

JOB DESCRIPTION

Job Title: Specialist Teacher (Learning Support/Autism/Complex Communication Needs)
Directorate & Section/Unit: Specialist Teaching Service, Inclusion Support Services, All Age Disability.
Reporting to: Lead for Specialist Teaching Service – Autism/CCN and Learning Support.
Salary Grade: Teachers Pay Scale MPS/UPS + SEN Allowance

Our People Values:

To uphold and act in accordance with Worcestershire County Council's values:

- **Customer Focus** - Ensure delivery of a high-quality service which meets the needs of customers
- **Can Do Culture** - Be proactive to achieve excellence, finding solutions and creative ways of working
- **Freedom within Boundaries** - Make constructive change through cohesive decision making, ensuring services are responsive.

Purpose of job: You are required to carry out the duties of a Specialist Teacher as set out in the School Teacher's Pay and Conditions Document. You will be responsible for assigned schools as specified by the Team Manager. All work should be undertaken within the guidelines of WCC's policy framework. You will support schools and settings to increase capacity, confidence and skills in meeting the needs of children and young people with a range of SEND from early years/pre-school to further education.

Main Activities & Responsibilities:

- To effectively manage an active caseload of schools and their CYP with SEND.
- Provide accurate and in-depth assessments of pupils with barriers to learning for a range of purposes including – including School requests for assessments; Statutory Assessment and processes; Mediation and Tribunal.
- Provide support with embedding the Local Authority's Graduated Response and Ordinarily Available Inclusive Practice and further, more specialist, recommendations based on an expert knowledge and understanding of learners' needs. This support will be provided to a range of stakeholders up to, and including, Local Authority level.
- Work closely with class teachers, SENCOs and learning support assistants in schools to develop effective strategies and interventions in relation to individuals and groups of pupils.
- Specialist teaching of targeted interventions to individuals and groups of all ages and developmental stages as required.
- Encourage a co-ordinated approach in addressing a pupil's learning, social, communication and developmental needs to support inclusion, participation and achievement.
- Work effectively with other agencies in a multidisciplinary approach to achieve the best outcomes for the young person.
- Travelling across Worcestershire and, on occasion, outside of the county to undertake responsibilities. This role involves travelling to remote areas of the county not served by public transport.
- Efficient management of casework administration, relevant data collection and communicating promptly and effectively with stakeholders.
- Facilitate the delivery of a range of interventions that are deemed to be appropriate to meet the needs of individual or groups of pupils.
- Attending role-relevant meetings, including as a representative of the team and feeding back to the team.
- Contribute to the development and delivery of training for all stakeholders, through both commissioned and traded opportunities
- Support diagnostic processes as relevant (e.g. autism, DCD/dyspraxia, ADHD).
- Support a particular agreed area of focus in the team that is of professional interest and aligns

with the needs and direction of the team.

- Keep informed of current approaches, teaching strategies and resources relevant to teaching pupils with learning difficulties so that appropriate interventions can be applied in school contexts
- To deliver Key Performance Indicators (KPIs) as directed by the Team Lead
- To maintain records of work according to team and organisational policy
- To conform with safeguarding policy and procedure
- Comply with the Data Protection Act and other relevant legislation
- To maintain updated safeguarding knowledge and comply with all procedures
- Report on improved outcomes for children with SEND.
- Achieving earnings and contributing to team income targets
- Additional tasks as required in line with business requirements.

Generic Accountabilities:

- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training
- To undertake other such duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job
- To undertake health and safety duties commensurate with the job and/or as detailed in the Directorate's Health and Safety Policy
- The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Council's Equality and Diversity Policy
- Working with some vulnerable children, young people and adults can, at times, be emotionally challenging for which appropriate support will be provided through management supervision. The post holder must be able to deal with such mental demands.
- This post is exempt from the Rehabilitation of Offenders Act and / previously met the definition of Regulated Activity (as defined by the Safeguarding Vulnerable Groups Act 2006) and is therefore subject to an enhanced Criminal Records Check (Via the Disclosure Barring Service, DBS) (as defined by the Police Act).
- This post meets Regulated Activity (as defined by the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012) and is subject to an enhanced Criminal Records Check (Via the Disclosure Barring Service, DBS) and the relevant children and/ adults barred list(s) checks.
- The Code of Practice on the English Language Requirement for Public Sector Workers (the fluency duty) applies to this post. Therefore, an ability to fulfil all spoken aspects of the role with confidence through the medium of English is essential for the post.

Contacts:

In all contacts the post holder will be required to present a good image of the Directorate and the County Council as well as maintaining constructive relationships.

