

Job Description



Job Title: School age SEN practitioner	Service Area: Inclusion Service
Division: CYPs	Job Number: 41051
Grade: Scale 4/5	Date last updated: November 2014

Overall Purpose of Job

To ensure that children, young people and families in Newham receive a first class service that fulfils their potential, and when they need additional support, provide services that are local and easily accessible.

To support managers in the development delivery and review of planning, performance, commissioning services for children, young people, their families and carers so that overall costs are reduced but the life chances of children and young people are maximised.

To deliver programmes of intervention for children with complex learning or social communication difficulties/autism in school settings. To do this in a way which fosters partnership working and successful transition between settings. Carrying out the above include using a range of approaches linked to child development including those which require specialised methodology.

Job Context

The post holder reports to a senior teacher autism/ communication or senior teacher complex needs

1. The post holder has no line management responsibility
2. The post holder has no budget responsibility
3. The post holder may be required to work occasional evenings, weekends and public holidays in order to meet service requirements
4. Day to day management may be devolved to a school setting

5. The post holder may be required to work occasional evenings, weekends and public holidays in order to meet service requirements

Key Tasks and Accountabilities:

Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

To undertake all responsibilities listed below:

- 1 To act as a key point of contact between home, school and the service by supporting and working with children with complex learning or social communication difficulties/autism
- 2 To carry out baseline assessments which establish initial programmes of support and intervention
- 3 To signpost parents/ carers to services
- 4 To plan, delivering and updating programmes of support and intervention in partnership with parents/carers so as to prepare these children to access school life.
- 5 To design, model and teach specialised teaching approaches to parents/carers and a range of staff within school that are matched to the developmental needs of children with complex learning or social communication difficulties/autism, which foster the cognitive, social, emotional and physical development of children with complex learning difficulties or social communication difficulties/autism.
- 6 To plan and deliver training, including specialised programmes, to parents and staff which arise from the identified needs of the individual children for which the postholder is responsible
- 7 To plan and deliver training, including specialised programmes which arise from giving support to schools and settings
- 8 To organise and run groups with parents/carers/ children and staff and plan these with relevant managers, teachers and or staff
- 9 To work closely with parents/carers and staff within their homes and in schools to design and implement transitions programmes between settings and to do this in a way that demonstrates effective partnership working.
- 10 To advise, train and work with parents/carers and staff within homes and schools on the use of a range of augmentative communication systems in line and in ways that foster the development of good relationships.

- 11 To attend meetings including multi- disciplinary assessments, case conferences and reviews and actively contribute to the partnership work that arises to ensure approaches within the team support effective multi- agency working.
- 12 To write reports and maintain records (including day to day, mid term as well as end of term/ year).
- 13 To make and maintain resources which foster effective learning and to advise parents/carers and staff within schools on the use of resources.
- 14 To actively maintain and develop up to date knowledge and skill in the field of child development and approaches to working with children who have complex learning or social communication difficulties/autism.
- 15 To participate actively in training and other in-service activities
- 16 To undertake any other duties that are in line with the purpose & grade of the post as may be required from time to time.
- 17 To effectively contribute to personal supervision and appraisal, in line with Corporate guidelines

EQUALITY AND DIVERSITY

We are committed to and champion equality and diversity in all aspects of employment with the London Borough of Newham. All employees are expected to understand and promote our Equality and Diversity Policy in the course of their work.

PROTECTING OUR STAFF AND SERVICES

Adherence to Health and Safety requirements and proper risk management is required from all employees in so far as is relevant to their role. All employees are expected to understand and promote good Health and Safety practices and manage risks appropriately.

Personal Specification



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Directorate: CYPS	Post Number: 41051	Evaluation Number:
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IMPORTANT INFORMATION FOR APPLICANTS

The criteria listed in this Person Specification are all essential to the job. Where the Method of Assessment is stated to be the Application Form, your application needs to demonstrate clearly and concisely how you meet each of the criteria, even if other methods of assessment are also shown. If you do not address these criteria fully, or if we do not consider that you meet them, you will not be shortlisted. Please give specific examples wherever possible.

CRITERIA	METHOD OF ASSESSMENT
EQUALITY AND DIVERSITY We are committed to and champion equality and diversity in all aspects of employment with the London Borough Of Newham. All employees are expected to understand and promote our Equality and Diversity Policy in the course of their work.	
KNOWLEDGE: Good understanding of child development and approaches to working with children who have complex learning or social communication difficulties/autism Knowledge and understanding of effective approaches to working in inclusive settings	Application Form/Interview Application form/interview
QUALIFICATIONS: Minimum qualifications NNEB diploma in nursery nursing Or National vocational Qualification in child care and educational level III	Application Form/Certificate

<p>Or BTEC diploma in nursery nursing Or BTEC certificate in nursery nursing Or Other relevant qualification in child development and early years education</p> <p>Evidence of specialised training in relevant areas of professional role development, e.g.</p> <ul style="list-style-type: none"> • Earlybird • SCERTS • PECS and TEACCH • Intensive Interaction • Signalong • Key work and multi-agency role • Specialist approaches to learning • Supporting personal care and moving and handling programmes <p>New appointment will be at Scale 4 if the above training has not been undertaken, moving to Scale 5, subject to having undertaken the relevant training, facilitated by the service manager</p>	<p>Certificates/Record of CPD/Application Form/Interview</p>
<p>EXPERIENCE:</p> <p>Experience of working with children, including those with special educational needs, in an educational or similar setting</p> <p>Experience of working with families</p>	<p>Application Form interview</p> <p>Application Form/Interview</p>
<p>SKILLS AND ABILITIES:</p> <p>Able to work co-operatively as part of a team.</p> <p>Able to demonstrate a strong commitment to public service.</p> <p>Has a high degree of integrity.</p> <p>Able to demonstrate fairness and openness.</p> <p>Strong commitment to team working.</p> <p>Ability to work under pressure.</p> <p>Ability to produce high quality reports and letters</p> <p>High level of competence in ICT and good awareness of the use of ICT across the curriculum</p> <p>Well developed problem solving and negotiation skills.</p> <p>Excellent organisational skills.</p>	<p>Application Form/Interview</p> <p>Interview</p> <p>Interview</p> <p>Application Form/Interview</p> <p>Application Form/Interview</p> <p>Application Form/Interview</p> <p>Application Form/Interview/Test</p> <p>Application Form/Interview/Test</p> <p>Application Form/Interview/Test</p> <p>Interview</p>

<p>Ability to develop and sustain partnerships.</p> <p>Excellent interpersonal/communication skills.</p> <p>Able to demonstrate effective teaching methods for pupils with a range of learning difficulties or social communication difficulties/autism</p>	<p>Interview</p> <p>Interview</p> <p>Application Form/Interview/Test</p>
<p>PERSONAL STYLE AND BEHAVIOUR:</p> <p>Suited to working effectively as a lone worker</p>	<p>Application Form/Interview</p>
<p>OTHER SPECIAL REQUIREMENTS:</p> <p>This post is subject to an enhanced DBS check.</p> <p>This post is exempt from The Rehabilitation of Offenders Act (1974).</p> <p>Able to travel between schools</p>	<p>Satisfactory clearance at conditional offer stage</p> <p>Application Form</p> <p>Application Form/Interview</p>