

JOB DESCRIPTION

The Special Partnership Trust:
An ambitious, inspirational partnership of outstanding learning.

Job Title:	SEND Outreach Teacher
Salary/Range:	Main Pay Range (M6–UPS1), £45,352-£47,742 per annum, depending on experience, plus SEN Allowance
Hours:	FTE Teacher terms and conditions
Base:	Primary base in Tavistock This post will be expected to travel and deliver to schools across Exeter, Torbay, Devon (& visit the Trust Office in Cornwall on occasion)
Responsible to:	Director of SEND
Important Functional Relationships: Internal/External	SPT Central Team, Mainstream schools across Devon and Torbay, SPT Schools/Headteachers.

Main Purpose of Job:

Main purpose

To provide specialist outreach support across schools, mainly in Exeter, Devon, Torbay and the surrounding areas, enabling inclusive practice and improving outcomes for children and young people with send. The role is designed for a practitioner with current, practical SEN Teacher experience who can share expertise, model strategies, and coach staff in embedding effective SEND provision. Confident to drive across Exeter, Devon and Torbay to provide outreach support to schools across the region.

Main Duties and Responsibilities:

- To liaise with mainstream teachers to plan and prepare appropriate support in line with the outreach model. Influence practice/service development/improvement through effective partnership working.
- Offering practical support to a variety of mainstream primary and secondary schools across the region. Advising how to support the learning needs of pupils with more complex SEND needs within a mainstream setting.
- Providing cover for teaching roles within specialist schools to continue developing own practice with SEND pupils.
- Working in partnership with staff and settings across SPT special schools to share practice.
- Play a key role in identifying barriers and enablers to a child's engagement and access to the curriculum. Promoting quality first teaching, therapeutically informed strategies, activity and environmental modification with a goal of reducing the barriers to learning; ensuring pupil access to the curriculum and participation in school activities and educational programmes, through a pupil-centred approach.
- Enthusiasm to learn and develop is key, and the successful candidate will be able to work towards service KPIs. They will attend specialist training and be able to deliver training to staff groups and share this knowledge and understanding with the wider team.
- Promote equal opportunities and inclusion
- Promoting and demonstrating best, research-based practice providing advice and support across schools. Contribute to the wider school by effective communication, a positive proactive and problem-solving approach and support colleagues throughout the school.
- Confidently and skilfully demonstrate the application of sound and current SEN pedagogy.
- Confidently share with and train others to develop confidence and understanding in meeting SEN needs within a mainstream environment

- To fulfil associated duties which are required to meet the Teachers' Standards.
- To have a clear understanding of Safeguarding and the Keeping Children Safe in Education guidance.
- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection- reporting all concerns to an appropriate person.
- To give meaningful support and engagement to schools referred to the outreach service – to support outcomes for pupils.
- Maintain records of visits and programme plans.
- To prioritise own workload and to use own initiative to complete day to day tasks. Seek support and assistance where required.
- To establish positive channels of communication with partner schools, the LA and the SPT.
- Work as part of the SPT Outreach Team– including planning, preparing and delivering training and support within the team as well as into mainstream schools.
- Supporting education settings with regard to the implementation and review of specific need, Individual Education Plans and / or Annual Reviews
- To liaise with all other professionals involved with the setting to encourage a holistic approach which takes into account both the needs of the staff, individual pupil and the needs of the school community/family.
- To contribute to the development and delivery of CPD courses for staff in schools, as appropriate.
- To work alongside early intervention and prevention services to avoid duplicated efforts.
- To undertake collaborative in-class advisory teaching to model particular classroom management, teaching strategies and curriculum differentiation.
- To deliver training on a range of specialist strategies and interventions to schools in order to ensure the staff have the necessary expertise to support individual children and young people.
- To further develop the network of support amongst teachers, other professionals and parents/carers working together for children and young people with a range of SEND

General/Other:

Teachers Pay and Conditions

- The post holder will be required to carry out such duties outlined in the current School teachers' Pay and Conditions document at the request of the Headteacher.
- Elements of this job description may be re-negotiated at the request of either party and with the agreement of both.
- Teachers can expect support from the school/Trust leadership through guidance, CPD, lesson observations, monitoring, evaluation processes and professional reviews.
- There is not rigid policy with regards to the 1265 working hours directive; we ensure that there is a balance of Planning, Preparation and Assessment time alongside formal meetings.
- Teachers are expected to run a half hour staff briefing once a week.
- All teachers can expect to be formally observed on three occasions per year and are expected to participate in shared peer observations to develop best practice.
- Professional Reviews are carried out annually with objectives that are set and contribute towards an evaluation of performance.
- In the interest of staff wellbeing, the school has a strong commitment to providing support, care and guidance to colleagues. It is the personal and professional responsibility of staff to ask for support when they need it.
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance.
- To maintain the utmost confidentiality with regard to all reports, records and personal data and other information of a sensitive or confidential nature.
- To be aware of and adhere to all Trust policies and procedures.
- To be responsible for your own continuing self-development and attend meetings as appropriate.
- To undertake other duties appropriate to the post as required.

Skills:

- The ability to assess pupil need and identify appropriate teaching strategies.
- Current practical experience working with children and young people with SEND in a mainstream or specialist setting.
- Strong knowledge of adaptive teaching, scaffolding, and inclusive classroom practice.
- Excellent presentation, written and analytical skills, with the ability to articulate verbally or in written report
- Experience in building and developing effective relationships with external stakeholders
- Proven ability to deliver training and coach colleagues.
- Commitment to evidence-based practice and reflective pedagogy.
- Excellent communication skills, able to build trust with staff, parents, and leaders.

Company Description/Overview:

We are a specialist educational trust on a journey to raise the bar and set new standards for SEND throughout the South West.

The Trust was founded in 2016 and is now made up of ten schools and ARBs. Unlike other trusts, we are purely made up of SEN schools and ARBs. This puts us in a unique position to do things differently. We realised early on in our journey that there wasn't a one-size-fits-all approach. So, we developed a philosophy that places our young people front and centre. Every decision we take is based on meeting the needs of our young people and helping them succeed. And when we say 'succeed' we don't just mean academically.

When you work with us, you will be joining a specialist educational trust on a journey to raise the bar and set new standards for Special Educational Needs throughout the UK.

We are not afraid to do things differently and we never settle for ordinary. We aspire to be the best in everything that we do. We provide our young people with the highest quality education, give them access to the best opportunities available to them, and take pride in giving them a sense of self-worth and purpose - built on a foundation of resilience and independence.

Through collaboration, co-operation, and creativity - underpinned by an ethos built on inclusivity, empowerment, and transparency - we aim to inspire every single young person (as well as their families and our staff) to be the very best versions of themselves they possibly can. We do this through an ambitious, specialist curriculum that goes beyond school life and focuses on living as well as learning.

We step outside the comfort zone when it's needed, we care more than people think is needed or necessary, and we genuinely want to improve the lives and experiences of our learners. We dare to be different, we have courage in our convictions, and we strive every single day to draw the best out of everything and everyone in our community.

We are...

Ambitious. We believe in setting new standards and consistently raising them through the quality of our work and approach.

Aspirational. We dream big and are brave enough to act on our aspirations. Invested. We care. It's easy to say but, for us, it flows through every part of the Trust. We're invested in improving the lives of our young people both now and into the future.

Purposeful. We don't do things for the sake of doing them. We're driven by our purpose and committed to turning our vision into a reality.

Genuine. Honesty, transparency, and authenticity are what all our work is built on.

Inclusive. Every single voice matters. Everyone can have ideas, express views, and be heard.

Energetic. We make SEN exciting. We're the go-getters and the trend-setters. We're not bound by convention and infuse our energy and passion through everything we do.

Specialist. We are a specialist trust and this gives us a unique and unprecedented insight into the needs of our young people and their families.

Person Specification:			
	Essential	Desirable	Recruiting method
Education and Training	Qualified Teacher Status (this post is not suitable for an NQT application).	Undertaken training in Special Education. Undertaken training for learners with ASD and SEMH. Evidence of personal commitment to continued professional development.	Application
Skills and Experience	Experience of working with children and young people with a range of Special Educational Needs in school settings. Understanding of Graduated response and EHCP processes. Ability to work in partnership with colleagues with a solution focused approach. Demonstrate an awareness, understanding and commitment to equal opportunities. Demonstrate strong safeguarding practice. Open to learning and flexible to changing circumstances. Commitment to inclusion. Commitment to partnership working. Knowledge of sensory and communication aids to support learning. Effective ICT skills, including the use of Microsoft Teams.	Experience in both mainstream and special school settings Knowledge of sensory needs engagement Knowledge of a range of specific teaching strategies - ie Attention Autism Evidence of specialism in specific curriculum areas or areas of particular learning difficulty	Application/ Interview/ Assessment

	<p>Ability to skilfully interact with children with complex needs, encouraging the acquisition of appropriate skills and attitudes.</p> <p>Has worked directly with pupils with SEN and/or disabilities/SEMH.</p> <p>Ability to adapt teaching for pupils with communication difficulties and emotional regulation needs.</p> <p>Understand and are able to implement a 'Total Communication' approach and environment.</p>		
Specialist Knowledge and Skills	<p>Demonstrates knowledge of how children learn and the best way to encourage their development through high quality teaching and learning sessions.</p> <p>Demonstrates a robust understanding of assessment of learning, using such assessment to inform future teaching and learning.</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people.</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities.</p> <p>Strong classroom and behaviour management, support and skills.</p> <p>Knowledge of the Annual Review process and the importance of the EHCP.</p>	<p>Knowledge of programmes of work for children with SEN.</p> <p>Knowledge of the learning needs of pupils with significant social communication difficulties.</p> <p>Some knowledge of the EHC process.</p> <p>To have used a range of teaching strategies e.g. TEACHH/Attention Autism.</p> <p>Knowledge of Sensory Needs Engagement.</p> <p>Familiarity with therapeutic approaches (e.g. trauma-informed practice, attachment-aware teaching).</p>	Application/Interview/Assessment
Personal Qualities	<p>Excellent interpersonal, oral and communication skills.</p> <p>Proactive, positive and resilient 'can do' attitude.</p> <p>A reflective practitioner.</p> <p>Empathetic to individual needs of children.</p> <p>Willingness to address challenging issues with confidence, clarity of purpose and diplomacy.</p> <p>Excellent organisational skills.</p> <p>High standards of professional conduct.</p>	<p>Training is Team Teach, MAPA, or other positive handling strategies.</p>	Application/Interview/Assessment

Special Conditions related to the post

- A full driving licence and the ability to travel is essential. This role will involve driving across Torbay, Devon and Exeter to provide outreach support. There will be occasions where the postholder will be expected to drive to Cornwall to visit the Trust Office.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:

- Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information
- Receipt of two satisfactory employer references one of which must be from your current or most recent employer
- Satisfactory verification of relevant qualifications
- Satisfactory health check

All new employees will be required to undertake mandatory training required by the Trust.

How to apply:	Applications should be completed via MyNewTerm Special Partnership Trust - Vacancies Please note that we do not accept CVs.
Contact details:	Name: Ruth Zimmerman, SEND Director. E-mail: rzimmerman@specialpartnership.org
Closing date:	Please note that if you have not received a reply within 28 days of the closing date you must assume that, on this occasion your application has been unsuccessful.