

ROCHDALE BOROUGH COUNCIL
JOB DESCRIPTION

SERVICE: Early Help & Schools

SECTION: Rochdale Additional Needs Service (RANS) - Children and Young People
Additional Needs Service (CYPANS)

LOCATION: Floor 4, Number 1 Riverside, Smith Street, Rochdale. OL16 1XU

JOB TITLE: **Specialist Teacher - Team for Autism and Social Communication (TASC)**

POST NUMBER: EHSRANSASD01

Grade: MPR/UPR + Special Needs Allowance*

**Teachers with a high level of relevant knowledge and experience in their specialism will receive a SEN spot value of £4,242 (SEN upper). Teachers who do not yet have a high level of relevant knowledge and experience in their specialism will receive a SEN spot value of £2,149 (SEN lower).*

In determining whether a RANS teacher has 'high levels of relevant knowledge and experience in their specialism', the Head of Service will consider each case on its individual merit. For a teacher on the SEN lower spot value, this consideration will take place as part of the teacher appraisal process i.e. as a pay recommendation following the end of year review.

Accountable to: Team Leader (TASC)

Accountable for: Support staff within the TASC Team as delegated by the Team Leader

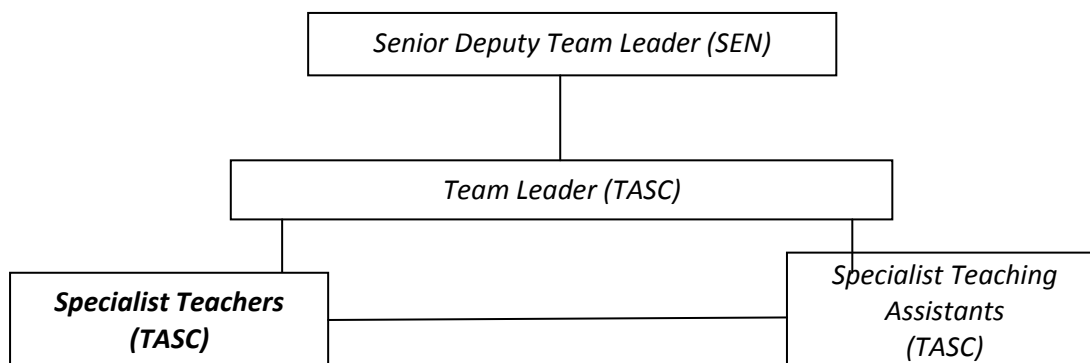
Hours of Duty: Teachers Pay and Conditions

Any Special Conditions of Service: The Authority operates a Smoke Free Policy for all its employees and applies to any building and associated grounds within in the immediate vicinity of the building which is wholly owned, leased or operated and occupied by RBC
To travel within the borough
To attend evening meetings as required

Appointment to this post is subject to an enhanced DBS including a barred list check against the child workforce.

The Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects staff to share this commitment.

ORGANISATIONAL CHART



PURPOSE AND OBJECTIVES OF THE JOB

The purpose of the job is to work within the Children and Young People Additional Needs Service (CYPANS) and under the direction of the Team Leader (TASC) to promote the participation, progress and independence of children and young people in schools and settings across Rochdale, who have Autism and/or Social Communication difficulties (TASC). This is primarily undertaken through advising and supporting schools, settings and families to meet the needs of these children and young people, though the role also includes direct teaching work with children and young people.

The objectives of the job are to:

- effectively manage a caseload of children and young people working with schools/settings and their families as appropriate to need*
- promote, develop and work within a multi-agency context*
- provide high quality school/setting and Local Authority-wide training and professional development as required*
- support the development and implementation of team processes and protocols*
- support the efficient provision of high quality traded services*
- effectively supervise Specialist Support Staff as delegated by the Team Leader (TASC)*
- keep up-to-date with recent developments that are relevant to the Role*

Control of Resources

Personnel

To be responsible for the direction, support and motivation of self and any staff under the post-holder's control.

Financial

To work in accordance with Financial Regulations and procedures of the Council.

