

EHC Specialist Teacher

JE Code: MK Teach 021

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| **Values – We are dedicated, respectful, collaborative, we are Milton Keynes Council** | |
| **Service** | Children and Families |
| **Reports to:** | EHC Service Leader/ EHC Senior Specialist Teacher (Schools) |
| **Job Family** | Professional / Technical |
| **Grade:** | Teacher’s Maingrade / UPS |
| **Political restricted** | N |
| **Date:** | TBC |

**Key Deliverables**

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| **1.** | To liaise and be part of the SEND team, to challenge and support schools/settings across Milton Keynes to ensure they are fulfilling their educational responsibilities for CYP with SEND in line with the SEND Code of Practice, current DfE legislation and initiatives. |
| **2.** | To support CYP with SEND within educational settings, advising and modelling strategies to staff using a child centred consultation approach. This will include direct work with the CYP working within the educational setting, home or other location. |
| **3.** | Work with educational settings to improve, monitor and evaluate the outcomes for CYP with SEND. Maintain good quality record keeping and use data analysis of your case load to measure the impact of your work using directed programmes such as ONE. This includes being directly involved in the review of the CYP EHCP. |
| **4.** | Ensure educational settings are aware of and follow safeguarding processes and procedures in relation to children missing from education, absent from school, children on part-time timetables and families opting to home educate, this may include home visits to assess for home education suitability. |
| **5.** | To build packages of educational support working with wider team members to ensure CYP have an education reflected within the legal requirements of their EHCP. |
| **6.** | Contribute towards statuary processes and requirements of the Milton Keynes LA as a part of the wider SEND Team responsibilities, under the direction of SEND Team Mangers. |
| **7.** | To lead, plan and deliver direct sessions, for CYP with EHCP’s where there has been placement breakdown or they have moved into the area, this includes the review of their EHCP. |
| **8** | Contribute the SEND Support line duty rota through answering calls and answering email enquiries being able to offer informed advice and next steps to resolve concerns effectively. |

*Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both service and council wide needs*

**Essential Requirements (key skills & qualifications)**

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| **1.** | To be able to work effectively in collaboration with team members, including wider SEND Team colleagues, other professionals and families to ensure CYP and Education settings reach positive outcomes for all. |
| **2.** | Have excellent ICT skills, be confident in the use of MS Teams, PowerPoint, Word, LA programmes and other technologies that are supportive to CYP with SEND. |
| **3.** | Must have valid driving license, own transport and be willing to travel to meet service delivery requirements. |
| **4.** | Have evidence of recent and relevant CPD. |
| **5.** | Hold Qualified Teacher Status, ensuring teacher standards are met and maintained. Have an extensive knowledge and understanding of CYP with SEND including proven experience teaching across different Key Stages within mainstream and/or specialist provision leading to positive life outcomes for our CYP. |
| **6.** | To be able to establish and maintain good relationships with CYP, parent/carers so that a consistent and unified approach is adopted to meet the needs of CYP. |
| **7.** | Possess a high level of interpersonal skills with the ability to communicate effectively both orally and in writing. |
| **8.** | An ability to respond flexibly, working within a range of environments and situations to meet the needs of CYP with SEND including working outside normal working hours should the business needs require. |
| **9.** | Demonstrate an understanding of, and commitment to safeguarding principles. |
| **10.** | Proven experience of promoting inclusion through whole school development. |
| **11.** | Demonstrate ability to work independently and on own initiative within LA strategies and policies. |
| **12.** | An ability to target resources effectively to secure the best outcomes for CYP with SEND. |
| **13.** | Have experience of, and be able to maintain, a calm and professional manner when working in challenging environments. Have a flexible approach to resolving challenging situations to meet the service needs, including managing and mediating challenging conversations. |
| **14.** | To have knowledge and experience of writing child centred outcomes enabling the CYP to make progress. |



Job Family

Professional/Technical

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| **Colleagues Expectations**   * Be professional at all times * Work together for the good of the team, council and local people * Promote a supportive culture * Challenge assumptions * Take ownership * Be willing to change and do things differently * Always work in a safe manner | **Managers expectations**   * Be a role model by displaying positive behaviours at all times * Make well-considered decisions * Support, coach and communicate with my team * Be accountable for my team’s performance |

Professional/Technical job holders rely upon their deep knowledge of the specialism or discipline in which they work to carry out vital tasks and provide authoritative advice to others. Often developing within recognised career paths, their evolving expertise sees them bear increasing responsibility for managing Council assets, the development of policies and procedures and the strategic direction of the functions they support.

### Role Characteristics

At this level job holders use their extensive experience and postgraduate level professional knowledge to take a lead in complex interactions with others, delivering change by evidence-based argument and persuasion. They exert professional influence on the organisational structures and procedures within their working area to enhance productivity, efficiency and customer satisfaction.

### The Knowledge and skills required

The advanced theoretical knowledge required to make appropriate judgements and decisions at this level is augmented by ongoing professional development and awareness of external legislative and societal change. Also, by a deeper understanding of the Council operational structures which both support and depend upon the job holder’s actions and advice. Roles will be professional experts, providing guidance to those in earlier career stages.

While the majority of roles will have demands for manual dexterity in relation to typing and similar functions, other jobs will use a range of equipment requiring precision in their use and handling.

### Thinking, Planning and Communication

Job holders will use their professional expertise to deal with complex, pressing issues on a day to day basis, but will also look well ahead and take a more strategic view of their project and service delivery objectives, shaping their teams’ composition, approach and operating procedures in accordance with wider service goals mandated by Service management.

The information exchanged at this level will be routinely complex and even contentious in nature. Job holders will, however, have additional demands placed upon them by the need to persuade others to adopt courses of action which they may not otherwise wish to take, based on evidence-based and reasoned argument. This will occur in written interactions but can also be the case in face to face verbal exchanges where job holders will advocate a position in response to opposing opinion in a formal or informal setting.

**Decision Making and Innovation**

Job holders will have the freedom to interpret policy and broad operating guidelines in order to shape their teams’ detailed approach to meeting their corporate objectives and targets. They will deal with escalated, multi-faceted problems independently and will tend to only consult their manager on fundamental policy or resource issues.

### Areas of responsibility

With a diverse range of jobs being represented at this level, the precise blend of responsibilities for which the job holder is accountable will depend upon the service in which they operate.

External facing roles will focus on the needs of people, whether external service users or partners and will be responsible for high impact decision making and the implementation of appropriate programmes on behalf of individuals or groups of people or enforcement of regulations which have direct and significant consequences upon those served. Such roles are likely to have at least one other elevated level of responsibility for such elements as finance, information assets, equipment or premises.

Internal facing roles are likely to have this pattern reversed, with the weightiest responsibility for highly valuable or significant financial and non-financial assets, but somewhat less accountability for the assessment of needs of individuals and groups.

Jobs will generally have formal line management responsibility and will not only allocate and check work, but also be directly involved in assessment, recruitment, and other human resource related procedures. Posts that do not have this level of managerial responsibility are likely to have compensatory levels of accountability in relation to the users of Council services, finance or other major asset(s).

### Impacts and Demands

Tasks and duties will be generally carried out in a sedentary position but there will always be a requirement for standing and walking from time to time, and the occasional need to lift or carry items.

The combination of both tactical and strategic matters that job holders deal with means that roles are inherently complex, demanding of lengthy periods of concentrated mental attention while also managing high levels of work-related pressure from deadlines, interruptions or conflicting demands.

Duties of jobs at this level will not require job holders to develop and maintain working relationships with people who, through their circumstances or behaviour, place particular emotional demands on the job holder.

Job holders find themselves exposed to some disagreeable, unpleasant or hazardous working conditions. Particularly when the needs of their specialism require them to work on external sites exposed to the weather, in or around refuse and waste plant, close to particularly noisy machinery and in similar environments.

Other jobs, such as enforcement roles, may also see job holders exposed to verbal abuse and threatening environments. In all cases, job holders will minimise risk and conform to health and safety regulations to mitigate any negative effects of such exposure.