Post title	**Specialist Learning Advisory Teacher**
Salary and grade:	MPS/UPS plus SEN1 Allowance
FTE	Full time, Temporary Secondment
Line manager/s: Team	Nexus MAT Central team

Main purpose of the job:

The Specialist Learning Advisory Teacher will play a key role within Doncaster's Experts at Hand offer, providing specialist advice, challenge and support to educational settings across the 0-25 pathway. Working as a locality-based specialist, the post holder will strengthen inclusive practice, embed the graduated approach and build the capacity of early years, mainstream and post-16 settings to meet the needs of children and young people with SEND. Through consultation, collaboration and professional development, the role will support sustainable improvements in systems, provision and outcomes, contributing directly to the delivery of Doncaster's SEND Reform Programme.

Key duties and responsibilities

Locality-Based Support:

- Work as part of a locality-based Experts at Hand team, building effective relationships with schools, settings and partner agencies.
- Act as a named point of contact for schools requiring SEND and inclusion advice.
- Contribute to termly locality planning conversations and support the identification of emerging needs and priorities.
- Support the equitable deployment of Experts at Hand resources across localities.
- Provide educational expertise as part of locality planning and decision-making processes.
- Support schools to navigate the wider Local Inclusion Support Offer and access appropriate services.

SEND Identification and Provision Review:

- Support schools to review SEND registers and identify unmet need.
- Promote consistent application of Doncaster's Needs Descriptor Framework and graduated response.
- Undertake SEND audits, inclusion reviews and provision reviews.
- Support schools to implement and evaluate Ordinarily Available Provision.
- Review the quality and effectiveness of SEND interventions and support arrangements.
- Provide specialist educational advice regarding cognition and learning, neurodiversity, SEND and inclusion, applying the designated Service Element -specific C&I/C&L or SEMH expertise to improve teaching, curriculum access, provision and educational outcomes.
- Support schools to establish effective systems for identifying, assessing and meeting need.

School Improvement and Inclusion

- Work collaboratively with Headteachers, SENDCOs and senior leaders to improve outcomes for children and young people with SEND.
- Analyse attendance, behaviour, attainment, progress and exclusion data to identify barriers to inclusion.

- Support schools to develop inclusion action plans and SEND improvement plans.
- Provide professional challenge and support regarding SEND practice and leadership.
- Promote strategies that improve attendance, engagement and participation.
- Support schools to reduce exclusions, suspensions and avoidable escalation to specialist provision.
- Review the impact of SEND provision and funding on pupil outcomes.

Funding and Resource Allocation:

- Support moderation arrangements relating to Pyramid Funding
- Support consistency of decision-making across localities.
- Promote effective use of SEND funding and value for money.
- Challenge ineffective or inappropriate use of SEND resources where necessary.
- Support schools to gather appropriate evidence for funding applications and reviews.

Workforce Development:

- Design and deliver training, workshops and professional development activities.
- Provide coaching and mentoring for SENCOs, inclusion leaders and school staff.
- Support the development of locality networks and communities of practice.
- Promote evidence-informed approaches to SEND and inclusion.
- Facilitate professional learning and sharing of best practice across localities.
- Support schools to evaluate the impact of training and workforce development activities.

Multi-Agency Working:

- Work collaboratively with Educational Psychology, Speech and Language Therapy, Occupational Therapy, SEND Services and Alternative Provision colleagues.
- Attend and contribute to locality meetings, planning sessions and review processes.
- Develop effective partnerships with education, health, social care and voluntary sector organisations.
- Support integrated planning and coordinated responses to need.
- Contribute to transition planning between phases of education.
- Support schools to access appropriate specialist services where required.

Strategic Development:

- Contribute to implementation of Doncaster's SEND Reform Programme.
- Provide intelligence regarding trends, emerging needs and gaps in provision.
- Support service evaluation and quality assurance activities.
- Contribute to the development and refinement of Experts at Hand approaches.
- Support collection and analysis of performance and impact data.
- Participate in strategic planning and service development initiatives.
- Share learning, good practice and innovations across the wider system.