Equipment/Materials

Responsibility for the safe use and maintenance of equipment/materials used by the post-holder.

To adhere to the Council's safe rules and regulations relating to the use of IT, email and intranet/internet access.

Health/Safety/Welfare

Responsibility for the safety and welfare of self and colleagues in accordance with the Health and Safety Policies of the Council.

Equality and Diversity

To work in accordance with the Authority's Policy relating to the promotion of Equality and Diversity.

Training and Development

The post holder will be responsible for assisting in the identification and undertaking of his/her own training and development requirements in accordance with the Council's Performance Management Framework.

Relationships (Internal and External)

Internal: *Staff in RANS and the wider Children and Young People Additional Needs Service (CYPANS)*

External: *School staff, LA Officers, other council Departments staff, staff from other agencies (e.g. Health agencies), parents and carers, children and young people, early years settings and the voluntary/private sector as appropriate*

Responsibilities

The post holder must -

- (i) Perform his/her duties in accordance with Rochdale Council's Equality and Diversity Policy.
- (ii) Ensure that Rochdale Council's commitment to public service orientation and care of our customers is provided.

Values and Behaviours

Approach the job at all times using the values set out below

- Proud
- Passionate
- Pioneering and Open

Be aware of and apply these behaviours at all times.

Principal Duties

1. Effectively manage a caseload within schools/settings (and with their families, where appropriate)

Support schools (and where appropriate, settings and families) to meet the needs of children and young people with ASC and/or Social communication difficulties by:

- working in a peripatetic role, travelling to schools/settings across the Borough (and occasionally outside of Rochdale)
- assessing the needs of children and young people and their families
- arranging involvement of specialist support staff, where appropriate
- providing advice and guidance on how needs can be met, including access to modified resources, environmental modifications, special equipment, individualised learning programmes, and teaching and learning strategies
- working with school staff to develop alternative learning programmes and activities to overcome barriers to learning including the use of specialist equipment as appropriate
- modelling of/coaching school staff in specialist teaching and learning approaches
- promoting and monitoring the inclusion and development of independence of children and young people including supporting 'Pupil Voice'
- providing training/coaching to staff in schools and settings, and where appropriate, to families
- working and liaising with staff from other agencies involved in supporting the children and young people on caseload
- providing written reports in relation to the children and young people, including for statutory assessment
- attending, contributing to and leading (as appropriate), a variety of meetings including reviews of EHC plans, Team around the Family, Child in Need, multi-agency groups etc.

2. Undertake Supervision and Planning

- supervise support staff within the TASC Team, as delegated by the Team Leader (TASC)
- contribute to the RANS/ Children and Young People Additional Needs Service (CYPANS) development plans
- represent the TASC Team on working parties and in promoting new initiatives, as appropriate

3. Follow Team Processes and Protocols

- Ensure that databases are appropriately maintained for children on the post holder's caseload.
- Support the development and implementation of the electronic storage of information, resources and case-files in line with Data Protection policies
- Ensure protocols are followed and appropriate records are kept, parental consent, confidentiality, case-files, information-sharing and safeguarding
- Support the effective storage, management and maintenance of specialist equipment

- *Support the development of accurate and useful monitoring data including:*
 - *the number of cases at different levels of need*
 - *the work undertaken in each school/setting*
 - *the outcomes for children and young people*

4. Provide Training and Professional Development

- *Provide school or setting-wide training or development projects, as appropriate*
- *Provide Local Authority-wide training, in collaboration with other services as appropriate*
- *Contribute to the Local Authority's work with schools, pupils and their families in relation to SEND, inclusion and disability access*
- *Support school (and setting/parent) networks which are focused on meeting the needs of children and young people with ASC ; this should include supporting school practices which develop and implement effective transition of children and young people with ASC into a new school (or from class to class within a school)*

5. Traded Services

- *Contribute to the development of packages of high quality services and resources to be traded with Academies and other schools, settings and services, as appropriate*
- *Provide high quality and efficient delivery of services bought from TASC, and ensure through supervision (where appropriate) that relevant support staff also provide high quality and efficient delivery of services*

