



SWINDON
BOROUGH COUNCIL

Role Profile

Job Title: Advisory Teacher for Cognition and Learning Advisory Support Service (CLASS)	Grade/ Level: Teachers' UPR + SEN Allowance	Post Number: N/A
Directorate: Children's Services	Group: Inclusion and Achievement	Date Prepared: February 2022

Role reports to: Principal Educational Psychologist

Job Purpose:

To advise and represent the Local Authority, monitor provision and enable effective inclusion for Swindon pupils with Cognition and Learning needs.

To encourage all schools within Swindon Borough Council to gain the Dyslexia Friendly Schools Quality Mark, to raise their capability of effectively supporting pupils with Dyslexia.

Key Accountabilities:

1. To plan, develop, monitor and improve provision for Swindon pupils with cognition and learning needs in line with Swindon Borough Council's policies and the SEN Code of Practice to ensure effective inclusion.
2. To provide support, teaching guidance and advice to Swindon schools relating to pupils with cognition and learning needs and to promote and support those undertaking the Swindon Dyslexia Friendly Schools quality mark.
3. To deliver training programmes to schools, upskilling staff to work with pupils with cognition and learning difficulties; including Dyslexia Awareness training, interventions and practical classroom strategies.

Supplementary Accountabilities:

1. To advise the Local Authority (LA) on strategies and policies relating to cognition and learning needs and inclusion.
2. To advise on resources required for pupils with cognition and learning needs.
3. To provide advice to the LA, both written and verbal, in relation to pupils with cognition and learning needs undergoing Statutory Assessment.
4. To monitor the progress of Swindon pupils with cognition and learning needs as appropriate. This includes those with Education, Health and Care Plans and pupils identified at SEND Support. Contribute reports for Annual Reviews, Transition Reviews and/or attend Review meetings as appropriate.
5. To participate in multi-agency conferences/forums to act as an advocate for children with cognition and learning needs in Swindon and/or participate in case discussions and attend mediation and tribunals where required.
6. To contribute to the evaluation of own effectiveness in providing assessment, training, advice and service delivery.
7. To take responsibility for planning and undertaking relevant professional development activities and

keeping up-to-date with current research and developments in the area of cognition and learning needs.

8. To maintain up-to-date and accurate records to ensure an effective overview of working practices in relation to cognition and learning needs, both for individual pupils and systemic work.
9. To work in partnership with pupils, parents/carers, teachers and schools to provide sensitive feedback, support, coaching and training to help others become more effective in their teaching and/or support.
10. To provide parents/carers with information, signposting and advice on the relevant support available within the local area.
11. To carry out assessments of pupils with cognition and learning needs. Provide written reports for parents/carers, schools and other relevant professionals, giving advice on the nature of the difficulty, the implications for curriculum access and recommendations for effective support strategies.

Job Scope: Number and type of jobs managed: N/A

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Typical tasks supervised/allocated to others:

Job share with one other part-time Advisory Teacher for cognition and learning.

Budget: N/A

Assets: N/A

Knowledge and Experience:

Essential:

- Recognised DfE teaching certificate
- Level 7 qualification relating to SEND
- Teaching experience within a mainstream school
- Recent experience of working with pupils with cognition and learning needs
- Experience of designing and delivering high quality training programmes to a range of audiences
- Knowledge of SEN policies and procedures

Desirable:

- Further qualification in areas relevant to the work of the Advisory Teacher (e.g. AMBDA qualification or equivalent accreditation from a national Dyslexia body)
- Experience of an advisory role
- Knowledge of the range of research and practice available for pupils with cognition and learning needs

Decision Making:

- Ability to organise service demands, personal workload and achieve targets within agreed timescales.
- Effective personal organization and time management skills, including managing stress.
- Ability to offer advice to management teams on issues relating to advisory teacher practice, schools and SEND.

Contacts and Relationships:

Ability to work as part of a team, and with specified others as below.

Contact	Reason for contact
Pupils	To observe them within the classroom situation and discuss any difficulties they are experiencing in accessing or recording the curriculum. Where appropriate to assess their needs and provide advice on appropriate provision.
Teaching Assistants	To provide on-the-job training and demonstration lessons.
Teachers	To observe lessons & advise on strategies for inclusion of pupils. To provide demonstration lessons on SEN programmes.
Heads and/or SENCOs	To provide advice on the needs of pupils with cognition and learning needs, and to give information on whole school initiatives such as Dyslexia Friendly Schools.
Parents/carers	To give sensitive yet positive support & to give feedback on the progress of their children.
Other professionals / agencies eg SRP	To discuss referrals or co-working. To liaise with the Educational Psychology Service by attending their team meetings when invited.
Advisory Teachers in other LAs	To share good practice.
CLASS team member(s)	To carry out joint planning, monitoring and evaluation activities to ensure high quality performance and continuous improvement of the service. To engage in peer support and supervision with job-share partner, reflecting on strengths and areas of development
Line Manager	To provide information on request, to actively seek guidance on service priorities and to communicate and act on relevant information.

Creativity and Innovation:

- To consistently adapt and refocus priorities in line with new Government and local directives which affect the support and provision for pupils with cognition and learning e.g. Early Intervention and Dyslexia Friendly Schools initiative.
- To be able to work creatively, within area of specialism and time & budget constraints.

Employee Signature:

Print Name:

Date

Line Manager's Signature

Print Name:

Date: