

JOB DESCRIPTION		
DIRECTORATE: Children Education and Community		DEPARTMENT: Specialist Teaching Team
JOB TITLE: Physical and Health Needs Team Specialist Teacher		POST NUMBER:
REPORTS TO: Senior Practitioner Physical and Health Needs Team		Current Grade Mainscale
Job Description reviewed by Manager:	Team leader, Specialist Teaching Team	Date: July 2019
1.	<p>MAIN PURPOSE OF JOB To provide continuing education for children and young people (CYP) who are unable to attend school due to health reasons and support their re-integration to school</p> <p>To promote the development of children and young people (CYP) who have a physical and health need including those with mental health problems within their home, educational setting or hospital setting by providing advice, support and specialist teaching, from initial diagnosis.</p> <p>To work directly with children, parents, carers, other professionals and educational settings to ensure that these children and young people reach their potential and maximise communication development, educational progress and social and emotional resilience.</p>	
2.	CORE RESPONSIBILITIES, TASKS & DUTIES:	
	i	To support the Team Leader and work collaboratively with other specialist teachers and support staff in delivering a high quality service to CYP and their families.
	ii	To work on a multi-professional basis taking the role of key worker/lead professional when appropriate
	iii	To teach pupils in either a hospital, community location or at home, offering a broad and balanced curriculum based on the home school's curriculum
	iv	Attend, contribute to and, where appropriate, chair meetings with other staff, external professionals and parents regarding pupils. To liaise with all professionals and work as part of the multidisciplinary team. Contribute to the development of care and support plans for children and young people and engaging in collaborative consultation and problem-solving approaches with ELSA's, pastoral staff, teachers, Educational Psychologists, Specialist Teachers, School Nurses and other relevant pastoral support roles with schools
	v	To identify the educational needs of the pupil, plan programmes of work, evaluate and report on progress against individual agreed objectives.
	vi	To liaise with the home school and other professionals in order to ensure the continuity of education and facilitate return to the home school.

	vii	To promote the access and inclusion of pupils with physical and health needs and assist schools and education settings in developing their capacity to meet pupil needs.
	viii	To use professional skills and judgement to contribute to the delivery of high quality teaching and learning across the curriculum for pupils with physical and health needs
	ix	To enhance the practice of teachers and support staff in schools and settings by providing appropriate advice, support, coaching or training
	x	To consult with the parents/carers and families from the point of referral and keep them fully informed of ongoing involvement
	xi	To assess monitor and report on the progress of individual CYP as required and use all available data to inform decisions on level and frequency of support and intervention
	xii	To contribute to pupil progress and support them to meet their outcomes
	xiii	To advise on suitable specialist equipment which will enable access for pupils
	xvi	To provide advice and guidance to children and young people who have a physical health need and promote a positive self image.
	xv	Contribute to the STT improvement plan by taking responsibility for specific areas of work as appropriate and as identified by the Team leader.
	xvi	To work creatively with colleagues and families to find the best ways to support children and young people who have been out of school/education setting due to their health needs to return to education.
	xvii	To be committed to your own continuing professional development and keep up to date with national, regional and local issues which affect the education of pupils with physical and health needs.
	xviii	To keep up to date with national and local education initiatives by attending appropriate in-service training or reading relevant information
	xix	To participate in the Performance Management Review cycle as a Reviewee and reviewer if required
	xx	To promote awareness within the wider community
	xxi	To carry out the above duties in accordance with current teachers' pay and conditions and regulation under the direction of the Team Leader for the Specialist Teaching Team
	xxii	To contribute to the development of Children's Services within the Local Authority.
3.	SUPERVISION / MANAGEMENT OF PEOPLE No. reporting - Direct: None Indirect: PHN Team TAs	
4.	CREATIVITY & INNOVATION Will need to be creative and innovative when considering how best to enable pupils with physical health needs to access the curriculum alongside their peers.	

5.	<p>CONTACTS & RELATIONSHIPS Must be able to form excellent relationships with:</p> <ul style="list-style-type: none"> • Team leader of specialist teaching team • Specialist teachers and support staff within the team • Headteachers, teachers and support staff in schools • Professionals from other agencies • Specialist health professionals and therapists • Pupils and parents
6.	<p>DECISIONS – discretion & consequences Need to consult and communicate with teachers, support staff, parents, pupils and other professionals with tact, diplomacy and discretion</p>
7.	<p>RESOURCES – financial & equipment Needs knowledge of strategies and resources which enable pupils to access the curriculum in the community or home setting. Need to be able to advise the team leader and the local authority on level of resources that are necessary to support CYPs</p>
8.	<p>WORK ENVIRONMENT – work demands, physical demands, working conditions & work context</p> <p>Work demands</p> <ul style="list-style-type: none"> • Work is subject to pressure and he/she has to deal with conflicting demands, changing deadlines and statutory requirements. • Need to be able to respond to unexpected or emergency situations. • Need to implement activities in lessons as planned. Also need to implement actions in relation to specialist area of expertise as required. Work may be subject to some change and interruption. <p>Physical demands</p> <ul style="list-style-type: none"> • The work is physically demanding since it involves working within a central base (West Offices) and also within educational settings, community hubs and homes throughout the city. There will often be travel between a number of venues within a day. • Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running eg PE lessons, when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures. <p>Must be able to accept that in exceptional circumstances a planned finish time for a day may be affected by changes in a presenting situation, which may need an urgent response</p> <p>Working conditions</p> <ul style="list-style-type: none"> • Majority of work takes place in office, school, home or community environment <p>Work context This post involves working with high risk and vulnerable children, young people and their families/carers and some of this work will involve dealing with challenging behaviour. The work involves direct contact with children, young people and parents, some of whom may have complex needs/mental health issues. Risk Assessments/Health and Safety Procedures will need to be undertaken where appropriate</p>

8.	<ul style="list-style-type: none"> • Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively. • Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children. • Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene. • Risk of infection when dealing with unwell children. <p>Lone working including home visits is an essential, regular aspect of the post- following recognised procedures.</p>
9.	<p>QUALIFICATIONS, KNOWLEDGE & SKILLS</p> <p>Education, training & qualifications:</p> <ul style="list-style-type: none"> • Qualified teacher status • Additional qualification or considerable experience in the teaching of pupils with special educational needs <p>Knowledge & Skills:</p> <ul style="list-style-type: none"> • Excellent communication skills • Knowledge of the curriculum across all Key Stages and ability to teach a range of subjects up to the end of KS3 and some areas of the curriculum up to GCSE or beyond. • Knowledge of national and local initiatives across all Key Stages • Ability to contribute to the development, monitoring and reviewing of policy and practice to meet national, regional and local requirements • Ability to successfully work as a team member alongside other the team leader, specialist teachers and support staff • Knowledge and experience of CYP with complex emotional and mental health needs and of pupils with physical and health needs • Experience of working with CYP with SEN within a mainstream school • Up to date knowledge of national and local initiatives in education as they relate to children and young people with physical disability/medical needs • Working knowledge of health & safety issues, including risk assessments as they relate to CYP with physical and health needs • Ability to contribute to the development , monitoring and reviewing of policy and practice to meet national, regional and local requirements • Knowledge and understanding of the SEND reforms and the Local Offer • Skills to liaise and work closely with schools, parents and other professionals involved with children and young people • Ability to work on a multi-professional basis within the local authority • Knowledge of social care opportunities e.g. short breaks, shared care, young carers etc. • Knowledge of the type of adapted equipment available to disabled children and where it is relevant to use and some understanding of AAC • Good ICT skills and knowledge of assistive technology

10.

Position of Job in Organisation Structure

Job Reports to:
Team Leader of Specialist Teaching Team
Senior Practitioner Physical and Health Needs

This job:
Specialist Teacher for pupils with Physical and Health Needs

Other jobs at this level:
Specialist Teachers of the Deaf
Specialist Teacher Autism Support

Jobs reporting up to this one:
None