



Inclusion Advisory Teacher

Barnet Education & Learning Service (BELS)

Closing date: noon, Monday 18th October 2021

Ref: BELS/873

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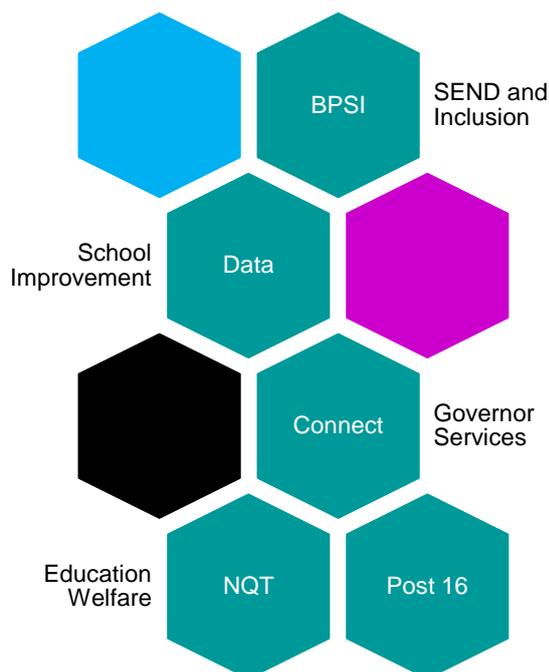


Welcome to Barnet Education & Learning Service (BELS)

Our Services

<https://www.bels.org.uk/>

Barnet Education & Learning Service (BELS) is a local authority controlled company which is responsible for providing the Council's Education & Skills service to Barnet schools.



Useful Terms and Conditions

BELS is a private company of Barnet Council which has its own legal entity and terms and conditions which are different from Barnet's. Staff who join and want to contribute to a Pension Scheme will become members of AVIVA – the Pension provider for BELS. Staff can contribute 4.5% of their salary into the Scheme and BELS will match this. There is also an option of increasing contributions to 7% with BELS also contributing at this rate. Contributions higher than this will not be matched by BELS.

As BELS is not a Local Authority, the company does not come under the Modification Order and therefore does not recognise continuous service of employment from other Local Authorities/schools. Your continuous service will start on the date you join the organisation.

Your annual leave is based on the grade and years of continuous service. Upon their start, employees will be entitled to 26 days plus 8 Bank holidays per annum – pro-rated for part timers and this would increase with service.

It is a standard practice that prospective employees are offered the starting point of the pay scale and expect that staff would progress through the spine points on an annual basis. However, if there is a strong case to pay above the minimum of the scale, the Senior Management Team would consider the case.



Letter to applicants

September/October 2021

Department: Inclusion Advisory Team
Contact Officer: Joann Moore
Phone: 07876137656

Dear Applicant

Post: Inclusion Advisory Teacher

Thank you for the interest you have shown in the above opportunity.

This Information Job Pack gives a full explanation of the job and working for Barnet Education and Learning Service (BELS), which I hope will encourage you to apply for the post.

To apply for this post, please visit www.islington.gov.uk/jobs. If you need assistance, please email HR Team at schoolsrecruitment@islington.gov.uk quoting job reference **BELS/873**.

The closing date for applications is noon on 18th October 2021.

Interviews will be held on 21st October 2021 in the afternoon.

If you would like to discuss this position on an informal basis, please e-mail Joann Moore at joann.moore@Barnet.gov.uk or call **078 7613 7656**.

I look forward to receiving an application from you.

Yours faithfully

Joann Moore

**Service Lead for Inclusion Advisory Team
Specialist Team**



Advert

Inclusion Advisory Teacher

Salary Grade Range: Soulbury Scp 13 to 16 + up to 3 SPA points dependent upon qualifications and experience

Actual Salary Range: £51,951 - £55,854 to a maximum of £59,625 per annum

Working Hours: 36 Hours per week. Part Time working will also be considered

Contract Type: Permanent, All Year Round

Start: 1 January 2022

The Inclusion Advisory Team is a dynamic and enthusiastic team that is passionate about developing high-quality provision for all students with SEND in Barnet schools.

We are looking for a highly experienced, and motivated Advisory Teacher to support schools in working with students who have SEND. The successful candidate will work as part of the Specialist Team, which includes teams for hearing and vision difficulties; physical disabilities; SEMH (Social, emotional and Mental Health), speech, language and communication and autism and a pre-school autism service.

The role will involve a mixture of training/ upskilling school staff and more individualised assessment work of children and young people in a variety of mainstream educational settings. We are looking for candidates who have experience in supporting students in either primary or secondary schools. A large part of the role will involve training and modelling to staff and families so that they can develop greater awareness of the range of ways to support individual needs within the classroom with a particular focus on adapting the core curriculum.

