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| --Service and job specific context statement |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Inclusion |
| **Post title:** | Medical Education Service Maths teacher |
| **Grade:** | Teachers up to Main scale 4 |
| **Responsible to:** | Locality Coordinator Medical Education Service |
| **Staff managed:** | None |
| **Date of issue:** |  |
| **Job family:** | **E - Education/School** |

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| Job context |
| The Inclusion Service works in partnership with all schools and settings within North Yorkshire to promote the inclusion, participation and achievement of children and young people with SEND. These services are allocated into SEND hubs, coordinating provision at a locality level across Children and Young People (CYP) Service as a whole, to ensure needs are met holistically.The Medical Education Service is a short-term intervention to help schools to provide continuity in education when a child or young people has been absent from school due to a physical or mental health need. Medical education aims to support schools in reintegrating the child or young person into school.This role involves co-ordinating the teachers and tutors within the Medical Education Service and also delivering the direct Maths or English tuition to some of the CYP within the cohort. The role will involve building positive relationships within the locality including schools, health, parents/carers and internal and external agencies. We are recruiting Maths teachers across North Yorkshire who will be based in either Hambleton & Richmondshire, Scarborough/Ryedale/Whitby and Selby and Harrogate/Craven. Travel across the county will sometimes be required. This role involves a specialist level of spoken communications so a confident use of English language is required |
| Job specifics |
| 1. Planning and delivering effective Maths tuition for Children and Young People (CYP) ages 5-18 with identified physical or mental health needs, both within schools and for those who cannot attend school. This will involve effectively meeting the holistic needs of the CYP by personalising the content, delivery and style to meet emotional, physical and learning needs.
2. Working alongside schools, health, parents/carers and any other involved professionals to effectively meet the needs of the CYP.
3. Quality assuring the effectiveness of support and intervention.
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| **Structure** |

 Lead for Medical Education Service 1 FTE

Locality Medical Coordinator 1FTE Local Medical Coordinator Local Medical Coordinator 1FTE Local Medical Coordinator 1FTE

 (Selby) (Harrogate/Craven) (Hambleton & Richmondshire) (Scarborough/Whitby/ Ryedale)

 **Maths Teachers 0.5 FTE Maths Teachers 0.5 FTE Maths Teachers 0.5 FTE Maths Teachers 0.5 FTE**

 English Teachers 0.5 FTE English Teachers 0.5 FTE English Teachers 0.5 FTE English Teachers 0.5 FTE

 Tutors 0.5 FTE Tutors 0.5 FTE Tutors 0.5 FTE Tutors 0.5 FTE

Relief Maths Teachers Relief Maths Teachers Relief Maths Teachers Relief Maths Teachers

Relief English Teachers Relief English Teachers Relief English Teachers Relief English Teachers

Relief Tutors Relief Tutors Relief Tutors Relief Tutors

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| Job Description |
| **Directorate:** | Children and Young People's Service |
| **Service:** Inclusion |  |
| **Responsible to:** | Locality Coordinator |
| **Staff managed:** | None |

