Pupil and School Support Teachers (PSS)

Statutory Teachers Pay and Conditions main scale with SEN1 or SEN2 and UPS

Oakhill

Would you like the exciting opportunity to be part of a dynamic team? Are you a skilled and enthusiastic teacher who is passionate about SEN? Are you interested in using current qualifications or gaining further professional qualifications and developing your career within SEN?

Pupil and School Support teachers work with both primary and secondary settings supporting SENCOs and other school based staff to develop provision to meet children’s needs.

We are well placed to influence the development of SEN provision across the city and are wishing to appoint teachers who are keen to improve outcomes for children with cognition and learning difficulties.

Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Informal enquiries to: Julie Cochrane on 0121 303 8288.

Ref: PE0712016

Closing Date: 3 February 2017

A Disclosure and Barring Service (DBS) check will be undertaken.

“Right to work in the UK documentation will be fully checked for all applicants. All non UK and non EU applicants are required to apply for a Certificate of Sponsorship from Birmingham City Council and must be approved by the UK Border Agency (UKBA) before any employment offer can be confirmed.”
Children, Young People & Families

Job Description

Post: Teacher
Salary/Grade: Teacher’s Pay & Conditions with SEN Allowance (max)

Division: People (Children with Complex Needs)
Section: Access to Education - Pupil & School Support

1. **Job Purpose**

To offer support to all Birmingham schools and settings both individually and in family groups raising achievement, promoting inclusion and increasing access to learning with a particular focus on pupils with cognition and learning difficulties. To ensure that children and young people are:

- Safe from significant harm
- Leading happy and healthy lives
- Achieving in schools and settings
- All children and young people are accessing appropriate educational placements
- Children with complex needs to access appropriate educational placements and post 16 pathways
- Children and young people with additional and special educational needs can engage, participate and make good progress in settings and schools

2. **Duties & Responsibilities**

**General**

a) To participate in the development and implementation of Access to Education policies and practices.
b) To adhere to and assist in ensuring that safeguarding policies and procedures are followed, including the Common Assessment Framework (eCAF).
c) To implement the City’s equal opportunities policy.
d) To participate in performance management and professional development arrangements according to the policy of the Service.
e) To lead, develop and enhance the teaching practice of other staff by facilitating/organising /delivering training which could be school or for a family group of schools.
f) To develop and enhance the provision for under achieving groups including under achieving pupils across whole school settings.

**Work In Allocated Schools**

a) To provide pupil and school support around cognition and learning needs in a number of schools as directed by the Service Lead, working with others in Access to Education and beyond, in line with a negotiated School Support Plan to include:
   i. assessing and reporting on the development, progress and attainment of pupils
   ii. advice on identification and assessment of SEN, teaching methods, resources and organisation, differentiation, and support systems
iii. support in devising, monitoring and reviewing IEPs and Provision Plans
iv. modelling of assessment and specific teaching techniques
v. assessment through teaching where appropriate;
vi. use of a range of standardised and criterion referenced assessment tools including analysis of pupils' work
vii. written input toward statutory assessment and attendance at reviews as necessary
viii. playing a full part in the Common Assessment Framework process
ix. working in teams around families alongside Integrated Family Support Teams (IFSTs) and Social Care
x. working with other partners around standards and progress e.g. SSI (Schools Settings & Improvement), NLE (National Leaders in Education), LLE (Local Leaders in Education)
xi. offering support, advice and informal training to school based staff
xii. offering support to schools in preparing for OfSTED and with developments arising from OfSTED inspection
xiii. offering support/advice to school governors on SEN related issues
xiv. to liaise with class and subject teachers, SENCOs, Head Teachers, Teaching Assistants, Parents, Colleagues within Access to Education, and other partner agencies including those in Post 16, Early Years, and Health.
xv. to engage with school SMT to develop and enhance SEN practice across the whole school by: use of range of data sets (CAD, Raise on Line, school tracking, performance data, other LA processes) – to move school forward in terms of pupil progress and outcomes
xvi. Over time develop the use of range of tools to support schools in monitoring standards and progress and evaluating provisions for under achieving pupils including pupils with SEN e.g. learning walks, informal class observations, stakeholder conversations (pupil, parents), coaching/mentoring support

b) Shared conversations with colleagues across Access to Education and other partners e.g. SSI, LLEs and NLEs

c) To have an impact on the educational progress of pupils other than those specifically targeted by:
i. initiating and helping to establish systems for Quality First Teaching (QFT) and effective evidence based interventions such as Wave 3 in the schools s/he supports including the training of relevant school staff. These interventions could be in the area of literacy, oracy or numeracy
ii. having accountability for the progress of identified groups of pupils with cognition and learning difficulties where intervention has been specified through the School Support Plan. This to be managed through Performance Review arrangements
iii. ensuring that pupil progress, made as a result of these interventions, is tracked, analysed and shared to inform work of other practitioners
iv. promoting a range of other effective teaching strategies which lead to a greater rate of progress and higher level of access and inclusion
v. developing and evaluating effective systems based on use of data so that informed choices can be made for a wider setting (e.g. provision mapping)

Work In Centre

a) to participate in the planning and preparation of work for individual pupils, schools and family groups
b) to maintain records and report on the assessment and progress of pupils to schools, parents (through schools) and other agencies, in line with agreed policies.
c) to keep the line manager informed of work in schools
d) to give advice to school staff and others in Access to Education & beyond on strategies and resources
e) to support colleagues in the implementation of local and national initiatives
f) to participate in the planning, preparation and delivery of training for schools, other services and groups as appropriate
g) to assist with the training of new staff in the Centre as well as supporting less experienced staff
Role with Families of all Birmingham schools

Focusing on teaching and learning and requiring the exercise of a teacher’s professional skills and judgement there is a responsibility to facilitate school to school support within family groups. This to involve:

a) leading on facilitating/ organising/ delivering training for families of schools relating to the teaching and learning of pupils with cognition and learning needs
b) facilitating the sharing of effective practice relating to the work of the SENCOs within families of schools and how it impacts on teaching and learning
c) ensuring liaison with any other PSS colleagues working in schools within particular family groups
d) coordinating agreed improvement priorities within family groups related to the teaching and learning of pupils with cognition and learning difficulties
e) to be a part of developing integrated working practice within family groups
f) reporting to the Access to Education link for the consortia e.g. East wards

3. Supervision Received

3.1 Supervising Officer Job Title

Service Lead

3.2 Level of Supervision

Plan own work to ensure the meeting of defined objectives.

4. Supervision Given (excludes those who are indirectly supervised i.e. through others).

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<th>Grade</th>
<th>No. of Posts</th>
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5. Special Conditions

- The above responsibilities are in accordance with the requirements of School Teachers Pay and Conditions and subsequent orders in terms of duties and working time, work/life balance; any local agreements; LA circulars and guidelines giving interpretations of teachers’ conditions of service.
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- This post is exempt from the Rehabilitation of Offenders Act.
- An enhanced check will be undertaken with Disclosure and Barring Service (DBS)

Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this

Observance of the City Council’s Equal Opportunities Policy will be required.
# Person Specification

**Post:** Teacher  
**Grade:** Main Pay scale + SEN point (1 or 2)  
**Division:** Education  
**Section:** Access to Education  
**Directorate:** People

**Method of Assessment (M.O.A.)**  
AF = Application Form; I = Interview; T = Test or Exercise; C = Certificate;  
P = Presentation

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| **Experience**  
(Relevant work and other experience) | • Able to provide evidence of recent experience of focused work with pupils with cognition and learning difficulties leading to inclusion.  
• Able to provide evidence of raising the achievement of pupils with cognition and learning difficulties.  
• Able to provide evidence of successfully impacting on SEN provision leading to higher standards of pupil achievement and greater levels of inclusion.  
• Able to provide evidence of leadership within current role.  
• Experience or a willingness to contribute to INSET delivery on current developments in SEN. | AF (AF) AF (AF) AF (AF) AF (AF) |
| **Skills & Ability**  
e.g. written communication skills, dealing with the public etc. | • Able to provide evidence of encouraging new approaches/solutions to problems and including others in this.  
• Able to provide evidence of being accessible, approachable and flexible.  
• Able to provide evidence of being able to challenge in a supportive way.  
• Able to provide evidence of ability to prioritise, manage time effectively and get things done.  
• Good written and oral communication skills.  
• Able to provide evidence of working with others to improve outcomes.  
• Able to speak an appropriate standard of spoken English as covered by Part 7 of the Immigration Act (2016) | I/T (I/T) AF (AF) AF (AF) AF (AF) AF (AF) |
| **Training** | • Evidence of recent, relevant CPD including current SEN issues | AF/I (AF/I) |
| **Other** | • Able to provide evidence of a commitment to Equal Opportunities and inclusion  
• Able to provide evidence of a working in partnership with school staff and parents  
• Willing to develop ICT skills  
• Willing to develop pupil involvement in their work | AF (AF) I (I) I (I)
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<td>• Qualified Teacher Status</td>
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Willingness to undertake further accredited training (as identified below) unless a relevant specialist qualification is already held:
- Post graduate (Level 7 qualification) in any of the areas below:
  - Access Arrangements
  - Dyslexia (with AMBDA accreditation)
  - Speech Language and Communication
  - Maths
  - English as an Additional Language
  - Psychometric Testing.

Recruitment to SEN 2 will be based on appropriate qualifications as above or evidence of a proven track record of knowledge, skills and experience around SEN such as leading within a relevant resource base in own setting, or evidence of working outside of own school setting i.e. working parties in the LA, SENCO Action Leaders, secondment to external agencies, peer to peer support with other settings. All staff are expected to **understand** and be **committed** to Equal Opportunities in employment and service delivery. An enhanced DBS check is required for the successful applicant.