

## Job profile

### Service and job specific context statement

<b>Directorate:</b>	Children and Young People's Service
<b>Service:</b>	Inclusion
<b>Post title:</b>	Medical Education Service Tutor
<b>Grade:</b>	I
<b>Responsible to:</b>	Medical Education Service Locality Coordinator
<b>Staff managed:</b>	None
<b>Date of issue:</b>	February 2020
<b>Job family:</b>	<b>E - Education/School</b>

### 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.

We are recruiting tutors across North Yorkshire who will be based in either Hambleton & Richmondshire, Scarborough/Selby/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

- Planning and delivering effective support and tuition for Children and Young People (CYP) with identified physical or mental health needs, both within schools and for those who cannot attend school.
- Developing the skills of the workforce in supporting CYP with physical or mental health needs, including signposting to and working alongside strategic services and NHS colleagues.
- Quality assuring the effectiveness of support and intervention.

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### Structure

Lead for Medical Education Service 1 FTE

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

(Selby)

Maths Teachers 0.5 FTE

English Teachers 0.5 FTE

**Tutors 1 FTE**

Relief Maths Teachers

Relief English Teachers

Relief Tutors

(Harrogate/Craven)

Maths Teachers 0.5 FTE

English Teachers 0.5 FTE

**Tutors 1FTE**

Relief Maths Teachers

Relief English Teachers

Relief Tutors

(Hambleton & Richmondshire)

Maths Teachers 0.5 FTE

English Teachers 0.5 FTE

**Tutors 1FTE**

Relief Maths Teachers

Relief English Teachers

Relief Tutors

(Scarborough/Whitby/ Ryedale)

Maths Teachers 0.5 FTE

English Teachers 0.5 FTE

**Tutors 1FTE**

Relief Maths Teachers

Relief English Teachers

Relief Tutors

### Job Description

#### Job purpose

**To deliver either Maths or English tuition to children and young people with medical needs who cannot access school full-time. The tuition may be 1:1 or group tuition. To work alongside schools, health, parents/carers and other stakeholders to help support the child or young person access education and work towards re-integration to school.**

#### Operational management

- To manage a peripatetic caseload as specified by the line manager and in accordance with service policies and professional role
- 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 plan and deliver tuition to CYP 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 with the 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.
- Draw upon a range of research based methods and approaches effective in educational intervention for CYP with physical and medical needs, including assistive technology and approaches for working with CYP with anxiety

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- Support schools to complete Individual Health Care Plans for CYP with physical or mental health needs by sharing examples of good practice and contributing to the plans themselves.
- 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.
- To effectively monitor, manage and advise schools on appropriate resources such as online learning resources and the AV1.
- Work within the boundaries and ethos of school/service policies and procedures
- Prioritise and manage own workload within the boundaries of the role, and as advised by Medical Education Service Co-ordinator
- Ensure that all work is planned for maximum efficiency and minimal travel
- Establish and maintain positive working relationships with key stakeholders including school staff, health professionals and external and internal services.
- Work effectively in a range of settings including family homes, schools, children's centres, libraries and other public spaces.
- Establish and maintain professional working relationships with children and families.
- Cover short term teacher or tutor absence
- Adjust lessons/work plans according to pupil responses/needs
- Monitor, record and evaluate pupil 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 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.

### **Communications**

- 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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<b>Partnership / corporate working</b>	<ul style="list-style-type: none"> <li>• Provide objective and accurate feedback and reports on CYP'S attainment, progress and other matters, ensuring the availability of appropriate evidence</li> <li>• Participate in meetings with other staff, external professionals, and parents, regarding CYP.</li> <li>• Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality</li> <li>• Participate in staff meetings</li> <li>• Share information about CYP with teachers and other professionals as required</li> <li>• Support the locality co-ordinator to provide data on CYP's progress and outcomes to inform LA data collection and analysis, service development and professional performance management.</li> </ul>
<b>Resource management, Systems &amp; Information</b>	<ul style="list-style-type: none"> <li>• Organise and manage an appropriate learning environment and resources</li> <li>• Support the use of ICT to advance CYP' learning and use common ICT tools for own and CYP's learning</li> <li>• Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, reporting on attendance, exclusions etc., making phone calls</li> <li>• 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</li> <li>• Participate in training and appraisals and supervision</li> <li>• Complete a risk assessment for each child and venue you are working in</li> <li>• Ensure parental consent has been gained for the medical education service</li> <li>• Ensure home tuition agreement has been signed by parents/carers</li> <li>• Complete a visit record within 24 hours of completing the visit</li> <li>• Complete an intervention plan for each CYP</li> <li>• Ensure work calendar is always up to date</li> <li>• Respond to emails in a timely manner</li> <li>• Save all documentation to the CYP's folder on wisdom</li> </ul>
<b>Strategic management</b>	<ul style="list-style-type: none"> <li>• Work within the boundaries and ethos of school/service policies and procedures</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• To comply with the County Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality</li> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure</li> <li>• Work with colleagues and others to maintain health, safety and welfare within the working environment</li> <li>• Complete a risk assessment for each CYP and venue you work in</li> <li>• Promote inclusion and acceptance of all pupils</li> <li>• Ensure services are delivered in accordance with the aims of the equality Policy Statement</li> </ul>

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- Develop own and team members understanding of equality issues

### Person Specification

Essential upon appointment	Desirable on appointment
<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Good understanding of child/young people's development and learning processes</li> <li>• Understanding of individual children and young peoples' needs</li> <li>• An understanding that children/Young people have differing needs and knowledge of inclusive practice</li> <li>• Detailed understanding of how physical and mental health needs may impact on curriculum access, social and emotional development</li> <li>• Up to date curriculum knowledge of the key stage and subject the HLTA specialises in including either Maths or English</li> <li>• Knowledge of Early Years / Pre-School initiatives</li> <li>• Knowledge of Statutory Assessment procedures/Code of Practice</li> <li>• Knowledge of mainstream School curriculum including Maths or English</li> <li>• knowledge of current guidance and legislation with respect to post 16 education of young people with SEND</li> <li>• Up to date inclusive practice in the education of children with physical disabilities, including assistive technology</li> <li>• Knowledge of the importance of the environment and communication partners in developing S&amp;LC skills through AAC devices</li> <li>• Knowledge of statutory requirements of the SEND Code of Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Behaviour Management techniques</li> <li>• Knowledge of Child Protection and Health &amp; Safety legislations and procedures</li> <li>• Knowledge of how to work with CYP with anxiety</li> </ul>
<b>Experience</b> <ul style="list-style-type: none"> <li>• Significant experience of working with children in an education setting</li> <li>• Significant experience of the English and Maths curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Can demonstrate significant experience of working with CYP with physical and mental health needs</li> <li>• Can demonstrate experience of working with families of children and young people with physical/medical needs</li> <li>• Can demonstrate significant recent successful mainstream classroom HLTA role</li> </ul>

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	<ul style="list-style-type: none"> <li>• Experience of working with Early Years (0-3)</li> <li>• Experience of delivering evidence based interventions that accelerate learning</li> </ul>
<b>Occupational Skills</b> <ul style="list-style-type: none"> <li>• Excellent ICT skills and ability to use them as part of the learning</li> <li>• Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers</li> <li>• Excellent interpersonal &amp; communication skills</li> <li>• Excellent personal and time management skills</li> <li>• Skilled in delivering in service training</li> <li>• Ability to work collaboratively with others</li> <li>• Excellent recording and report writing skills</li> <li>• Excellent assessment skills and target setting</li> <li>• Ability to devise appropriate teaching materials</li> </ul>	
<b>Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role</b> <ul style="list-style-type: none"> <li>• Level 2 numeracy &amp; literacy qualification or equivalent</li> <li>• HLTA status or QTS **</li> <li>• ** It is essential that Higher Level Teaching Assistants are assessed against and meet the HLTA standards, or have Qualified Teacher Status to enable them to deliver teaching and learning activities to a whole class</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate first aid training</li> <li>• Relevant NVQ level 4 or foundation degree</li> </ul>
<b>Other Requirements</b> <ul style="list-style-type: none"> <li>• Demonstrable interpersonal skills</li> <li>• Ability to work alone and successfully in a team</li> <li>• Able to exercise discretion and judgement</li> <li>• Confidentiality</li> <li>• Flexibility</li> <li>• Creativity</li> <li>• Enhanced DBS clearance</li> <li>• To be committed to the services' policies and ethos</li> <li>• To be committed to Continuing Professional Development</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes</li> <li>• Ability to use authority and maintaining discipline</li> <li>• The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post.</li> </ul>	

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- Positive can do attitude, solution focused approach.
- Able to manage time effectively
- Excellent, proven organisational skills
- UK Drivers Licence & use of own car to travel across the County
- Use flexible working procedures to maximise efficiency in working procedures

### Behaviours

[Link](#)

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.