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| Job purpose | 1. Planning and delivering effective Maths tuition for CYP with identified physical or mental health needs, both within schools and for those who cannot attend school.
2. Working alongside schools, health, parents/carers and any other involved professionals to effectively meet the needs of the CYP.
3. Quality assuring the effectiveness of support and intervention.
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| Operational management | * To manage a peripatetic caseload as specified by the line manager and in accordance with service policies and professional role.
* To plan and deliver Maths tuition to CYP ages 5-18 with medical needs, this may be 1:1 or group tuition. This will involve liaising with schools to gather resources and to work alongside school teachers to mark work completed by the CYP.
* To work alongside the locality coordinator to ensure schools organise 3 weekly multi-disciplinary meetings to review the short-term intervention of the medical service and to identify schools long term plan for the CYP.
* To work alongside the locality coordinator to support schools to complete Individual Health Care Plans for CYP with physical or mental health needs.
* To liaise with school, home, health and other agencies who are working with the CYP.
* To develop positive working relationships with CYP, school, health, parents/carers and any other professionals involved.
* Maintain professional relationships and boundaries when working in the home with CYP and parents/carers.
* Work effectively and flexibly in a range of settings including family homes, schools, children’s centres, libraries and other public spaces.
* Support and advise schools and settings, and parents on a wide range of organisational and curriculum issues relating to support for CYP with physical or mental health needs.
* To effectively monitor, manage and advise schools on appropriate resources such as online learning resources.
* Provide data on CYP’s progress and outcomes to inform LA data collection and analysis, service development and professional performance management;
* To contribute to reports, reviews and re-assessments as required by the SEND team as part of the statutory process, within their professional role
* To work as part of a co-operative locality hub team based on a flexible approach to support.
* Work within the boundaries and ethos of school/service policies and procedures.
* Ensure that all work is planned for maximum efficiency and minimal travel.
* Cover short term teacher or tutor absence.
* Adjust and personalise lessons/work plans according to CYP’s responses/needs.
* Monitor, record and evaluate CYP responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
* Support the implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence.
* Support CYP in their social and emotional wellbeing, and develop and implement related social, health and physical programmes.
* Take account of the effects of different parenting approaches, background and routines, and be involved in home school liaison.
* Encourage and motivate CYP to promote independence and resilience and increase self-esteem.
* Participate in the monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
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|  Communication | * Establish constructive and respectful relationships with parents/carers, exchange appropriate information, facilitate their support for their child’s attendance, access and learning and support home to school and community links.
* Play an appropriate part in establishing effective relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of CYP.
* Interact with CYP in ways that support the development of their ability to think and learn, and work independently.
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| Partnership / corporate working | * To work as part of a co-operative locality hub team based on a flexible approach to support.
* Share experience and provide professional advice and guidance to other agencies as required, working as closely as possible to ensure holistic support.
* Consult / liaise with other professionals to ensure effective communication / integrated approach to children.
* Work in partnership with parents/carers, other agencies, independent practitioners and voluntary organisations as appropriate.
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| Resource Management & Systems and information  | * Provide data on CYP’s progress and outcomes to inform LA data collection and analysis, service development and professional performance management.
* To keep appropriate and timely records and case notes.
* Organise and manage an appropriate learning environment and resources
* Support the use of ICT to advance CYP’ learning and use common ICT tools for own and CYP’s learning.
* Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, reporting on attendance, exclusions etc., making phone calls.
* Ensure schools are providing access arrangements, for CYP with physical or mental health needs, sitting internal and external examinations, ensuring that examinations comply with Examination Board Regulations.
* Participate in training, appraisals and supervision.
* Complete a risk assessment for each child and venue you are working in.
* Ensure parental consent has been gained for the medical education service.
* Ensure home tuition agreement has been signed by parents/carers.
* Complete a visit record within 24 hours of completing the visit.
* Complete an intervention plan for each CYP and ensure school and health have contributed to the plan.
* Ensure work calendar is always up to date.
* Respond to emails and voicemails in a timely manner.
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| Strategic management  | * Work within the boundaries and ethos of school/service policies and procedures.
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| Safeguarding | * Ensure appropriate confidentiality in all interactions.
* Be responsible for promoting and safeguarding the welfare of CYP that you are responsible for and come into contact with.
* Involve learners when taking actions that concern them.
* Communicate, record and report actions and outcomes using the most appropriate format e.g. visit record and intervention plan.
* Use clear, accessible language when communicating.
* Comply with the County Council’s policies and supporting documentation in relation to Data Protection, Information Security and Confidentiality.
* Ensure that information sharing protocols for children and young people, and their families, as set out in the General Framework for Information Sharing in North Yorkshire (2005) are adhered to.
* Assist CYP with personal hygiene, and welfare, including physical and medical needs, whilst encouraging independence.
* Be responsible for promoting and safeguarding the welfare of CYP that you are responsible for and come into contact with, reporting concerns as appropriate
* Involve CYP when taking actions that concern them.
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| Person Specification |
| Essential upon appointment | **Desirable on appointment** |
| Knowledge* Detailed understanding of how physical and medical needs may impact on curriculum access, social and emotional development.
* Knowledge of Early Years.
* Understanding of Statutory Assessment procedures/Code of Practice
* Knowledge of mainstream School curriculum.
* Up to date curriculum knowledge of the Maths curriculum for ages 5-18.
* Knowledge of current guidance and legislation with respect to post 16 education of young people with SEND.
* Knowledge of statutory requirements of the SEND Code of Practice
* Good understanding of child/young people’s development and learning processes.
* Understanding of individual children and young peoples’ needs.
* An understanding that children/Young people have differing needs and knowledge of inclusive practice.
 |  * Knowledge of Behaviour Management techniques
* Knowledge of Child Protection and Health & Safety legislation and procedures
* Experience of supporting CYP with anxiety
* Knowledge of Pre-School initiatives
* Up to date inclusive practice in the education of children with physical disabilities, including assistive technology
* Knowledge of the importance of the environment and communication partners in developing S&LC skills through AAC devices
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| Experience* Significant experience of working with CYP in an educational setting.
* Significant experience of delivering the Maths curriculum at GCSE and ALEVEL.
 | * Can demonstrate significant experience of working with CYP with physical and mental health needs
* Can demonstrate significant recent successful mainstream classroom teaching
* Experience of working with Early Years (0-3)
* Specialist experience eg ICT access, AAC
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| Occupational Skills* Excellent verbal & written skills.
* Excellent interpersonal & communication skills.
* Excellent personal and time management skills.
* Skilled in delivering in service training.
* Excellent ICT skills & ability to use them as part of the learning.
* Ability to work collaboratively with others.
* Excellent recording and report writing skills.
* Excellent assessment skills and target setting.
* Ability to devise appropriate teaching materials.
 | * Skilled in performance management and appraisal
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| Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role* Qualified Teacher Status in Maths
 | * Additional post graduate qualifications eg Makaton
* Appropriate first aid training
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| Other Requirements* Positive can do attitude, solution focused approach.
* Able to work alone and as part of a team.
* Able to manage time effectively.
* Excellent, proven organisational skills.
* UK Full Drivers Licence & Use of own car to travel across the County.
* Use flexible working procedures to maximise efficiency in working procedures.
* Enhanced DBS clearance.
* To be committed to the service’s policies and ethos.
* To be committed to Continuing Professional Development.
* Motivation to work with children and young people.
* Emotional resilience in working with challenging behaviours and attitudes.
* Ability to use authority and maintaining discipline.
* The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post.
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| Behaviours  | [Link](http://www.northyorks.gov.uk/article/23524/What-you-should-know-before-applying-for-a-job) |

NB – Assessment criteria for recruitment will be notified separately.
Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.