Safeguarding Responsibilities:

- Safeguard and promote the welfare of children and young people.
- Operate in accordance with statutory safeguarding guidance and local procedures.
- Maintain appropriate professional boundaries at all times.
- Report safeguarding concerns promptly and appropriately.
- Promote the wellbeing, safety and inclusion of children and young people.
- Comply with all information-sharing and confidentiality requirements.
- Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to

safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

General Responsibilities:

- The post holder will remain subject to Nexus MAT's line management, supervision, appraisal and professional development arrangements while undertaking the secondment. They will be expected to participate in scheduled management and service review meetings and complete mandatory training in accordance with Trust requirements.
- Demonstrate a commitment to equality, diversity and inclusion.
- Maintain high standards of professionalism and conduct.
- Maintain accurate and timely records.
- Contribute to service reporting and performance monitoring arrangements.
- Undertake any other duties consistent with the grade and nature of the post.

Employment and role context

The post holder will remain employed by Nexus MAT and will be seconded from a Nexus MAT school to deliver the Specialist Learning Advisory Teacher service on behalf of the Trust. The role will be overseen by Nexus central team, with line management, professional support and service performance arrangements aligned to the agreed service specification.

The role is expected to operate across the full academic year.

The duties and deployment outlined in this job description reflect current service requirements and may be reviewed in response to changing service or organisational priorities, taking account of the post holder's skills, experience, grade and applicable contractual arrangements.

Person Specification:

		Essential	Desirable
Qualifications and Skills	Qualified Teacher Status (QTS)	**Y**	
	Degree or equivalent qualification.	**Y**	
	Evidence of continuing professional development related to SEND and inclusion.	**Y**	
	Advanced specialist expertise and/or relevant specialist qualification/professional development in Communication and Interaction/Cognition and Learning needs e.g. Level 7 study or equivalent evidence of advanced specialist practice.	**Y**	
	National Award for SEN Coordination (NASENCO) or equivalent.	**Y**	
Experience	Substantial experience within specialist school provision working with complex Communication and Interaction/Cognition and Learning needs	**Y**	
	Experience as a SENCO, Inclusion Leader, SEND Leader or senior leader.	**Y**	
	Experience supporting a wide range of SEND needs.	**Y**	
	Experience leading SEND improvement activities.	**Y**	
	Experience delivering training and workforce development.	**Y**	
	Experience working collaboratively with multiple agencies and services.	**Y**	
	Experience analysing data to inform planning and intervention.	**Y**	
	Experience working with parents, carers and external professionals.	**Y**	
	Experience working across multiple schools or organisations.		**Y**
	Experience within a local authority or advisory service.		**Y**
Knowledge	Excellent understanding of the SEND Code of Practice.	**Y**	
	Strong understanding of the graduated response.	**Y**	
	Knowledge of effective inclusive practice.	**Y**	
	Knowledge of Ordinarily Available Provision.	**Y**	

		Essential	Desirable
	Understanding of SEND legislation and statutory processes.	Y	
	Understanding of EHCP processes and supporting evidence requirements.	Y	
	Knowledge of safeguarding legislation and procedures.	Y	
	Understanding of school improvement and quality assurance processes.	Y	
	Knowledge of Doncaster SEND systems and processes.		Y
	Knowledge of high-needs funding arrangements.		Y
Personal effectiveness	Excellent communication and interpersonal skills.	Y	
	Strong consultation and coaching skills.	Y	
	Ability to influence and challenge constructively.	Y	
	Ability to build positive professional relationships.	Y	
	Excellent presentation and facilitation skills.	Y	
	Strong analytical and problem-solving abilities.	Y	
	Ability to interpret and use data effectively.	Y	
	Strong organisational and time-management skills.	Y	
	Ability to work independently and as part of a team.	Y	
	Ability to prioritise competing demands and meet deadlines.	Y	
General	An understanding of safeguarding issues and promoting the welfare of children and young people.	Y	
	A commitment to safeguarding students	Y	