

Role Title	Specialist Advisory Teacher
Job Family	Learning and Inclusion, Education
Competency Level	Principal Officer/Manager
Pay Scale	Soulbury 9 – 12 (TERM TIME ONLY)
Purpose	
To provide specialist advice, guidance, training and direct support to schools, post-16 providers, early years settings, other educational settings, Elective Home Education (EHE) arrangements, families, partner agencies to improve outcomes for children and young people with Special Educational Needs and Disabilities (SEND). As part of the Experts at Hand SEND Reform Programme, the post holder will work to strengthen the capacity of mainstream educational provision by ensuring that specialist expertise is available at the earliest opportunity. The role supports the broader aims of the SEND reforms by promoting inclusive practice, enabling earlier intervention, reducing barriers to learning, and helping children and young people to have their needs met effectively within their local community. The post holder will utilise specialist expertise in one or more areas of need and apply this expertise flexibly to support a wide range of SEND across educational contexts to build capacity within mainstream provision, promote inclusion, and support the early identification and effective meeting of need. Through consultation, training and collaborative working, the Specialist Advisory Teacher will empower professionals and families to develop sustainable approaches that remove barriers to learning, participation and achievement. The role will contribute to improved outcomes for children and young people with learning differences, developmental delays and SEND, while supporting the Local Authority's strategic commitment to delivering the objectives of the Experts at Hand programme and national SEND reform agenda.	
Generic Accountabilities	End Results/Outcomes
Plan and ensure service delivery within a diverse environment. Control activities within the service area and ensure professional standards are delivered.	The service is delivered to the quality, Council, professional and legislative standards required. Integrated service development and delivery is informed by client, partner and stakeholder views, latest thinking, good practice and legislative requirements. Corporate strategies are effectively implemented within area of responsibility.

	Service delivers excellent customer service.
Advise Senior Managers, Members and others on issues relevant to the service area. Provide professional challenge and advice to colleagues, managers and partner organisations.	Expert professional advice, interpretation, information, support and challenge are provided to Waltham Forest and external parties on the full range of operational, legislative and strategic issues within the field of expertise. Responses to major corporate or partner initiatives / complex operational issues are managed effectively. Major issues are managed through to a satisfactory conclusion with final decisions being made by Head of Service/Senior Management. Feedback and complaints procedures are developed and managed. Complaints are effectively resolved.
Ensure the development and delivery of continuous improvements in all aspects of the service.	Improvements are developed and delivered effectively. Stakeholder requirements are met.
Lead, motivate and develop staff to create and maintain a highly competent and participative workforce.	Instrumental in ensuring a workforce development strategy is designed and delivered, including induction of new staff. The team is highly competent, effective, motivated and outcomes focussed. Recruitment, induction, development, performance reviews, employee relations and all HR processes and planning is completed to the required standards and timescales. Effective team meetings take place to required timescales. Regular supervision is undertaken and clear objectives set and monitored through the Council's Appraisal process.

Identify, secure, deploy and manage the resources necessary for the professional service area to meet/exceed its objectives.	Resources including, equipment, people, and systems are utilised optimally and efficiently. Budgets are planned, developed and delivered. Value for money is maximised. Financial expenditure and financial integrity are controlled to assure regulatory and Council policy compliance.
Prepare and present a full range of reports (both standard and non-standard) covering area of responsibility.	Reports are prepared, distributed / presented to the appropriate committee/ to the required standards and timescales. Evidence based recommendations are made.
Ensure the successful implementation of health and safety legislation, policies and practices.	Risks to staff and others are assessed and managed. Suitable health and safety instruction and training are provided. There is a safe working environment.
Act in accordance with all policies and procedures which apply to the job and understand the reasons for this.	All policies and procedures are complied with.
Job-specific Accountabilities	End Results/Outcomes
Carry out all duties with an awareness and understanding of the Safeguarding requirements within the area of responsibility.	Work complies with all safeguarding policies and procedures that apply to the role. Behaviours and actions support the safeguarding of children and young people as appropriate.
Provide specialist advice, consultation and evidence-based recommendations for schools, post-16 providers, early years settings and Elective Home Education (EHE) families and other educational settings to enable them to effectively meet the needs of children and young people with learning and developmental delay /difference and SEND: Neurodiversity, SEMH, Speech, Language and Communication Needs (SLCN), Cognition and Learning, Autism, Sensory Needs, or Physical and Medical Needs	Educational settings implement effective strategies that improve inclusion, participation, attainment and wellbeing, resulting in needs being met earlier and more effectively within mainstream provision.

