.
- To prepare reports on the provision in place following a visit for whole settings/classrooms to enhance the core offer which will support all of our children & young people with SEND.
- To explore concerns raised by parents/carers, children or young people about the SEN provision in place for them at their setting.
- To support mainstream schools and nurseries within the borough to develop and enhance their SEND offer and ensure compliance with the Children and Families Act 2014, SEN Code of Practice 2015 and other legal guidance.
- To actively promote the LA approach to specific needs such as autism, behaviour etc.
- To advise on the set up and running of specialist provision for children in resource provisions in borough.
- To signpost schools to sources of additional support to close the gap in attainment between SEND pupils and their peers available locally and nationally.
- To attend and contribute to working parties to review, develop and improve procedures.
- To support colleagues by contributing to the development of an efficient and effective team.
- To support the Local Authority (LA) value for money through monitoring, evaluating and advising on the provision, practice and deployment of resources for children and young people with SEND in mainstream schools across the borough.
- To represent the LA at Annual Reviews or other relevant review/related meetings to evaluate the provision, practice and deployment of resources for children and young

people with EHC Plans when requested by Line Manager.

- To ensure safeguarding is paramount and that all concerns are raised as a priority with relevant services.
- To effectively escalate concerns where appropriate and in a timely, sensitive and informed way.
- To ensure that all LA staff who may be involved in a particular case are kept informed of any developments so that appropriate liaison/joint action may occur and to provide support and guidance to colleagues within the Directorate in relation to school provision, progress towards identified outcomes and attainment.
- To ensure that client confidentiality is maintained in line with the Council's policies.
- To ensure that systems are clearly and consistently updated with all relevant information in a timely manner.
- To be a champion for the use of technology (such as the case management system) to record, track and monitor our ways of working to both manage performance and inform business intelligence.
- To act responsibly in order to build mutual confidence and respect and foster effective relationships with all.
- To undertake continuous professional development for this post, developing further the required specialist knowledge, skills and expertise in SEND, teaching and effective support for learners with learning difficulties and disabilities.

The duties and responsibilities outlined in this job profile are indicative of the role; however, they are not exhaustive and may be subject to change. In addition, you will be required to undertake other reasonable duties as directed by your manager.

In accordance with Bi-Borough working arrangements, your employment will be with either Royal Borough of Kensington and Chelsea or Westminster City Council. Under the S113 of the Local Government Act 1972 you may be required to act on behalf of one or both of the local authorities in the Bi-Borough partnership.

I agree to the above Job Description

Post Holder.....
Date.....

Director / Chief Officer.....
Date.....

SELECTION CRITERIA/PERSON SPECIFICATION

Job Title:	SEND Inclusive Education Teacher
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Conditions to Note:

Candidates:

When completing your application form, please address your answers directly to each of the selection criteria below. This enables the panel to assess your ability to meet each criterion. It is essential that you give at least one example of your ability to meet each of the four Values and Behaviours: Putting Communities First, Respect, Integrity and Working Together.

Recruiting Managers:

The following values and behaviours are essential criteria in each post and must be addressed directly by candidates. The Guidance Notes on values and behaviours for managers give example questions to probe candidates in the interview and application stages of the recruitment process.

Values & Behaviours

The Royal Borough of Kensington and Chelsea has identified four key behaviours and values that should be demonstrated by all council employees. Successful candidates will show the ability to meet these behaviours.

A	<p>Equal Opportunities Demonstrate an understanding of and commitment to Council policies in relation to Equal Opportunity, Customer Care and service delivery, and the ability to implement these policies in the workplace.</p>
B	<p>Qualifications</p> <p>Essential: Qualified teacher (QTS) or minimum 5 years work experience in a nursery/school setting with a responsibility for planning and reviewing provision. Experienced in working with SEN pupils; SENCo qualification not necessary but desirable.</p>
C	<p>Skills; Experience and Attitude</p> <p>Essential: An exceptional knowledge of quality first teaching or the early years framework. A sound knowledge of cutting-edge evidence-based approaches in SEND. Proven ability to conduct enabling conversations via coaching and mentoring. Experience in providing high-quality advice, guidance and support to empower and inspire mainstream school leaders to effectively and creatively deliver excellent provision that meets the needs of CYP with SEND. Experience in effective change management. The ability to work independently and as a part of a team.</p>

