

Job Profile comprising Job Description and Person Specification

Job Description

Job Title: Inclusion Advisor	Grade: Teachers pay and conditions UPS (£52,526-£56,959) + SEN point (£2539-£5009)
Section: Wandsworth SEND Inclusion Service	Directorate: Children Services - Education <i>SEND and Inclusion</i>
Responsible to following manager: Andrew Fish	Responsible for following staff: N/A
Post Number/s:	Last review date: N/A

Working for the Richmond and Wandsworth Better Service Partnership

This role is employed under the Richmond and Wandsworth Better Service Partnership. The overall purpose of Richmond and Wandsworth is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

Richmond and Wandsworth Better Service Partnership aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

Job Purpose

The Inclusion Advisor will sit within the Inclusion service as part of the wider SEND and Inclusion team and will advise mainstream schools on the development of policy and practice in relation to meeting the needs of pupils with significant Global Development Delay (GDD) and/or Down's Syndrome. The role will involve working directly with Early Years and school age children to support and deliver high quality, specialist provision to enable greater access to a mainstream education. The role will provide high quality training to school staff and parents/ carers to ensure they develop and retain the skills

to effectively support children with significant learning difficulties to make progress, achieve to their full potential and thrive in a mainstream setting.

Specific Duties and Responsibilities

- To liaise with Head Teachers, SENCO's, class or subject teachers, outside agencies and other professionals to correctly identify and advise on appropriate provision for pupils with significant GDD and/or Down's Syndrome in a mainstream setting.
- To provide direct support/ teaching to pupils with Down's Syndrome and advise on appropriate interventions and support.
- To provide direct work including modelling and advice to teachers (especially early career teachers) in meeting the needs of children with significant GDD. Supporting inclusive teaching approaches that are fully inclusive of children with SEND in line with Wandsworth Ordinarily Available Provision guidance.
- To provide key advice and support enabling schools to deliver adaptive teaching that removes barriers so that children with significant GDD have appropriate curriculum access, enabling them to achieve their maximum potential for learning.
- To provide advice and guidance to schools around relevant and current systems for assessing this cohort of pupils so that progress is monitored towards long term outcomes.
- To provide support and training to staff members in the use of adaptive and highly differentiated learning resources and equipment, as well as knowledge of interconnectivity with ICT.
- To contribute towards annual reviews and team around the child meetings, where appropriate, for pupils that are being supported.
- To support and contribute to SENCo network meetings and providing additional advice and support for new SENCos to meet their needs.
- To offer effective training and guidance through workshops with parents providing positive support and listening to /acting on concerns if necessary.
- To keep abreast of the development of new and assistive methods to aid teaching of children with significant GDD, including adaptive materials and approaches.

- To promote inclusion and equality of opportunity in education for all children with significant GDD and Down’s syndrome, regardless of race, gender, ability, sexual orientation, culture or religion.
- To provide wider training and input into Inclusion Team planning and development and delivery methods.
- To take part in the appropriate appraisal system in accordance with Council policies.
- To ensure that reasonable care is always taken for their own health, safety, and welfare and that of other persons, and to comply with the policies procedures relating to health and safety within the department.
- To carry out any other duties which fall within the broad spirit, scope, and purpose of this job description and which are commensurate with the grade of the post.

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of Richmond and Wandsworth Better Service Partnerships.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by Richmond and Wandsworth procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Councils’ duties and responsibilities for safeguarding children, young people and adults as they apply to the roles within the Councils.
- The profile is not intended to be an exhaustive list of the duties the post holder will carry out. Other reasonable duties commensurate with the level of the post, including supporting emergency and priority situations, will form part of the role.

Additional Information

<p><i>Safeguarding</i></p>	<p>Be fully aware of and understand the duties and responsibilities arising from the Children’s Act and Working Together to Safeguard Children in relation to child protection and safeguarding children and young people as this applies to the worker’s role within the organisation.</p> <p>Be fully aware of the principles of safeguarding as they apply to vulnerable adults to the workers role.</p> <p>Ensure that the worker’s line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.</p>
<p><i>CPD</i></p>	<p>A commitment to own personal development and to undertake mandatory training as required</p>
<p><i>Service and Self Review</i></p>	<p>To participate in the annual Professional Development Review.</p>
<p><i>Behaviour / Risk Management</i></p>	<p>To work with other colleagues to always ensure safety of both workers and users.</p>
<p><i>REVIEW</i></p>	<p>This job description does NOT define all the duties and responsibilities commensurate with the post. As such, it will be reviewed at the end of the academic year or earlier if necessary and may be amended at any time after consultation with you.</p>

Team structure

For the current structure please go to The Loop.

Person Specification

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Our Values

THINK BIGGER

EMBRACE DIFFERENCE

CONNECT BETTER

LEAD BY EXAMPLE

PUT PEOPLE FIRST

Our Values are embedded across Richmond and Wandsworth Better Service Partnership and throughout all roles and responsibilities at all levels of the organisation. Please [familiarise yourself with our values](#) as they are an integral part of our recruitment and selection process.

Person Specification Requirements			Assessed by A/I/T/C (see below for explanation)
Knowledge	Essential	Desirable	Assessed
Comprehensive understanding of the pedagogy for including pupils with GDD and Down's syndrome within mainstream classes and enabling access to the mainstream curriculum.	X		A/I
Substantial knowledge of evidence-based practices leading to positive outcomes for pupils with GDD and Down's syndrome within mainstream schools.	X		A/I
Knowledge of assessment systems including pre key stage standards and engagement scales that record accurately progress and outcomes for children working	X		A/I

significantly below age related expectations within mainstream settings.			
Knowledge of how Global Developmental Delay or Down's Syndrome affects cognition and learning, communication, interaction and behaviour and to be able to model and train appropriate skills and strategies to respond to individual children's needs.	X		A/I
Knowledge of the SEND Code of Practice (2015) and its aspirations linked to mainstream inclusion	X		A/I
Knowledge of and commitment to safeguarding and promoting children's welfare.	X		A/I
Experience	Essential	Desirable	Assessed
Substantial experience of successfully working with children and young people with GDD and Down's syndrome in an educational setting.	X		A/I
Substantial experience within a leadership or SENCo role in designing, implementing and monitoring Individual Education Programmes to meet the needs of pupils with SEND.	X		A/I
Experience of partnership working with a wide range of stakeholders from the statutory, private and voluntary sector including education providers and health commissioners/providers.	X		A/I
Experience in modifying curriculum resources including the use or application of technology to aid curriculum access.		X	A/I
Experience in the design, development and delivery of training workshops and materials.	X		A/I
Skills	Essential	Desirable	Assessed
Willingness to keep up to date with innovations with potential to improve the quality of learning for children with GDD.	X		A/I
Ability to use range of mainstream technology, inclusive technology and related equipment and a willingness to train.		X	A/I
Good literacy, numeracy, and IT skills	X		A?I
Able to communicate effectively, including with children with limited or no verbal skills.	X		A/I
Ability to prioritise own workload, to work effectively within a team as well as work on own initiative.	X		A/I
Ability to champion, promote and support the aspirations of parents to achieve a mainstream education for their child	X		A/I
Qualifications	Essential	Desirable	Assessed

Educated to Degree Level with qualified teacher status	X		C
Satisfactory DBS clearance.	X		C
Post Graduate qualification such as National Award for Special Educational Needs Coordination		X	C

A – Application form / CV

I – Interview

T – Test

C - Certificate