|  |
| --- |
| Service and job specific context statement |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Inclusion |
| **Post title:** | Medical Education Service Locality Coordinator |
| **Grade:** | Teachers  |
| **Responsible to:** | Lead Medical Education Service  |
| **Staff managed:** | Manages operational frontline staff |
| **Date of issue:** |  |
| **Job family:** | **E - Education/School** |

|  |
| --- |
| 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. The Medical Education Service also works with CYP who do not have a school roll due to their complex needs to ensure they are in receipt of a full-time suitable education. This role involves line managing coordinators, teachers and HLTA’s within Selby and supporting existing coordinators to co-ordinate the teachers and HLTA’s across North Yorkshire. The role may also involve delivering 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. The role will include coordinating education packages for a number of children who are not currently on roll at a school. This role will be hybrid working, and travel across the county will be required. This role involves a specialist level of spoken communications so a confident use of English language is required. |
| Job specifics |
| 1. To sit on the panel which considers the requests for intervention and to share the outcome with schools.
2. To coordinate a plan for education/tuition for children eligible for support.
3. To offer advice to schools around how to meet physical or medical needs and signpost schools and parents to appropriate specialist services/processes/policies.
4. To offer advice/guidance to mainstream schools in how to successfully include pupils with physical and or medical needs, including how to identify and address potential barriers to learning.
5. To line manage the Maths and English Teachers, HLTAs and Relief Teachers in North Yorkshire.
6. To ensure schools organise half termly multi-disciplinary review meetings to review the short-term medical education and to identify schools long term plan for the CYP.
7. To work with MES Lead, MES Coordantors, SEN caseworkers and managers and parents/carers to ensure appropriate packages of education are in place for CYP not currently on a school roll.
8. To plan and deliver Maths or English tuition for CYP ages 5-18 in North Yorkshire who have identified physical or mental health needs, both within schools and for those who cannot attend school to work in partnership with schools, health, parents/carers and any other involved professionals to effectively meet the needs of the CYP.
9. Quality assuring the effectiveness of support and intervention.
 |

|  |
| --- |
| **Structure** |

Lead MES 1 FTE STPC

MES Coordinator 1 FTE STPC (Scarborough, Whitby, Ryedale, Filey)

**MES Coordinator 1 FTE STPC (Selby)**

MES Coordinator 0.5 FTE STPC (Hambleton & Richmondshire)

MES Coordinator 1 FTE STPC
(Fixed term post)

MES Coordinator 1 FTE STPC (Harrogate, Ripon, Knaresborough & Craven)

MES English teachers 0.5 FTE STPC

MES HLTA’s 0.5 FTE NJC Grade I

MES Maths teachers 0.5 FTE STPC

|  |
| --- |
| Job Description |
| **Directorate:** | Children and Young People's Service |
| **Service: Inclusion** |  |
| **Responsible to:** | Lead of Medical Education Service |
| **Staff managed:** | Manage operational frontline staff |