7. Multi-Agency Working and Safeguarding

- *Operate within the Council's Safeguarding policies*
- *Contribute to effective multi-agency working including arrangements in Rochdale for using the Early Help Assessment(EHA), the role of Lead Professional and information-sharing*
- *Close collaboration with colleagues in relevant agencies/services to provide a coherent service to children and young people with ASC needs and their families*
- *Provide advice on ASC to colleagues within RANS and the Children and Young People Additional Needs Service (CYPANS)*
- *Support the development of more integrated working within the Children and Young People Additional Needs Service (CYPANS)*

8. Keep Up-to-Date with Relevant Developments

- *Keep up-to-date with developments affecting the education of children/young people with ASC*
- *Ensure that knowledge and skills are kept up-to-date in relation to developments in teaching and learning and specialist equipment which is relevant to supporting access and learning for children and young people with ASC needs*
- *Keep up-to-date with broader policy and practice relating to schools, children's services, working with families and early intervention which are relevant to the role*

Secondary Duties

- 1 To participate in the service programme of teacher appraisal and personal development reviews of support staff.
- 2 To participate in Council programmes of in-service training as a trainee and when required as a trainer facilitator.
- 3 To undertake such other duties and responsibilities of an equivalent nature as may be determined from time to time by the Service Head (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).

Job Description prepared by	<u>Julie Dalton</u>	Date	<u>September 2019</u>
Agreed by Postholder	<u></u>	Date	<u></u>
Supervisor	<u></u>	Date	<u></u>
Chief Officer	<u></u>	Date	<u></u>

Rochdale Borough Council
Person Specification

Service :	Early Help & Schools	Post:	Specialist Teacher
Section :	Rochdale Additional Needs Service – Team for Autism and Social communication	Post Number :	EHSRANSASD01
Job Ref:	RO-31694	Grade:	MPR/UPR + Special Needs Allowance – please see job description for further information

Note to Applicants:

The Essential Criteria are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.

The How Identified column shows how the Council will obtain the necessary information about you.

If the How Identified column says the **Application Form** next to an Essential Criterion you **MUST** include in your application enough information to show **how** you meet this criterion. You should include examples from your paid or voluntary work.

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Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview A Assessment
(a) Special Working Conditions		
1 Are you willing to attend and participate in occasional events outside normal working hours?	E	AF
2 Are you able to work in any area of service delivery as required and travel to schools/settings and homes within Rochdale Borough Council (RBC)? (casual car allowance payable)	E	AF
3 Are you willing and able to work in a range of contexts, sometimes using specialist equipment, to undertake the duties of the post?	E	AF
(b) Qualification and Experience		
4 Do you have Qualified Teacher Status?	E	AF
5 Outline with examples, your recent and extensive experience (within the last five years) of working with children and young people with ASC within educational environments.	E	AF & I
6 Provide an example of your ability to assess needs, plan and deliver effective teaching programmes and review/record the progress of children and young people with ASC.	E	AF, I & A
7 Provide an example of your ability to remove barriers to learning/inclusion for a child or young person with ASC within an educational setting. What was the issue? What did you do? What was the outcome?	E	AF & I
8 Describe your experience of working with other agencies, including families, to support learning/inclusion of children and young people with ASC.	E	AF & I

Criteria		Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview A Assessment
(c) Skills and Knowledge			
9	<i>What do you believe are the key recent developments in SEND legislation and what impact do you feel this has had on provision of services for children and young people with SEND?</i>	E	AF, I & A
10	<i>Describe how you would ensure that the child or young person's views and wishes are taken into account throughout assessment and intervention processes.</i>	E	AF & I
11	<i>Provide examples of how you use effective written and oral communication skills in your current role, including how you use ICT to support your work for educational and administrative purposes.</i>	E	AF, I & A
(d) Behaviours and Values			
12	<p><i>Please confirm that you are willing to adhere to the following values and behaviours.</i></p> <p><i>Approach the job at all times using the values set out below:</i></p> <ul style="list-style-type: none"> <i>Proud</i> <i>Passionate</i> <i>Pioneering and Open</i> 	E	AF & I