

JOB DESCRIPTION

Job Title	Specialist Support Advisor (Hearing, Vision, SEND Technology & Speech, Language & Communication)		
Directorate	Children, Families and Education		
Reporting to	Inclusion Lead		
Grade	12		
Evaluation ref:	AG0499	Job Family ref:	
Role Purpose			
<p>The Specialist Support Advisor role is an integral part of the Education Service, focusing on providing support for children and young people aged 0-25 years with special educational needs and disabilities (SEND). This role covers a range of specialisms including Vision Support, Hearing Support, SEND Technology, and Speech, Language, and Communication (SLC). The primary aim is to build capacity in educational settings to fully integrate children and young people with SEND. The Specialist Support Advisor will work under the supervision of an assigned specialist Lead to plan and deliver challenging teaching and learning objectives, manage a safe and purposeful learning environment, and promote the inclusion and independence of all pupils. This role also involves collaborating with other professionals, supporting multi-agency approaches, and contributing to the development of policies and procedures related to child protection, equal opportunities, health, safety, and security.</p>			
Accountabilities			
<p>The Specialist Support Advisor role is an integral role within the Education Service. The post and role cover a range of specialisms:</p> <ul style="list-style-type: none"> • Vision Support • Hearing Support • SEND Technology • Speech, Language and Communication <p>These teams provide support for children and young people 0 – 25 years and aim to build capacity primarily in educational settings to fully integrate children and young people who have special educational needs and disabilities (SEND). Under an agreed system of supervision of an assigned specialist Lead:</p> <ul style="list-style-type: none"> • Plan challenging teaching and learning objectives to meet a diversity of pupils' needs and interests, including those in out of school contexts. • Organise and manage a safe and purposeful learning environment; select and prepare resources appropriate to learning activities, ensure effective use of specialist equipment, taking account of pupils' interests and language and cultural backgrounds; use ICT and specialist equipment to support learning activities and develop pupils' competence and independence in its use. 			

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- Monitor the function and use of equipment, ICT and aids where appropriate, ensuring they are functioning optimally at all times to enable access to the full curriculum.
- Develop and deliver structured teaching and learning activities for individuals, groups or whole classes within the national curriculum, taking into account children's personal strategies and programmes; adjust activities according to pupils' responses during lessons; promote the inclusion of all pupils in the learning process.
- Encourage pupils to work co-operatively with each other, anticipate and manage pupil behaviour and promote self-regulation and independence.
- Provide feedback for pupils in relation to progress and achievements.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives to inform future planning.
- Record progress and achievement in lessons/activities systematically and provide evidence to the pupil's teacher, using objective and accurate feedback of the range and level of progress and attainment achieved.
- Support, contribute and deliver specified training to teaching assistants and support staff in school and related settings.
- Assist with the development of appropriate multi-agency approaches to supporting pupils.
- Administer and assess marked tests and invigilate exams/tests.
- Implement and assist with the development of policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection; report concerns to the appropriate authorised person.
- Establish relationships and communicate with other agencies/professionals to support the achievement and progress of pupils.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend the work carried out in class.
- Manage and develop a specialist area e.g. keyboarding, pupil participation projects, art and creativity, audiological equipment management.
- Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
- Under the direction of teaching staff and, where appropriate, to assist in the personal development of Education Plans for pupils with special educational needs.
- Work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- Monitor and support pupils engaged on work experience programmes.
- Attend and contribute to service staff meetings and training events, within contracted hours or outside normal hours by agreement.

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- Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, personal audiological equipment, eating, mobility and dispensing medication.
- Could be asked to work alongside fellow Special Support Advisors from the other teams within the Education Service as either part of CPD opportunities, to support the team's needs but also as a chosen learning need.
- The post-holder may be part of a locality-based team. Depending upon post-specifics the post-holder will travel regularly around the county to schools and other educational settings, bases, visiting parents in their homes and to other agencies.
- Understand, uphold and promote the aims of the council's equality, diversity and inclusion policies; health, safety and wellbeing of self and others; and Council values. Equality and Diversity practice covers both interaction with staff, service users and communities and includes challenging discrimination and promoting equality of opportunity for all.
- Responsible for promoting the welfare of children and young people and where relevant support schools and early years settings in safeguarding children through relevant policies and procedures. This will include taking every reasonable step to ensure that children and young people are protected and ensure all suspicions and allegations of abuse are taken seriously and responded to swiftly and appropriately.

Knowledge / Experience / Skills

	Essential	Desirable
Knowledge		
Knowledge of specialist IT hardware and with children and young people.	x	
Understanding the complexity of managing SEND in the classroom setting.	x	
Demonstrates a commitment to safeguarding and promoting the welfare of children.	x	
Knowledge of specialist IT hardware and technology.		x
Demonstrates confidence in delivering training sessions/activities and advice to professionals, staff, and those working with children and young people.		x

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Experience		
Experience working in a classroom environment.	x	
Demonstrate an ability to form and maintain good working relationships with CYP, settings staff and colleagues.	x	
Experience working with children and young people with additional needs.		x
Experience of working in a classroom to support CYP with SEND.		x
Qualifications / Registrations / Certifications		
Numeracy and literacy skills equivalent to NVQ Level 2 English and Maths	x	
Have a full UK driving licence and ability to travel daily to settings and homes as required.	x	
Possession of a Level 3 qualification (e.g. A-levels, NVQ Level 3, BTEC, or equivalent) in a relevant subject area such as Child Development, Health and Social Care, or Education.		x
Skills		
Working with children and young people and their families or carers to achieve their goals.	x	
Good IT knowledge and skills.	x	
Ability to communicate to a range of audiences in a concise and appropriate manner, both written and verbal.	x	
Commitment to working within a multidisciplinary environment.	x	
Develop and sustain professional working relationships based on mutual trust, respect for individual rights and cultural needs and the promotion of equality and diversity.	x	
Ability to use critical thinking to justify decision making and solve problems.	x	
Ability to speak fluent English as stated in Part 7 of the Immigration Act (2016)	x	

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Willingness and ability to travel within the County and outside of the County on occasions.	x	
Ability to work as part of a team.	x	
Ability to organise and prioritise workload.	x	
Flexible and adaptable.	x	
Ability to complete tasks independently.		x
Able and willing to learn from colleagues.		x
Motivated to personal development and keen to learn new skills.		x
Working Conditions		
The Specialist Support Advisor role involves working in various educational settings, including schools and other educational institutions, as well as visiting parents in their homes and collaborating with other agencies. The post-holder may be part of a locality-based team and will travel regularly around the county to fulfil their duties. The role requires a commitment to promoting the welfare of children and young people, ensuring their safety and well-being, and upholding the council's equality, diversity, and inclusion policies. The working environment is dynamic and may involve providing direct personal care and support to pupils, including assistance with toileting, personal audiological equipment, eating, mobility, and dispensing medication.		
Dimensions of the role		
Working Arrangements		
Somerset Council's Dynamic Working Strategy will be applied to this position.		
Corporate Accountabilities		
Understand, uphold, and promote the aims of the council's equality, diversity, and inclusion policies; health, safety and wellbeing of self and others; and Organisational values in everything you do. Equality and Diversity practice covers both interaction with staff, service users and communities and includes challenging discrimination and promoting equality of opportunity for all.		

Date: