

EHC Senior Specialist Teacher (Complex Transitions and Health)

JE Code: MKOTH122

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| **We are dedicated, respectful, and collaborative. We are Milton Keynes Council.** | |
| **Service:** | SEND |
| **Reports to:** | EHC Service Leader |
| **Job Family:** | Professional and Technical |
| **Grade:** | Leadership 8-10 |
| **Political restricted:**  **Date:** | N  TBC |

**Key Deliverables**

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| **1.** | Take the ECHP practice lead for young people with the most complex needs with key transitions i.e between placements and transitioning to adulthood |
| **2.** | Support professional development within SEND Teams, Schools and wider partners in effective practice in preparing for adulthood |
| **3.** | To work alongside the EHC Service Leader in taking responsibility for Complex Transitions pathways for individual students and those requiring collaborative work with Health colleagues and analyse data to ensure all pupils are making progress. |
| **4.** | Manage a caseload of children and young people with EHCPs in independent settings who are approaching transitions by working with the young person, family and all professionals involved to plan transitions. |
| **5.** | Analyse and disseminate key data sources to enhance understanding and contribute to transition planning provision for children and young people with special educational needs and disabilities |
| **6.** | Participate in Inclusion Forum and Independent Discussion Panel where necessary to advise and support around complex cases |
| **7.** | Liaise with, and monitor Residential school placements and support the Transitions process in and out of such provision  Link with the Virtual school to maintain a list of yp who are Looked After with an EHCP and support Transitions between educational provision as needed |
| **8.** | Deputise for the EHC Service leader as required alongside the Senior EHC Specialist Teacher (Schools) |
| **9.** | Provide direct consultation to schools and other professionals and support outreach sessions for a half a day a week within a specialist teaching capacity to ensure own practice remains up to date and effective. |
| **10.** | Maintain and disseminate up to date knowledge of current and new legislation and national and local policy to ensure that the team’s work is being carried out within this guidance. |
| **11.** | Contribute to the SEND Support Line duty rota through answering calls and email queries. Be able to offer informed advice and next steps to resolve concerns effectively. Be able to support EHC review officers to manage complex calls. |

*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, expertise & qualifications)**

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| **1.** | Qualified Teacher Status Minimum of 5 years post qualification experience, with experience of teaching across a range of phases in both main stream and specialist settings. |
| **2.** | Post graduate qualification in SEND, advanced specialist and detailed theoretical knowledge of Special educational needs, legislation, policy and research. |
| **3.** | Leadership qualification and /or experience of middle / senior school Leadership with the ability to anticipate lead and manage change. |
| **4.** | Highly developed organisational skills, ability to plan ahead, prioritise own workload the manage the teams workload |
| **5.** | Able to Inspire, challenge, motivate and empower others to reach challenging outcomes. |
| **6.** | Able to Deliver changes in practice, team structures and joint working in line with local and national requirements. Highly creative in finding new solutions, identifying and establishing best practice in own and partner organizations |
| **7.** | Extemporary written and verbal communication skills, ability to deal with families and professionals who may be anxious or unhappy with the decisions made and take the lead in informal mediation within their area of work |
| **8.** | Ability to thinks and acts strategically in the short, medium and long term within own area of influence and in support of others. |
| **9.** | Experience of managing budgets and working with data to inform and develop services. |
| **10.** | Comprehensive and up to date knowledge of current Special Educational Needs principles and procedures and current legislation related to SEN and Disability Discrimination Act |

Reasons for being a teachers/leadership T and Cs



Job Family

Professional and 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.