The successful candidate will be a teacher with Qualified Teacher Status, with additional post graduate training in SEND and substantial experience of working with children and young people who have SEND.

The candidate must have excellent communication and interpersonal skills, have a strong team ethos and be able to motivate, challenge and inspire colleagues, school staff and other professionals.

If shortlisted you will be required to bring photographic identification to your interview to prove your identity.

The closing date for applications is 12:00 noon on 18th October 2021

Interviews will be held on 21st October 2021 in the afternoon

If you would like to discuss this position on an informal basis, please e-mail Joann Moore at Joann.Moore@Barnet.gov.uk or call **078 7613 7656**.



To apply for this post, please visit www.islington.gov.uk/jobs. If you need assistance, please email HR Team at schoolsrecruitment@islington.gov.uk quoting job reference **BELS/873**.

Barnet Education and Learning Service (BELS) is committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults and expects all staff and volunteers to share this commitment. Barnet Education and Learning Service operates stringent safer recruitment procedures.

Barnet Education and Learning Service (BELS) is committed to promoting equality, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community.

We value diversity.



Job Description

Service:	Specialist Inclusion Services, Education and Skills
Location:	2 Bristol Avenue, Colindale
Job Title:	Inclusion Advisory Teacher
Grade:	Soulbury 13 – 16 plus up to 3 SPA point subject to application
Reports to:	Team Leader Specialist Team and Head of Specialist Inclusion Services

Reporting Arrangements

- Reports to the Head of Specialist Inclusion Services and Team Leader Specialist Team

Context and Purpose of the Job

The Advisory Teacher is responsible for:

- Supporting and advising educational settings to promote high standards of attainment and inclusion for children and young people with special educational needs and disabilities (SEND), with expertise around supporting curriculum adaptation to meet a range of individual needs with particular focus on the core curriculum (literacy and numeracy).
- Increasing the capacity of the school network to meet the needs of children with SEND and enable them to thrive in mainstream settings.
- Promoting child-centred practice and co-production, to facilitate the teaching of skills to young people to increase their ability to regulate their emotions and support self-advocacy.
- Organising and leading training both centrally to a large audience, within the educational setting to the whole setting or individuals within it and for your colleagues in other centrally-based teams, and be able to motivate, challenge and inspire colleagues, school staff and other professionals.
- Facilitating, coordinating and promoting peer support for educational settings including dialogue between practitioners such as forums or networks.
- Assisting educational settings in the development of policies, guidelines and practice to support the inclusion of children with SEND.
- Working in partnership with others in the Education and Skills Team, social care, health and voluntary agencies to promote inclusion and high standards of attainment.
- Enabling educational settings to develop their skills and expertise through which they can continue to improve independently of intensive support.
- Planning and organising programmes of support and training for Inclusion Managers/SENCOs and other professionals including the termly SENCO meetings.

Key Accountabilities Specific for This Post

- To work with the Head of Specialist Inclusion Services and Specialist Team Leader to advise, support and train staff in educational settings across the age range.
- To support leadership staff in schools, SENCOs /Inclusion managers to provide direction and support for their teams working with children with SEND.



- To provide information and advice to families in collaboration with the educational setting to support their child.
- To provide information and advice to SENCOs/Inclusion managers on best practice for assessing and monitoring the progress of children with SEND within educational provisions as requested by managers within the team or the educational setting.
- To assist school staff by advising, supporting, modelling and coaching as appropriate.
- To keep up to date with current educational thinking, policy and practice, and to have a working knowledge of documents such as the SEND code of Practice (2015) and the Timpson Review of School Exclusions (2019).
- To support schools to undertake successful transitions for pupils.
- To support the Complex Needs Panel and the Statutory Assessment process as appropriate including reviewing and revising model paperwork, writing reports and/or representing the Local Authority at priority annual reviews and Tribunal appeals if required to do so.
- To work in partnership with Learning Network inspectors to provide support to schools causing concern and provide support and reports as appropriate.
- To take part in annual reviews and other assessment, planning or review meetings as required by schools or the Education and Skills Department (e.g. multi-disciplinary assessments; IEP, CAF or TAC meetings).
- To work collaboratively with the Team Leader/Head of Specialist Inclusion Services to develop appropriate targets and performance indicators for the team which will contribute to the SEND and Inclusion Business Plan.
- To ensure high professional standards are maintained within the Specialist Team by taking part in the Children's Service Performance Management Scheme.
- To undertake other duties consistent with inclusive education as required including projects agreed as part of the Leading Edge Groups and SEND Development Board.
- To work effectively in a range of multi-agency partnerships and settings (pre-schools, schools, colleges both maintained, private and independent), social care, health and the voluntary sector; establishing and maintaining professional relationships and boundaries with respect to children, families and colleagues.