	<p>An understanding of the changing national agenda for schools and an ability to interpret the impact of this on casework.</p> <p>A strong knowledge of the Children & Families Act 2014; SEN Code of Practice 2015 and Education Act 1996 and any subsequent revisions or new legislation is essential; experience of applying it in practice is highly desirable.</p> <p>Experience of successfully managing casework or a caseload.</p> <p>Exceptional interpersonal skills and experience of supporting shared problem solving with a range of people including children and young people, parents and practitioners.</p> <p>A good understanding of the nature and importance of partnership working and managing multiple stakeholders and evidence of good practice in this area.</p> <p>Exceptional communication skills and being able to provide clear, concise and effective written and verbal communication.</p> <p>Experience of using negotiation and conflict resolution skills successfully to be able to provide both professional challenge and support where required to promote equality and inclusion for children with SEND.</p> <p>Successful experience of developing constructive and positive relationships and working collaboratively with Local Authority colleagues, head teachers, SENCOs, children, young people and their parents, and other stakeholders</p> <p>Experience of and the ability to manage change whilst maintaining a motivated workforce and supporting delivery.</p> <p>Experience of being able to train and develop others in the delivery of SEND interventions.</p>
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Our Values & Behaviours	
D	<div style="background-color: #00bcd4; color: white; padding: 5px; text-align: center; border-radius: 10px; margin-bottom: 10px;"> PUTTING COMMUNITIES FIRST </div> <ul style="list-style-type: none"> • We put local people at the heart of decision making in everything we do. • We seek to include and involve: all voices matter. • We provide quality services that are responsive, effective and efficient. <p>The following examples are indicators of effective behaviour:</p> <ul style="list-style-type: none"> • I actively involve and include the communities that I serve in my work. • I shall reflect the views of the communities in my daily work. • I shall improve the service I provide through seeking feedback from others. <p>Our residents will feel that:</p> <ul style="list-style-type: none"> • I have been included • I can see how my views have been taken into account • I can see improvements and developments based on my input

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RESPECT

- We listen to everyone and value the personal experiences of people in our communities and of each other.
- We adopt a fair, and involving approach regardless of any way in which an individual is different to us.

The following examples are indicators of effective behaviour:

- I adapt my approach to take account of all differences and cultures in the community and with colleagues.
- I ensure I am equitable and fair by including those who are quiet or may not be able to represent themselves.
- I communicate in a way that is respectful, encourages involvement and meets people's needs.

Our residents will feel that:

- I feel my culture and background are respected.
- I have confidence that action is being taken.
- I feel I am being treated fairly.

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INTEGRITY

- We act with openness, honesty, compassion, responsibility and humility.
- We let people know what we are doing and communicate why and how decisions have been made.

The following examples are indicators of effective behaviour:

- I demonstrate empathy in my interactions with others.
- I am honest and transparent about the decisions I take.
- I follow through on the actions I say I will take and take ownership for communicating the outcome.

Our residents will feel that:

- I am told when something is not possible and the reasons why are explained to me.
- I feel my perspective is listened to and understood.
- I feel my views are valued

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WORKING TOGETHER

- We work together and in partnership with everyone that has an impact on the lives of our residents.
- We want to understand, learn from each other and continually adapt.

The following examples are indicators of effective behaviour:

- I work with others to provide an effective service for residents, local communities and other departments within the Council.
- I seek ways to work with other departments to deliver a seamless service and find opportunities to improve.
- I seek out opportunities to learn from my colleagues and build on good practice.

Our residents will feel that:

- I can get my issue resolved without being passed around departments.
- I find it easy to access the services that I need.
- I feel the Council is open to new ideas.