|  |  |
| --- | --- |
| Job purpose | 1. To sit on the panel which considers the requests for medical education and to share the outcome with schools.
2. Line management, supervision and support of the Maths and English Teachers, HLTA’s and Relief Teachers within North Yorkshire. This will involve coordinating the teachers peripatetic case load in a way which minimises travel and utilises time.
3. To ensure schools organise half termly multi-disciplinary review meetings to review the short-term medical education and to identify schools long term plan for the CYP.
4. To plan and deliver Maths or English tuition for CYP ages 5-18 in North Yorkshire who have identified physical or mental health needs, both within schools and for those who cannot attend school.
5. Working alongside schools, health, parents/carers and any other involved professionals to effectively meet the needs of the CYP.
6. Developing the skills of the workforce in supporting CYP with physical or mental health needs, including offering advice to schools around how to meet physical medical needs and signposting to and working alongside Health and other key stakeholders.
7. Identify and agree a personalised package for the CYP with physical or mental health needs which is within budget.
8. Work within the medical education service budget
9. Ensure schools have entered CYP for exams & applied for appropriate special exam arrangements.
10. Quality assuring the effectiveness of support and intervention within the overall package.
 |
| Operational management | * Line management, supervision and support of **t**he Coordinators, Maths and English Teachers, HLTA’s and Relief Teachers within North Yorkshire. This will involve coordinating the teachers peripatetic case load in a way which minimises travel and utilises time.
* To ensure schools organise 3 weekly multi-disciplinary review meetings to review the short-term medical education and to identify schools long term plan for the CYP. This will involve liaising with Assessment Review Officers and SENCo’s to establish if an EHCAR is appropriate. This will also involve creating and updating an intervention plan which health, school and other involved agencies will need to contribute to.
* To sit on the panel which considers the requests for medical education and to share the outcome with schools.
* To identify and agree a personalised package for the CYP with physical or mental health needs which meets their needs and is within the allocated budget. To be creative in reducing the price of the package by considering all options available.
* To plan and deliver Maths or English tuition for CYP ages 5-18 within North Yorkshire who have identified physical or mental health needs, both within schools and for those who cannot attend school. This will involve liaising with schools to gather resources and to work alongside school teachers to mark work completed by the CYP and provide feedback.
* 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 in a range of settings including family homes, schools, children’s centres, libraries and other public spaces.
* To effectively monitor, manage and advise schools on appropriate resources such as online learning resources including Academy 21, Nisia and the AV1.
* Cover short term teacher or HLTA absence in North Yorkshire when necessary.
* Adjust 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.
* Working alongside schools, health, parents/carers and any other involved professionals to effectively meet the needs of the CYP.
* Developing the skills of the workforce in supporting CYP with physical or mental health needs, including offering advice to schools around how to meet physical medical needs and signposting to and working alongside Health and other key stakeholders.
* Quality assuring the effectiveness of support and intervention. This will involve observing the Maths and English Teachers, HLTA’s and Relief Teachers and using the OFSTED criteria to provide constructive feedback. This will also involve gathering feedback from key stakeholders.
* Write case studies to capture the impact of the medical education service on a regular basis.
* 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/carers on a wide range of organisational and curriculum issues relating to support for CYP with medical and physical needs.
* Develop a range of appropriate information / supporting materials (including web-based) to support schools and families with CYP with physical or mental health needs.
* Draw upon a range of research based methods and approaches effective in educational intervention for children and young people with physical and mental health needs, including assistive technology.
* Collect and analyse data on CYP’S progress, attendance and outcomes to inform LA data collection and analysis, service development and professional performance management.
* Support the professional lead in planning and delivering a coordinated response to training for the workforce / advice to parents/ carers and professionals in order to raise awareness of physical and mental health needs.
* Contribute to CYPS wide professional learning and development in relation to physical and mental health needs.
* To develop group education options and packages within the locality. This will involve coordinating the group education and teaching Maths or English to some of the groups. This will also involve identifying an appropriate setting for the group to take place.
* To support schools to write Individual Education Plans (IEP’s), contribute to the IEP’s and specific programmes of work.
* 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.
* Prioritise and manage own workload within the boundaries of the role, and as advised by professional lead.
* Ensure that all work is planned for maximum efficiency and minimal travel.
 |
| Communications | * Develop a range of appropriate information / supporting materials (including web-based) to support schools and families;
* 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.
 |
| Partnership / corporate working | * To work as part of a co-operative locality hub team based on a flexible approach to support.
* Develop and sustain integrated working and effective relationships with health, statutory and voluntary agencies, and professionals within the broader range of services for children and families to support children and young people, specifically the SEND locality hub.
* To act as the “go to” for all agencies regarding medical education within the locality.
* To work with schools and providers to develop and extend the range of education options available to CYP within North Yorkshire.
* Share experience and provide professional advice and guidance to other agencies as required, working as closely as possible to ensure holistic support.
* Work in partnership with parents/carers, other agencies, independent practitioners and voluntary organisations as appropriate.
 |
| Resource management | * Recommend resources and equipment which may benefit the service to the Lead
 |
| Systems and information  | * Collect and analyse data on children and young people’s progress, attendance 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 and ensure the teachers and HLTA’s you line manage are doing the same. Quality assess the risk assessments.
* Ensure parental consent has been gained for the medical education service at time of referral.
* 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. This will need to be updated regularly. Quality assess the intervention plans and monitor progress made.
* Ensure work calendar is always up to date.
* Respond to emails and voicemails in a timely manner.
 |
| Strategic management  | * Work within the boundaries and ethos of school/service policies and procedures.
* Contribute to the future priorities for strategic development of the Medical Education Service, advising the lead as appropriate.
* Work within the medical education service budget.
* Monitor the locality cohort against the KPI’s.
 |
| 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 CYP when taking actions that concern them.
* Communicate, record and report actions and outcomes using the most appropriate format e.g. visit record.
* 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.
 |

|  |
| --- |
| 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 / Pre-School initiatives
* Knowledge of Statutory Assessment procedures/Code of Practice
* Knowledge of mainstream School curriculum
* knowledge of current guidance and legislation with respect to post 16 education of young people with SEND
* 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
* Knowledge of statutory requirements of the SEND Code of Practice
* Up to date curriculum knowledge of either the English or Maths curriculum for ages 5-18
* Knowledge of the DFE guidance ‘supporting children with medical conditions at school’.
* Knowledge of DfE guidance ‘Ensuring a Good Education for Children who cannot attend School because of Health Needs.’
* Knowledge of recent developments around the guidance of supporting children not attending school.
 | * Knowledge of Behaviour Management techniques
* Knowledge of Child Protection and Health & Safety legislations and procedures
* Experience of supporting CYP with anxiety
 |
| Experience* Can demonstrate experience of working with CYP with physical and mental health needs.
* Can demonstrate experience of working with families of children and young people with physical and mental health needs.
* Experience of line management.
* Experience of teaching the Maths or English curriculum at GCSE and ALEVEL.
 | * Significant experience of line management
* Can demonstrate significant recent successful mainstream classroom teaching
* Experience of working with Early Years (0-3)
* Specialist experience eg ICT access, AAC
* Can demonstrate significant experience of working with CYP with physical and mental health needs
 |
| 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 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
 |  |
| Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role* Qualified Teacher Status
 | * Additional post graduate qualifications eg Makaton
 |
| 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 driving 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.
 |  |
| 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.