Promotion of Corporate Values

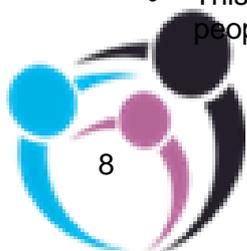
- Ensure standards of customer care are met in accordance with the Councils Statement of Values. To be aware of the Corporate Plan and how it affects the section. Ensure that a high level of confidentiality is maintained in all aspects of work.

Flexibility

- In order to deliver services effectively, a degree of flexibility is needed and the post holder may be required to perform work not specially referred to above. Such duties, however, will fall within the scope of the post, at the appropriate grade.

The Council's Commitment to Equality

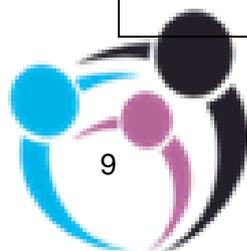
- To deliver the council's commitment to equality of opportunity in the provision of its services. All staff are expected to promote equality in the workplace and in the services the council delivers.
- This post specifically promotes equalities by reducing the risk of exclusion for vulnerable young people.



Person Specification

Service:	Specialist Inclusion Services, Education and Skills
Location:	2 Bristol Avenue Colindale
Job Title:	Inclusion Advisory Teacher
Grade:	Soulbury 13- 16 plus up to 3 SPA points subject to application
Reports to:	Team Leader Specialist Team and Head of Specialist Inclusion Services

Post Requirements	Criteria	Assessed from:
Experience relevant to post	E1. Substantial and successful experience of teaching in mainstream and/or special schools	A/I
	E2. Experience of working at senior/middle leadership in a school setting	A/I
	E3. Experience of delivering in-service training	A/I
	E4. Experience and knowledge of multi-disciplinary and partnership working	A/I
	E5. Experience of curriculum adaptation to meet a range of individual needs	A/I
Competencies and special aptitudes	E6. Ability to deliver specialist support, advice and training to schools and other educational settings	A/I
	E7. Ability to work as part of a leadership team at an organisational and systemic level to facilitate positive change	A/I
	E8. Ability to communicate effectively both verbally and in writing to a wide range of audiences, including the production of clear, high quality reports as required	A/I
	E9. Good professional networking skills with internal and outside agencies	A/I
	E10. Good interpersonal skills and ability to build/maintain good relationships, personal and professional boundaries with colleagues, a wide range of professionals, parents and staff at all levels	A/I
	E11. Good organisational, administrative and record keeping skills	A/I
	E12. Understanding of issues relating to equality of access and opportunity	A/I
	E13. Ability to support staff in the use of learning technology to promote children's academic skills	A/I



	E14. Ability to work effectively as part of a team, meeting objectives and deadlines	I
Knowledge relevant to the job	E15. Knowledge of relevant education legislation and statutory frameworks, particularly the SEN Code of Practice and the Equalities Act	A/I
	E16. Knowledge of inclusive approaches to pupils with SEND	A/I
	E17. Knowledge and understanding of mainstream and special school curricular and assessment processes	A/I
Education	E18. Degree or equivalent	A
	E19. Teaching qualification with QTS	A
	E20. Post graduate qualification or equivalent in special needs	A
Training	E21. Evidence of continuing professional development	A/I
	E22. Evidence of keeping up to date with current trends and thinking	A/I
	E23. Willingness to further develop ICT skills and knowledge	A/I
Special job requirements	E24. Full driving licence and use of car	A
	E25. Willingness to train in Child Protection according to the requirements of the post	I
	E26. Detailed knowledge of specific assessments and teaching strategies	A/I
Commitment to Council's aims and values	E27. Commitment to promoting and implementing the Council's equal opportunities policies	A/I
	Key: A = application form I = interview T = Test	



How to apply and key dates

Closing date for applications: noon on 18th October 2021
Interviews will be held on: 21st October 2021 in the afternoon

Completing Application Forms

To apply for this post, you must complete an online **application form** available within the job posting under www.islington.gov.uk/jobs.

Particular attention should be given to the Supporting Information section within the application form. Shortlisting is based on the candidate's ability to meet the selection criteria within the person specification. Therefore, it is essential that you outline clear examples and evidence of how you meet the requirements of the person specification. Examples and evidence should also relate back to the duties/accountabilities contained in the job description.

Reply Details

Your application form must reach us by closing date. Applications received after this date will not be considered.

To apply for this post, please visit www.islington.gov.uk/jobs. If you need assistance, please email HR Team at schoolsrecruitment@islington.gov.uk quoting job reference **BELS/873**.

Further Information

Should you have any queries relating to any aspect of this appointment process, or require additional information, then call the Recruitment Team, direct line (020) 7527 2875.

It is important that you complete ALL sections of the application form.

Next Steps

If you are selected for interview, we will contact you by email and/or text message.



We value diversity.