



The Education People

JOB ROLE: Specialist Lead Advisor (SEN – all phases)

Service:	School Improvement, Secondary, Special & PRU / Skills & Employability Service
Salary:	TEP13
Reporting to:	Head of School Improvement, Secondary, Special & PRU / Skills & Employability Service.

Purpose of Role:

We are seeking to appoint an outstanding SEN practitioner with a proven track record of excellence to become our Specialist Lead Advisor (SEN – all phases)

You will be a qualified SENCO, an outstanding teacher ideally with senior leadership experience, in a secondary school. You will be passionate about SEN. You will provide specific support to schools and academies across Kent, creating resources, modelling outstanding practice and developing the quality of teaching and provision within SEN so that standards continue to rise in our schools.

The role will include short and long-term assignments supporting schools both in challenging circumstances and those moving from Good to Outstanding, delivering training and conferences, and writing materials to support the delivery of excellent SEN and inclusive teaching. You will also play a key role in identifying countywide strategies for improvement and supporting wider collaborations. You will have a proven track record of success in improving attainment and progress across all stages in secondary education. You will be well-organised, energetic and a good team player.

What we are looking for:

- QTS and a relevant undergraduate degree
- At least 4 years' teaching experience, and at least 2 in a leadership role

- Be a qualified SENCO.
- An understanding of curriculum requirements and provision for SEN

Please note: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

Annex A: Main duties and responsibilities:

- 1.** Develop standards of teaching, learning, inclusivity and provision for SEN in schools and academies.
- 2.** Support, guide and motivate teachers in the development of their practice, through modelling and structured continued professional development.
- 3.** Develop networks to facilitate the sharing of ideas and good practice across the networks of schools.
- 4.** Monitor and respond to curriculum development and initiatives at national and local levels.
- 5.** Create resources and assessment materials that will support the delivery of the SEN support across all key stages.
- 6.** Take a leading role in the development of practice to support the continued improvement of inclusive SEN practices across all secondary schools.
- 7.** Develop, monitor, and review the provision in terms of:
 - student progress through the analysis of performance data, using this information for planning and target setting.
 - the quality of learning and teaching and responsibility for improved student outcomes and a narrowing of performance gaps.
 - the development of appropriate programmes of study, resources, policies, and assessment and learning strategies.
 - lesson observation, work scrutiny and performance data analysis
- 8.** Identify, lead, and organise training opportunities as appropriate across secondary schools.
- 9.** Mentor colleagues and encourage collaboration, cooperation, and teamwork.
- 10.** Keep up to date with current developments in your subject and disseminate information as appropriate.

Annex B: Person Specification: Improvement Adviser

The following outlines the minimum criteria for this post. Applicants who have a disability and who meet the minimum criteria will be shortlisted. Applicants should describe in their application how they meet these criteria.

	MINIMUM
QUALIFICATIONS <i>(if essential)</i>	<ul style="list-style-type: none"> • Qualified Teacher Status, including relevant degree. • NPQSL/NPQML or equivalent • SENCO qualification
EXPERIENCE	<ul style="list-style-type: none"> • Management of SEN • Clear evidence of leading a team to accelerate progress. • Existing leader within a secondary setting
SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Strategic vision for raising standards. • Outstanding classroom performer • Effective manager • Ability to manage change. • Ability to develop effective relationship and teams. • Strong communication skills, including written, oral and presentation skills. • Excellent organisational skills • Ability to prioritise, meet deadlines and work under pressure
KNOWLEDGE	<ul style="list-style-type: none"> • Substantial knowledge of the education and training field • Thorough understanding of current educational, learning and skills reforms. • Knowledge of working with a wide range of external organisations at a strategic level and direct influence of the decision-making process
PERSONAL QUALITIES/ BEHAVIOURS	<ul style="list-style-type: none"> • 'Can do' approach and coaching others • Self confidence

	<ul style="list-style-type: none">• Team player• Pro active• Creative thinking
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Annex C: Company Values and Expectations

At The Education People we are guided by our shared values:

- **Moral Purpose:** We are driven by our shared moral purpose to do all that we can, both directly and indirectly, to improve educational outcomes and life chances.
- **People First:** We are committed to always putting people first: our staff, clients and partners, and above all, the people we serve.
- **Stronger Together:** We believe in the power of partnership and collaboration, understanding that the very best outcomes are delivered only when we embrace challenge and work together – with each other, our clients and partners.
- **Excellence:** We strive to excel in the delivery of high quality services that produce lasting outcomes: balancing pace, precision, practicality and cost.
- **Spirit of Innovation:** We have a restless curiosity; we embrace every opportunity to learn, to challenge the status quo, and to seek to set new standards for outcomes and delivery.
- **Integrity:** We expect the highest standards of professionalism and integrity of ourselves and others, acting at all times within the ethical framework of our values.