Internal: Elected Members, Directors, Assistant Directors, senior managers, management teams, managers and staff across all Directorates, project staff, governors, headteachers, teachers, support and other school-based staff

External: District & County Councils, Government agencies and departments, healthcare professionals, PCT, Police, Fire, Probation Service, educational settings, suppliers, contractors, service providers, statutory and voluntary organisations, service users, clients, customers, parents and pupils, members of the public, volunteers

Additional Information:

- The ability to travel throughout the county, including areas where there is limited public transport and be able to reach, including but not limited to, families, young people, internal and external clients and within a timely manner
- The Council reserves the right to alter the content of this job description, after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility
- Reasonable adjustments will be considered as required by the Equality Act.

Author: Gemma Halstead

Date: 24.4.26

Date of grading confirmation: 11.5.26

*** WCC is aiming towards a 5-level management organisational structure with level 5 being the Chief Executive.**

PERSON SPECIFICATION

Job Title: Specialist Teacher

Directorate & Section/Unit: Specialist Teaching Service, Inclusion Support Services, All Age Disability.

Salary Grade: Teachers Pay Scale MPS/UPS + SEN Allowance

EXPERIENCE:

It is **essential** that the post holder has:

- Significant experience working as a teacher working with children and young people with a variety of additional learning needs
- A successful track record demonstrating improved outcomes for children with SEND
- Considerable experience of working with different professionals to bring about positive change for vulnerable learners (this may be within an educational setting or within a local authority)
- Considerable experience of developing and maintaining positive relationships with families of children with Special Educational Needs

It is **desirable** that the post holder has:

- Understanding of educational, health and social care provision in relation to statutory requirements
- Experience in a range of mainstream and specialist settings
- Experience teaching across a range of ages and stages

KNOWLEDGE, SKILLS AND ABILITIES:

It is **essential** that the post holder has:

- Able to demonstrate a high level of knowledge and understanding in Special Educational Needs and disabilities
- Detailed understanding of SEND Code of Practice
- Working understanding of legislation relating to vulnerable learners for example exclusions and equalities
- Expert understanding of approaches and interventions which improve outcomes for children and young people with SEND within educational settings

- Pro-active, positive outlook evidenced through work within educational settings and during team development work
- Considerable expertise in application of approaches and interventions in groups and one to one situations to promote positive change for children and young people
- Proficient IT skills and considerable application to record keeping, communication and problem solving
- Detailed knowledge of the application of frameworks and policy in regard to confidentiality and safeguarding
- Expertise in interpersonal skills in a variety of situations
- Flexible, self-reflective and able to work on their own initiative
- Excellent understanding of emotional health and wellbeing applied to own self and others within the workplace
- A proactive, positive outlook, innovative and creative in problem solving and generating of new ideas
- The ability to inspire confidence in others, including in challenging and complex situations and when dealing with senior management
- Ability to travel around the county and occasionally beyond, sometimes at short notice and to remote locations
- An ability to prioritise conflicting demands on time
- Excellent communication and interpersonal skills
- A neurodiversity embracing approach
- Recent (in the last year) classroom experience and up-to-date curriculum knowledge
- Ongoing self-directed study into research and strategies for key areas of support of the Specialist Teaching Service.

It is **desirable** that the post holder has:

- Experience of leading on and managing whole-school change, preferably in relation to young people with SEND

QUALIFICATIONS/TRAINING & DEVELOPMENT:

It is **essential** that the post holder has:

- Qualified Teacher Status. This post is not suitable for ECTs.

It is **desirable** that the post holder has:

- For Learning Support specialism: a recognised Level 7 or equivalent qualification in teaching and assessing learners with Dyslexia/ Specific Learning Difficulties
- For Learning Support Maths focus: a recognised level 7 or equivalent qualification in assessing and identifying dyscalculia
- For Learning Support Specialist: A recognised

qualification in assessing Exam Access Arrangements.

- For Autism/Complex Communication Needs: recognised postgraduate qualification in autism.
- Other relevant postgraduate qualifications in SEND e.g. NASENCo / NPQ SENCO.

ADDITIONAL INFORMATION

It is **essential** that the post holder has:

- Has a commitment to the inclusion of children with additional needs
- Has a commitment to equal opportunities
- Has a commitment to promote independence in learners and to build the capacity of educational settings to meet learners' needs
- Is sensitive to the needs of learners and their families
- Is reliable
- Flexible and able to work on their own initiative
- The post holder will be subject to a DBS check
- An ability to travel throughout the County, and beyond on occasion, to areas not well served by public transport.

Author: Gemma Halstead

Date: 24.4.26