



TRAFFORD
COUNCIL

Special Educational Needs Consultant Physical & Medical

Service: SEN Advisory Service

Grade:

Reporting to: Sally Smith-Service Interim Barbara Jarkowski- Interim SENAS Manager Early Years Consultant –supervision

Responsible for:

About Us

Trafford is a great place to live, work, learn and visit. From its leafy suburbs, to its more urban areas, the borough takes pride in its strong, diverse communities, its cultural and sporting heritage and its position at the heart of the region's economic powerhouse.

Trafford Council and its partners in the public, private and third sectors are embarking on a Vision which sees us working together to close inequality gaps and maximise Trafford's huge potential.

Our vision: Working together to build the best future for all our communities / everyone in Trafford.

Our vision is about giving people in Trafford greater choice about where they live; to build and sustain in thriving communities; and to develop areas which we can all take pride in. It's about people living healthily; receiving care when they need it and having access to our green spaces with great transport links across the borough.



Our Culture

Trafford Council employs around 2300 non-school members of staff and as one of the biggest employers in the borough, we work hard to make Trafford Council an employer of choice. We care what you think and believe you are more than just a job role. We have a great benefits' package and a real focus on your health and wellbeing, as well as, extensive learning, succession and development opportunities.

For us, it's not just about *what* we achieve as an organisation, but *how* we do it. Therefore, all employees are expected to display our **EPIC** values.

At Trafford Council we are EPIC

We EMPOWER – We inspire and trust our people to deliver the best outcomes for our customers, communities and colleagues.

We are PEOPLE CENTRED – We value all people, within and external to the organisation and give those around us respect. We will act with honesty and integrity in all that we do, and create an environment that enables everyone we work with to thrive and succeed.

We are INCLUSIVE – We are committed to creating an environment that values and respects the diversity and richness differences bring

We COLLABORATE – We build relationships, collaborate; treat people as equal partners and work together to make things happen.

About the Role

This Role Profile outlines the key tasks you will be expected to perform to give you an understanding of a typical day and the key activities that you will be expected to deliver or contribute to the delivery of.

The 'About You' section explores what qualifications, experience, skills and knowledge you will need for the role.

We are a values based organisation and you will need to reflect our values, as well as the requirements in 'About You' in your application.

Your Main Priorities

To give support to families and education settings in order to raise achievement, promote inclusion and improve access to learning opportunities for children and young people with a physical difficulty and /or medical needs 0-25years.

To support children and young people with physical difficulties and/or medical needs to:

- Help keep them safe
- Lead happy and healthy lives
- Progress and achieve
- Access appropriate educational placements
- Make good progress

General

- To participate in the development and implementation of LA policies and practices within SEND.
- To adhere to and assist in ensuring that safeguarding policies and procedures are followed, including the Early Help Assessment processes
- To implement the equal opportunities policy
- To participate in EPIC Trafford's Performance Management and Professional Development arrangements according to the policy of the Service.
- To keep the line manager informed of caseload work.

1. Duties & Responsibilities

- a) To support education settings through early identification of SEND.
- b) Assess and work with CYP with physical difficulties and/ or medical needs.
- c) To work with education settings to improve access to teaching and learning for CYP with physical and /or medical needs.
- d) To work across all age ranges, and all types of educational settings, as directed by service planning.
- e) To build the capacity of education staff in responding to the needs of CYP with physical and /or medical needs.
- f) To co-produce preparing for adulthood (PfA) outcomes across the age ranges for children and young people with SEND
- g) To work with settings in facilitating and delivering continued professional development around CYP with physical and /or medical needs.
- h) To facilitate the sharing of effective practice relating to the work of the SENCOs in supporting and including CYP with physical and/or medical needs.
- i) To support in devising, monitoring and reviewing provision for CYP with physical and /or medical needs within a graduated approach to ensure effective use of resources/funding.
- j) To promote a range of effective strategies for CYP with physical and /or medical needs to ensure access and inclusion.
- k) To work with individual education settings in monitoring the effectiveness of provision and the impact of resources for CYP with physical and /or medical needs.
- l) To participate in the planning and preparation of support for an individual CYP with physical and /or medical needs.
- m) To maintain records and report on the inclusion of CYP with physical difficulties and/ or medical needs to education settings, parents and other agencies, in line with agreed policies.
- n) Support the implementation of statutory processes, including attendance at annual review meetings and provide written input where change of provision is required and at key transition points.
- o) To work with education settings on agreed SEND improvement priorities for those CYP with physical and /or medical needs.
- p) Support the communication between the LA, families and education settings.
- q) To be a part of developing integrated working practice.
- r) To lead, develop and enhance the practice of other colleagues within the SEN advisory service around the needs of CYP with physical and/or medical needs.
- s) To support education settings as well as SEND advisory colleagues in the implementation of local and national initiatives around the needs of CYP with physical and /or medical needs.
- t) To assist with the training of new staff in the Service as well as supporting less experienced staff
- u) To play a full part in the Early Help Assessment process, working with partners from health and social care as appropriate

