



Role Profile

Job Title: Advisory Teacher for Physical Impairment	Role Profile Number: N/A
Grade: Teachers Main Pay scale/Upper Pay scale	Date Prepared: 30 July 2020
Directorate/Group: Children's Services	Reporting to: Inclusion Manager
Structure Chart attached:	

Job Purpose

The Advisory Teacher for Physical Impairment will work with other advisory teachers, education staff, parents, health and SEND & Inclusion officers in order to promote the inclusion and achievement of children and young people with physical and medical needs in education settings.

This will involve providing expertise and advice to education settings that is additional to that which is generally available. This will be achieved by building capacity in settings to enable staff to work effectively, independently and inclusively in supporting pupils with physical and medical needs to access the environment, the curriculum and make good progress.

Advisory Teachers also have involvement with individual children and young people with the most complex needs, their families, schools and settings, and other services that support them. They work flexibly, supporting pupils continued access to education and appropriate progression, particularly at times of transition and when needs change.

Key Accountabilities

- To give consistent advice and support on excellent educational inclusive practice with regard to curriculum access for pupils with Physical and Medical Needs.
- To work in close co-operation with setting and health staff, children and young people and parents to ensure that the best possible outcomes are achieved by working together
- To be a key member of the Inclusion Forum supporting placements and pan for the quality improvement of Education Health and Care Plans (EHCP)
- To assess individual needs, identify and find solutions to challenges in partnership with the staff of educational settings and other agencies to maximise learning

- To Work in close co-operation with Education Officers by providing timely advice for EHC needs assessments and contributing to reviewing Education and Health Care Plans
- To plan visits to children and young people with physical or medical needs, within the borough, under the direction of the Lead Professional in accordance with the guidance and requirements agreed within the Service
- To write clear reports and notes of visit and maintain up to date pupil records.
- To advise on clear targets and monitoring arrangements.
- To contribute and lead on a range of training opportunities on a borough wide, and individual school basis, contributing to the professional development of school and setting staff
- To work with parents, settings and schools in cases where an appeal to the SEN and Disability Tribunal is being discussed and to attend tribunal hearings as a witness for the Local Authority if necessary.
- To maintain appropriate records of all work undertaken and enter these on the service database
- To share good practice and professional advice, across the SEND Service.
- To keep up-to-date with national, regional and local developments, and with advances in methods of supporting children/young people with physical or medical needs
- To undertake other duties appropriate to the grade and nature of the post.

Supplementary Accountabilities

- Additional ad hoc tasks as required across the Education Commissioning team as business need arise.
- This job description is intended as a general guide to the duties of the post and is not inflexible. It may be altered from time to time to reflect the changing needs of the organisation in consultation with the post holder.

Candidates must have substantial knowledge and experience in the following areas of business and will be required to provide evidence of this:

- Knowledge/experience of parent support work and/or children with SEN
- Knowledge of education sector with particular reference to SEND
- Management responsibility and/or report writing
- Strategic planning and implementation involving local government and other stake-holders
- Successful project management including staff and budget control
- Experience of working in or with the voluntary sector is desirable
- Ability to represent the organisation effectively, with excellent relationships and partnerships
- Understanding the importance of ICT
- Ability to network and build constructive working relationships and partnerships
- Ability to assimilate/communicate information from written materials and other sources
- High level of organisational planning/prioritisation skills including an ability to work to deadlines and use initiative
- Excellent interpersonal skills, including negotiating and staff management

- An innovative and creative approach to change and challenge
- Understanding of the role of the parent partnership and public policy in relation to SEN
- Statutory and legal requirements for voluntary sector organisations and governance issues
- Knowledge of education sector with particular reference to SEN
- Knowledge of employment legislation and human resources good practice
- Strong knowledge and commitment to equalities and non-discriminatory practice
- Excellent listening, communication and interpersonal skills.

Qualifications

- Qualified Teacher Status with experience of Physical and Medical Needs

Decision Making

- Ability to prioritise workload
- Ability to act on information and communicate with the appropriate stakeholders

Creativity and Innovation

- Ability to identify changes in existing procedures to make a positive difference.

<u>Job Scope</u>	Budget Holder	Yes/No
Number and types of jobs managed <ul style="list-style-type: none"> • • 	Responsibility	.
Typical tasks supervised/allocated to others <ul style="list-style-type: none"> • • • 	Asset Responsibility:	

Contacts and Relationships

(how the role relates to the work of others i.e. officers, groups, committees, general public, members, partner organisations, internal and external contacts of the council)

- Engagement at all levels including Heads of Service, senior managers, and other key stakeholders, including external providers and families.

Values and Behaviours

We strive to underpin our culture through strong management and authentic leadership, this means getting the management basics right, and ensuring what we commit to individually and collectively, we own and demonstrate accountability aiming to get things right first time. Building on this we also expect everyone at SBC to demonstrate and live our organisational values and behaviours , this means in our work we are:

Connected: We put Swindon and its people at the heart of everything we do.

We display a communication and behaviour style that promotes a positive Council identity in connecting with residents, customers, colleagues and other stakeholders ensuring a partnership approach to delivering our vision. Always asking, “is what I am doing in the best interests of Swindon and its people,”?

Resilient: We are forward thinking and work smart

We seek to identify where things can be improved, ensuring this learning is embedded, evaluated and built upon through a strong approach to continuous organisational development.

Brave: We respect and work together with our colleagues and customers to achieve success

We act in an emotionally intelligent way, setting positive examples around accountability, risk and governance. This will be delivered through developing ourselves and our teams to achieve the highest possible levels of productivity and performance.

Other Key Features of the role

(working environment / emotional / conditions i.e. regular outside work, unpleasant or hazardous conditions, practical demands such as standing, carrying or working in constrained positions, potential verbal abuse and aggression from people, or risk of injury).

Employee Signature:	Print Name:
Date:	
Line Managers Signature:	Print Name::
Date:	