

# STEPPING STONES (SHORT STAY) SCHOOL

## PERSON SPECIFICATION FORM

**Job title:** OUTREACH TEACHER ( Minimum 0.8- Full time)

**Grade:** Main Pay Scale / Upper Pay Scale (SEN 1)

**Directorate for Children and Young People**

**Establishment:** Stepping Stones (Short Stay) School

Requirements in order to be a class teacher	Essential (E) or Desirable (D)	To be identified by: Application form(AF) Interview (I) Lesson observation (O) Reference (R)
<b>Qualifications:</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• SENCO Award</li> <li>• Primary Phased Trained</li> <li>• Up to Date SEND training and experience</li> </ul>	E D E E	AF
<ul style="list-style-type: none"> <li>• Experience of working with children with SEND and relevant CPD.</li> <li>• Experience of working with children who display challenging social, emotional and mental health difficulties.</li> <li>• Experience of supporting colleagues in supporting children with SEMH needs.</li> </ul>	E D D	AF/I/R
<b>Knowledge, skills and experience required</b>		
<b>Teaching and Learning Expectations</b> <ul style="list-style-type: none"> <li>• Prior Teaching experience in Key Stages 1 and/ or 2.</li> <li>• Prior teaching of children with a wide range of SEND and SEMH needs.</li> </ul>	E E	AF/I/R
<b>SEND Knowledge and Experience</b> <ul style="list-style-type: none"> <li>• Relevant knowledge and understanding of the SEND code of practice.</li> <li>• Knowledge and experience of devising IEP's / IBP's and support plans.</li> <li>• Knowledge and experience of Lancashire's SEND processes and protocols.</li> <li>• Knowledge and experience of the Graduated Approach using Assess, Plan, Do and Review.</li> <li>• Knowledge and experience of making recommendations and referrals to other agencies and professionals e.g. medical. SALT, OT etc.</li> <li>• Knowledge and experience of suggesting and modifying curriculum provision to ensure children make progress.</li> <li>• Knowledge and experience of provision mapping and recommending provision / support programmes to support children with SEHM / ASC/ Attachment and Trauma/ Sensory Needs / ADHD /</li> <li>• Must be able to write coherent SEND reports, action plans with recommended strategies to prevent children from exclusion which are used for mainstream colleagues and for other professionals.</li> </ul>	E E  E  E  E  E  E	AF/I/R

<b>Creating Inclusive Classroom Environments</b> <ul style="list-style-type: none"> <li>• Experience of creating and promoting colleagues to have a classroom environment that is inclusive and meets the needs of diverse groups of children.</li> <li>• Experience of creating a learning environment with relevant approaches / resources and materials to support learners with SEMH needs.</li> </ul>	E  E	AF//R
<b>Curriculum Knowledge and Experiences</b> <ul style="list-style-type: none"> <li>• To have solid and secure subject knowledge, understanding and skills in order to ensure the full Primary National Curriculum is delivered effectively to support children with additional needs.</li> <li>• Experience of advising others on differentiated curriculums, differentiated learning activities.</li> <li>• Experience of supporting and developing the knowledge and skills of teachers and teaching assistants</li> <li>• To have knowledge and experience of specific programmes of work including Wave 2/ Wave 3 interventions for children with additional needs.</li> </ul>	E  E  E  E	
<b>Improving Outcomes</b> <ul style="list-style-type: none"> <li>• To have knowledge of assessment strategies, e.g. Assessment for learning, IEP target setting, use of KLIPS / PIVATs and tools for assessing social, emotional needs. E.g. CC2 checklists, Observation Profiles, Boxall Profiles.</li> <li>• To be able to advise on small group SEMH interventions and guide staff through these.</li> <li>• To be able to write effective academic, emotional, social and behavioural targets, monitoring the impact of provision and outcomes.</li> </ul>	D  E  E	AF//R
<b>Behaviour, Safety and Pupil Well Being</b> <ul style="list-style-type: none"> <li>• To understand why children, display challenging behaviour and have a wide range of skills to support and manage challenging behaviour.</li> <li>• To be fully committed to the ethos and established behaviour systems at the school and within other schools.</li> <li>• To have experience of writing / using/ evaluating IEP's /</li> <li>• To have a proven track record of being able to relate to children with SEMH needs and be an advocate for their needs to be effectively met.</li> </ul>	E  E  E  E	AF//R
<b>Subject Leadership &amp; Delivering CPD Training</b> <ul style="list-style-type: none"> <li>• Experience of leading a curriculum area / subject leadership successfully. (Please state curriculum areas in letter of application.)</li> <li>• To have the knowledge, skills and efficient working practices to be an effective subject leader who is able to raise standards and drive developments within agreed subject areas.</li> <li>• Experience of delivering training and or CPD e.g. school to school support / CPD support to colleagues.</li> <li>• To have the ability to deliver training effectively to staff from a range of schools.</li> </ul>	D  D  D  D	AF//R
<b>Professional Attributes</b> <ul style="list-style-type: none"> <li>• To be able to work effectively as part of a team collaborating, accepting, offering support and guidance.</li> <li>• To establish successful relationships at all levels and have excellent communication skills both verbal and written.</li> <li>• To be able to effectively communicate with all stakeholders. E.g. mainstream school professionals, educational Psychologists, other professionals, parents / carers.</li> </ul>	E  E  E	AF//O

<ul style="list-style-type: none"> <li>To be willing to undertake a wide range of CPD and additional training to a higher level in order to provide the best support and guidance for schools.</li> </ul>	E	
<b>Personal Attributes</b> <ul style="list-style-type: none"> <li>To have high expectations, both of yourself and of the children which is reflected in in your advice, presentation and support for schools.</li> </ul>	E	AF//O
To assist the Headteacher in working alongside schools ensuring Outreach Support maintains its high standard of delivery.	E	AF//O
To work alongside schools and other agencies and providers to offer support in preventing exclusions.	E	AF//O
<b>Other</b> To be fully committed to equality and diversity To show commitment to Health and Safety issues, including safeguarding. To be fully committed and demonstrate a good understanding of safeguarding and child protection. To contribute and be part of an effective team. To be able to drive and have access to a car as this post will require you to travel between schools. <b><u>(Essential Car User Post)</u></b>	E E E E E E	AF//O
<b>Prepared by:</b> Mrs A Dodd		May 2022
<b>Application form and Letter</b> <b>The form and letter should be fully completed and free from error. The letter should be clear and concise, related to the above post.</b> <b>References should provide a strong level of support for the relevant professional and personal knowledge, skills and abilities related to above. There should be a positive recommendation from current employer.</b> <b>Our school is highly committed to safeguarding our pupils and therefore rigorous checks will take place.</b>		