Key duties

- To bring a specialist, professional approach to the advice and support that enables inclusion of children with SEND in educational settings.
- To undertake relevant training specific to SEND/Inclusion.
- To gather records of progress of children/pupil(s) following set guidelines and advise on and contribute to individual learning plans in educational settings.
- To advise and support SENCOs in monitoring of individual support strategies/ interventions with regard to Trafford Graduated Approach Guidance for Early Years and schools.
- To work alongside other professionals and attend relevant meetings as required by the lead SENAS consultant/ Service Manager.
- To encourage key workers, teachers/ SENCOs to develop a high level of expectation of children with SEND both in and out of educational settings.
- To implement code of conduct policy (for service staff).
- To use assistive technology as required to support children with communication or recording and advise SENCOs under the guidance of the lead SEND consultant.
- To use Liquid Logic Early Help Module to record involvement and key documentation as required by the Service
- To work independently, raise issues and seek advice from the SENAS consultants/Service Manager
- To take part in regular supervision and in the Council's professional development process 'EPIC you' every 6-12 months.
- To work with parents of children with SEND to co-produce plans within settings, offer advice and signpost to other services
- To work collaboratively with other education, health and care service colleagues in the best interests of the child.
- To regularly communicate between team colleagues, settings, other professionals and parents to ensure appropriate sharing of information to a standard required by the Service Manager
- To work with Area SENCOs and share relevant setting-level SEND information and contribute to the EY SEND peer review process.

- To attend the cycle of monthly full team meetings, early years focussed meeting etc. as required and an annual service development and training day.
- To implement other service policy and procedure documents to individual working methods helping to promote effective and meaningful collaborative working styles and communication within the service.
- To undertake other duties and activities reasonably assigned by the Service Manager without altering the nature of the post or its range of duties.
- To attend Trafford's Early Years Panel to contribute to resources allocation decisions for early year's children in EYFS settings.
- To occasionally attend the Trafford Assessment Panel using threshold criteria to help, members of this panel discuss new cases and make a decision.
- To occasionally attend Moderation and Resource (MAR) Panel to contribute with the core members of the group to make recommendations, agree outcomes, type of placement and suggested funding for CYP with SEND.
- To manage and support staff alongside the service manager through caseload supervision and performance management.

2. Specific duties related to Physical and /or Medical Needs.

- a) Provide specialist assessment, advice and support to ensure good access and progress for all CYP with physical and /or medical needs across the 0-25 years whilst in education.
- b) Provide information around the educational implications of a CYP's physical and/or medical needs.
- c) Work in partnership with staff and parents/carers to co-produce, develop and review individual targets and outcomes and offer specialist advice for CYP with physical and/or medical needs.
- d) Assess, record and report on the progress and attainment for the CYP with physical and/or medical needs.
- e) Give specialist advice and strategies around access arrangements for formal assessments and examinations for CYP with physical and/or medical needs.
- f) Assess the educational environment for including CYP in relation to their physical and/or medical needs and make appropriate recommendations.
- g) Collaborate with settings /parents/carers and other agencies to assess the CYP's strengths and needs. Develop a physical profile/Individual Healthcare Plan (IHP) and the provision required in relation to the CYP's physical and/or medical needs.
- h) Promote the educational inclusion of CYP with physical and/or medical needs
- i) Support and implement effective transition at all phases of education

- j) Where appropriate lead on the assessment and review of CYP with physical and/or medical needs in accordance with the SEN code of practice (2015) and provide verbal and written advice about future educational needs, outcomes, provision and funding.
- k) Work and plan with staff in education settings to ensure appropriate high-quality support for pupils with physical and/or medical needs.
- l) Work in an effective integrated and multi-disciplinary way ensuring a Team Around the CYP approach.
- m) Offer support/advice to school governors around physical/medical disability and equality legislation.
- n) Support education settings in monitoring and evaluating provision for under achieving pupils with physical and /or medical needs.
- o) Regularly review the PD support given to each CYP on caseload and according to the service eligibility criteria
- p) Ensure that CYP with physical and /or medical needs have opportunities to voice their opinions and participate in the planning of provision needed in order to raise self-esteem, promote positive identity and independence where possible.
- q) Positively engage with CYP with physical and /or medical needs and parents/carers in order to elicit and respond to their views.
- r) Maintaining links with national and regional physical disability groups and feeding this back to ensure Trafford is up to date with the latest research and good practice.

A= Application I = Interview

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	Qualified Teacher Status. (A)	
PROFESSIONAL DEVELOPMENT	Evidence of further professional training/development linked to PD/ SEND (A and I)	
EXPERIENCE	At least five years teaching experience (A) Experience of working within SEND (A and I) Knowledge of physical development and difficulties (A and I)	Experience across all key stages and ideally post 16. (A and I)

	<p>Experience of working with CYP with physical difficulties and/or medical needs (A and I)</p> <p>A clear understanding of the SEN Code of practice, statutory duties and the inclusion agenda (A and I)</p> <p>Commitment to raising CYP achievement, inclusive practice and access to learning. (A and I)</p> <p>Experience of working collaboratively with other professionals. (A and I)</p>	
SKILLS AND ABILITIES	<p>Excellent interpersonal and communication skills with staff, CYP, parents/carers and other professionals. (I)</p> <p>Ability to undertake own administrative work and demonstrate good ICT skills. (A)</p> <p>Ability to prioritise and manage own time effectively whilst working under pressure. (A and I)</p> <p>Ability to write accurate reports for a range of audiences. (A and I)</p> <p>Recognise own personal/professional development needs and seek appropriate development opportunities.</p>	

	(A and I) Ability to devise and deliver a programme of training. (A and I)	
OTHER	Understanding and commitment of the recognised Child Protection and Safeguarding procedures. (A and I) Driving licence essential as use of own vehicle will be required to visit settings. (A)	

About You

Experience and Knowledge

To work with schools and support the safe handling of children as recommended through training by the Moving and handling adviser and therapy services.

To plan, deliver and evaluate training to meet the needs of children with a range of difficulties, which may include motor coordination, sensory processing, moderate/severe learning difficulties and assistive technology, personal/intimate care.

To advise settings to support children and young people with physical disabilities and/or complex special educational needs across a range of transitions including Post-16 pathways.

An awareness of Assistive Technology including Alternative and Augmentative Communication to support learning

Special Conditions

- DBS required Y
- Politically Restricted N
- Car User Y
- Unsocial Hours/Weekend N

Date prepared/revised: October 2021

Prepared/revised by: Sally Smith

Health and Safety

To operate safely within the workplace with regard to the Council's health and safety policies, procedures and safe working practices. To be responsible for your own Health and Safety and that of other employees.

Equalities & Diversity

To work within the Council's Equalities and Diversity Policy, embracing through personal example, open commitment and clear action that diversity is positively valued, resulting in access for all by ensuring fair treatment in employment, service delivery and external communications.

Customer Care

To continually review, develop and improve systems, processes and services in support of the Council's pursuit of excellence in service delivery. To recognise the value of its people as a resource.

Training and Development

To identify training and development needs with your manager, taking an active part in your Personal Development and Review Plan. To access development opportunities as they arise and share learning with others and where appropriate, actively encourage a learning environment and development within others.

Policy

To work at all times within the established policies and practices of the Council, within the framework established by the Council Constitution and associated guidance.

Information Governance

Confidentiality is of prime importance. In the normal course of duties, the post holder will have access to personal and or sensitive information relating to service users, staff and contractors, as well as information of a commercially sensitive nature. Such information should not be communicated to anyone outside or inside the Council unless done in the normal course of carrying out the duties of the post. Disciplinary action will be considered where a breach of confidence and or data breach has been established.

All information obtained or held during the post-holders period of employment that relates to the business of the Council and its service users and employees will remain the property of the Council. Information may be subject to disclosure under relevant legislation.

To ensure information is shared safely and complies with information governance standards and associated legislation.