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| **Gay Job Description** | |
| **Post title** | SEND & Inclusion Senior Specialist Support Worker |
| **JE Reference No** | N9688 |
| **Grade** | 8 |
| **Service** | Children & Young Peoples Services |
| **Service Area** | Early Help Inclusion & Vulnerable Children, Specialist Inclusion Support |
| **Reporting to** | The postholder will report to the Manager of the SEND and Inclusion Team via the Team Leader for Communication and Interaction. |
| **Location** | Your normal place of work will be Education Development Centre Spennymoor, but you may be required to work at any Council workplace within County Durham. |
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| **DBS** | This post is subject to an enhanced disclosure. |
| **Flexitime** | This post is eligible for flexitime. |
| **Politically restricted** | This post is not designated as a politically restricted post in accordance with the requirements of Section 1(5) of the Local Government and Housing Act 1989 and by regulations made from time to time by the Secretary of State. |

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| **Description of role** |

To work under the supervision of the Team Leader, to contribute to improving the quality of education and learning opportunities for children and young people with speech, language and communication needs in County Durham.

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| **Duties and responsibilities** |

Listed below are the responsibilities this role will be primarily responsible for:

Under the direction of the Team Leader the postholder will:

* Support schools in the delivery of Speech and Language/social communication programmes through a traded delivery model of packages of support to include:
* Coaching /Assisting classroom and Learning Support Assistants to deliver programmes to individual pupils from nursery age to KS4, within their own school setting.
* Delivering speech and language/social communication programmes to individual pupils.
* Delivering small language/social communication development groups
* Work within an established discipline policy to manage behaviour constructively and promote self-control and independence of children with speech, language and communication (SLCN) difficulties.
* Assume responsibility for a selection of schools and travel between schools to deliver an agreed package of support relating to SLCN.
* Assist school staff in developing their expertise in meeting the speech and language/social communication needs of children, e.g. through supporting or delivering workshops, or through a coaching model of delivery, or through modelling the use of strategies and resources
* To provide information to schools regarding speech and language/social communication development and or difficulties
* Advise on appropriate ways of delivering a Speech and Language/social communication programme including frequency and methods of delivery.
* Advise on appropriate activities, techniques and resources including modelling their use.
* Plan appropriate short term targets with the support of an Advisory Inclusion Teacher / Team Leader
* Advise on monitoring progress and adapting programmes and targets.
* To safely maintain records of involvement with schools and monitor and evaluate pupils progress.
* Write reports on interventions and pupil progress when appropriate
* Contribute to the evaluation of the effectiveness of the support provided.
* Undergo training within the specialist area.
* Attend team meetings and staff development sessions.
* Contribute to team development by taking part in projects and developing new resources.
* Liaise, as appropriate, with staff in schools, parents and other professionals such as Speech and Language Therapists, Speech and Language Therapy Assistants, CAMHS clinicians, Occupational Therapists.
* Develop a relationship of trust and respect with staff in schools.
* Maintain records of involvement via the team database
* To effectively and autonomously manage own workload to meet service needs.
* Comply with and assist with the development of policies and procedures relating to safeguarding, health confidentiality and data protection reporting all concerns to the designated teacher in schools and SEND and Inclusion Team.

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| **Organisational responsibilities** |

* **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

* **Smarter working, transformation and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

* **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

* **Health, Safety and Wellbeing**

To take responsibility for health, safety and wellbeing in accordance with the council’s Health and Safety policy and procedures.

* **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

* **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

* **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

* **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

* **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

* **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

* **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

*The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.*

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| Person specification | | |
|  | Essential | Desirable |
| Qualifications | Relevant Qualification such as:   * NNEB (Cache Level 3) * BTEC Diploma in Caring Services * NVQ Level 3 in Child Care and Education/Early Years Care and Education * NVQ Level 3 in Supporting Children and Young People’s speech, language and communication * Recent and relevant In-Service training within the field of Speech and Language | * Willingness to undertake further training * GCSE A-C in Maths and English |
| Experience | * Experience of working with and delivering programmes to pupils with Speech, Language and Communication Difficulties in a school or other setting * Experience of delivering Speech and Language Therapy Programmes within a school setting * Experience of working with in partnership with parents and other professional agencies | * Experience of working across a wide range of age groups * Experience of supporting pupils on the autism spectrum * Experience of supporting children and young people with more complex needs |
| Skills & Knowledge | * Knowledge of speech and language development * Knowledge of teaching and support approaches and resources appropriate for children with speech and language difficulties and/or social communication * Knowledge of safeguarding * Ability to work independently, organise own time and show initiative * Ability and willingness to take on responsibility * Ability to make own teaching resources and adapt resources to individual needs * Ability to monitor and assess pupil progress relating to speech and language targets * Willingness to work across all ages from Early Years to secondary age * Good presentation skills both verbal and written * ICT competency | * Ability to support the professional development of members of staff in school * Ability to undertake informal assessments of speech and language * Knowledge of strategies and resources to support children with social communication difficulties |
| Personal Qualities | * Sensitivity to pupils’, parents’/carers’ and school staff needs * Good communication and interpersonal skills * Calm manner and good sense of humour * Access to a car or means of mobility support (if driving then must have a current valid driving licence and appropriate insurance). |  |