Design, deliver and evaluate training, coaching and professional development programmes for teaching staff, SENCOs, leaders and support staff across the borough.	Educational professionals demonstrate increased confidence, knowledge and skills in supporting SEND, leading to more consistent and effective inclusive practice.
Work collaboratively with schools and early years settings and other education providers to strengthen their ability to identify, assess and meet SEND needs through the graduated response.	Increased capacity within mainstream settings reduces reliance on specialist interventions and supports more children and young people to achieve positive outcomes within their local school community.
Contribute to the implementation and continuous development of the Experts at Hand model, ensuring alignment with local authority priorities, SEND reforms and service objectives.	The local authority successfully delivers agreed SEND reform commitments, with improved access to specialist expertise and a strengthened continuum of support for schools and families.
Work closely with families, education providers, education and health professionals, educational psychologists, social care and other partners to coordinate support and promote joined-up approaches to meeting need.	Children and young people benefit from coordinated, holistic support that improves educational engagement, wellbeing and long-term outcomes.
Maintain accurate records, evaluate the impact of advisory work, analyse service data and contribute to quality assurance and service development activities.	The service can demonstrate measurable impact, evidence value for money, identify emerging needs and continuously improve the quality and effectiveness of support provided across the borough.

Publish, record and retain information in line with General Data protection Regulations (GDPR), equality and disability requirements	Information is published, recorded and retained in line with General Data protection Regulations (GDPR), equality and disability requirements
Nature of Contacts	
Frequent contact with Heads of Service, and senior representatives from external organisations in both the public and private sector, providing expert advice, guidance and support on complex issues. Manage relationships with key stakeholders and delivery partners including negotiation of complex political issues / contractual agreements / amendments. High levels of tact, sensitivity and diplomacy is required.	
Procedural Context	
Work within a policy framework and regulatory guidelines, applying knowledge of systems, procedures and best practice. Work to broad managerial direction, within a policy framework and regulatory guidelines, to ensure performance standards are met within a framework of policy and legislation. Control the deployment and allocation of service resources within overall corporate and legislative framework. Accountable for the performance of the service area against agreed objectives. Develop service plan for area of responsibility and contribute to term wider service planning. Professionally accountable for interventions within area of responsibility. Manage complex issues within a framework of policy and procedures. Creative and Innovative problem solving of complex issues, often in situations where there is ambiguity and a significant degree of judgement is required in relation to risks outside the remit of existing policy. Think and act strategically in decision making in a complex professional and political environment. Development of policies and procedures and strategy for own area. Lead in partnership development, working with a range of agencies and extended services to meet strategic, legislative and Government policy requirements. Occasionally the post will be expected to work from other locations. Post holder will oversee operational decisions.	
Key Facts and Figures	

- Reports to Head of Inclusion
- Line manage Language Assistants as part of the Experts at hand model
- Will be required to work term time only
- May need to attend evening and weekend meetings and events as required.
- Regular travel across the borough.
- Flexible working to meet service demands.
- Enhanced DBS checks with Children's Barred List checks.

Knowledge, Skills and Experience

- Children and Families Act 2014 and SEND Code of Practice.
- Graduated response and inclusive teaching practices.
- Current national SEND reforms and inclusive education agenda.
- Safeguarding and child protection procedures.
- Significant experience of teaching children and young people with learning and developmental delay /difference and SEND: Neurodiversity, SEMH and SLC Needs,
- Experience of advising and supporting schools or educational settings.
- Experience of delivering training and workforce development.
- Experience of multi-agency working.
- Experience of supporting inclusive practice within a range of educational provisions
- Excellent communication and interpersonal skills.
- Strong consultation and coaching skills.
- Ability to analyse needs and recommend effective support strategies.
- Ability to work independently and manage competing priorities.
- Strong report writing and presentation skills.
- Ability to build positive partnerships with schools, families and professionals.

Indicative qualifications

- Qualified Teacher Status (QTS).
- Degree or equivalent professional qualification.
- Relevant SEND qualification or substantial specialist expertise.
- Evidence of continued professional development.

Resourcing

Budget Responsibilities: Responsible for controlling expenditure under the overall control of the Head of Inclusion

The above profile is intended to describe the general nature and level of work performed by employees in this role. It is not intended to be a detailed list of all duties and responsibilities that may be required. This role profile will be supplemented and further defined by annual objectives, which will be developed in conjunction with the post holder. It will be subject to regular review and the Council reserves the right to amend or add to the accountabilities listed.