

Job Description

Job Role: Post-16 Inclusion Outreach Teacher

Service	Learning and Achievement Service
Directorate:	Children & Young People
Grade:	Teachers Pay and Conditions + SEN Allowance
Location:	Plough Lane
Responsible to:	School Improvement Advisor

Main Purpose of the Role

- Reporting to the School Improvement Adviser and supporting the Senior Adviser for Post 16 Learning and Skills, to lead on developing inclusive practice for young people with Special Educational Needs and Disabilities (SEND) across post-16 education and training providers (colleges, sixth forms, vocational settings).
- To work strategically with senior leaders, SENCOs, and teaching staff to embed evidence-based approaches that promote inclusion, independence, and preparation for adulthood.
- To influence policy and practice within settings, ensuring compliance with statutory duties and best practice in supporting SEND learners.
- To build capacity through training, coaching, and resource development, enabling staff to confidently meet the needs of learners with SEND.
- To foster collaborative partnerships between education providers, families, and multi-agency teams to improve outcomes for young people aged 16–25.

Key Duties and Responsibilities	Frequency of Task
• Develop and implement strategic plans with post-16 providers to improve inclusion and reduce barriers to learning.	Daily
• Deliver training and professional development for staff at all levels, focusing on adaptive teaching, curriculum design, accessibility, and reasonable adjustments.	Daily
• Support providers in transition planning for learners moving into adulthood, employment, or further education.	As required
• Contribute to local authority strategies for SEND and inclusion, ensuring alignment with national guidance.	As required
• Monitor and evaluate the impact of interventions and training, reporting on outcomes and identifying areas for improvement.	Daily



Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> Represent the service at regional and national networks, sharing best practice and influencing policy development. 	As required
<ul style="list-style-type: none"> To undertake work, including lone working, which may be out of standard office hours. 	Weekly
<ul style="list-style-type: none"> To attend team meetings and attend relevant staff training and development courses. 	Monthly
<ul style="list-style-type: none"> To promote equal opportunities for children and young people and anti-discriminatory policies and practice 	Daily

Person Specification

Requirements	Essential or Desirable	Identified by A – Application I – Interview
Qualifications and Training		
Qualified Teacher Status or Level 5 Certificate of Education (Further Education and Post 16) or PGCE (Further Education)	Essential	A, I
Experience & Knowledge		
Understanding of a range of special educational needs and the impact on learning, independence, and employability.	Essential	A
Understanding of EHCPs, reasonable adjustments, and SEND Code of Practice.		
Proven ability to design and deliver training that changes practice at organisational level.	Essential	I
Knowledge of evidence-based approaches that promote inclusion, independence, and emotional regulation		
Skills and Abilities		
Strong skills in strategic planning, influencing, and partnership working.	Essential	I



Requirements	Essential or Desirable	Identified by A – Application I – Interview
Excellent communication and presentation skills for engaging senior leaders and multi-agency partners.	Essential	A
Organisational and time-management skills, balancing advisory visits, reporting, and training commitments.	Essential	A, I
Competence in using digital platforms for training delivery (e.g., Zoom, Teams).	Essential	
Team player and excellent interpersonal skills	Essential	A, I
Commitment to safeguarding and promoting welfare of young people aged 16–25.	Essential	I
Ability to travel throughout the County	Essential	A, I

All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.



Our Values and Behaviours

The council's THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. They help us to achieve our Council Plan vision "do our best for Herefordshire" acting as our DNA and the "way that we do things around here". We expect all colleagues to act as a role model by living our values and setting an example for others. Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

Trust - Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

Honesty - Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

Responsibility - Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

Inclusivity - Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

Value - Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

Empathy - Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.

