| Role Structure | Role Details |
| --- | --- |
| Directorate: | Children & Young People |
| Grade: | MPR/UPR + SEN |
| Location: | Hereford |

# Job Description

# Education Inclusion Advisor

**Children & Families**

## Main purpose of the role

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The Education Inclusion Advisor is a key role to ensure the highest quality of education provision is consistently enjoyed by children and young people with SEND (0- 25). This includes working with other teams to lead the development and evaluation of current and future SEND and AP provision, in Herefordshire schools, colleges

and settings.

You will take the lead in the implementation of the mainstream continuum of provision and Herefordshire’s Graduated Approach to SEND, working alongside other services, ensuring robust and coordinated strategies for the effective identification and support for pupils with SEND and other barriers to learning, challenging and supporting education leaders/Academy Trusts as required to deliver consistently high-quality education for pupils.

You will support the development of the education workforce, including teacher’s and leader’s pedagogy to

ensure that research-led best practice is implemented effectively across Herefordshire.

The post holder will work in a flexible way with as the role cuts across not only school improvement but also the Local Authority’s statutory SEND duties. The role will require working with state schools, colleges, early years’ settings and alternative provision providers

| Key Duties and Responsibilities | Frequency of Task |
| --- | --- |
| * Ensuring the quality of education for children and young people with SEND is ambitious and consistently high quality across all age ranges (0-25) | * Ongoing |
| * Ensuring regular face to face visits to education settings to assure the quality of provision, at a frequency determined by the level of risk/strengths presented by each education setting | * Ongoing |
| * Support and challenge head teachers/senior leaders (Federation or Academy Trust) to:   + sustain and share the high quality and effectiveness of SEND provision where it exists   + Support the identification and promotion of good practice within schools/settings and improve the quality and effectiveness of SEND provision where needed | * Ongoing |
| * Promote and lead with sector and other service input, the implementation of a consistent approach to review the quality of SEND provision in each education setting, identifying strengths and areas for improvement to inform action planning | * Ongoing |
| * To analysis and evaluate the support needs of school/settings to inform local recommendations related to inclusive provision | * Ongoing |
| * Make significant contributions to the development and implementation of the delivery plan in their area of service delivery/work | * Ongoing |
| * Leading local authority reviews of education settings when the local authority has concerns, or requires assurance, regarding SEND and AP provision | * Ongoing |
| * Initiating, managing and leading specific school improvement projects including targeted training for schools/setting, workshops for headteachers and governors to improve the quality and effectiveness of SEND provision across Herefordshire | * Ongoing |
| * Ensuring robust and coordinated strategies for the identification and support for children and young people with SEND and other barriers to learning | * Ongoing |
| * Work with leaders to develop, implement and evaluate a workforce development plan, including leading the planning and delivery of sessions to develop teacher’s and leader’s pedagogy to ensure that research-led best practice is implemented effectively | * Ongoing |
| * Support education settings to ensure positive transition for SEND pupils from stage to stage, ensuring the continuity of learning and support | * Ongoing |
| * Provide relevant training for schools/settings and other providers where relevant and support education settings to ensure the effective delivery of appropriate training for their workforce and that effective monitoring and evaluation is on-going and responsive to emerging priorities. | * Ongoing |
| * Support education settings to ensure that leaders engage external stakeholders as required to best support inclusion in their school/Academy Trust | * Ongoing |
| * Support education settings to ensure the effective development of ‘in-house’ alternative provision pathways as part of the implementation of the ‘continuum of mainstream provision’ and that any such provision is of high quality | * Ongoing |
| * Support education settings to ensure the effective and appropriate use of alternative provision, including the impact of the provision as an intervention to support children and young people stay in and enjoy learning at their mainstream school | * Ongoing |
| * Support leaders in education settings to engage actively with parents and carers, to ensure that they are able to play a full role in supporting the best educational outcomes for their children and young people | * Ongoing |
| * Support leaders in education settings to engage actively with children and young people and ensure they are visible, valued and their views are used to inform strategic development and evaluation work | * Ongoing |
| * Attend key headteacher forums / briefings, and SENCO network meetings as required to ensure that school leaders are kept up to date with key local and national changes and expectations relating to SEND | * Ongoing |
| * Liaising with other local authority teams, or other multi-agency partners, on issues related to SEND and AP | * Ongoing |
| * Be accountable for their work and ensure that work output is of the highest quality and in accordance, where appropriate, with current regulations/legislation/Council standards | * Ongoing |
| * Be responsible for their own continuous self-development in order to enhance their own performance and expected to undertake relevant training and development | * Ongoing |
| * Promote the Council’s employment policies, with particular reference to diversity, equality of access and treatment in employment and service delivery and support/develop a working culture within these services that reflect the Council’s vision | * Ongoing |
| * Co-operate with the Council and follow health and safety advice and instructions | * Ongoing |
| * Perform, in accordance with any directions which was reasonably given, duties, training and hours of work which may be assigned and which are consistent with particular the general level of responsibility of this job | * Ongoing |

**Person Specification**

| **Requirements** | **Essential or Desirable** | **Identified by**  **A – Application I – Interview** |
| --- | --- | --- |
| **Qualifications and Training** | | |
| * Qualified Teacher Status | Essential | A, I |
| * SENCO qualification and/or senior management experience | Essential | A, I |
| **Experience & Knowledge** | | |
| * A minimum of 3 years teaching experience | Essential | A, I |
| * Significant experience in the area of Special Educational Needs and Disabilities (SEND) | Essential | A, I |
| * Senior management experience within an educational setting | Essential | A, I |
| * Experience of working with a wide range of external organisations | Essential | A, I |
| * Experience of effective monitoring and evaluation of teaching and learning | Essential | A, I |
| **Skills and Abilities** | | |
| * Outstanding classroom teacher and senior leader | Essential | A, I |
| * Knowledge of relevant legislation - in particular a secure understanding and working knowledge of the SEND Code of Practice, equal opportunities and disability discrimination legislation | Essential | A, I |
| * Thorough understanding of the SEND reforms | Essential | A, I |
| * Knowledge and experience of a range of successful teaching, learning and curriculum strategies to meet the needs of all pupils | Essential | A, I |
| * Successful experience in creating effective learning environments and in developing and implementing policy and practice and curriculum for pupils | Essential | A, I |
| * A secure understanding of assessment strategies and the use of assessment to inform next stages | Essential | A, I |
| * Understanding of the characteristics of effective learning environments and the key elements of successful behaviour management | Essential | A, I |
| * Strategic vision for raising standards and a passion for child-centred learning | Essential | A, I |
| * A strong commitment to school improvement and raising achievement for all | Essential | A, I |
| * Ability to analyse data | Essential | A, I |
| * Ability to manage change | Essential | A, I |
| * Ability to develop effective relationships | Essential | A, I |
| * Strong communication skills, including written, oral and presentation skills | Essential | A, I |
| * Excellent organisational skills | Essential | A, I |
| * Ability to prioritise, meet deadlines and work under pressure | 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.