

Job Description and Person Specification

KEY Specialist Practitioner

Job Details	
Grade	5
Service	SEND Support Service SEMH&L Team
Location	The Keys and educational settings across the city
Job Evaluation Code	

Coventry City Council Values
<p>We expect everyone who works for us to be committed to our One Coventry values and to share our commitment to becoming a more diverse and inclusive organisation:</p> <p>Open and fair: We are open, fair and transparent.</p> <p>Nurture and develop: We encourage a culture where everyone is supported to do and be the best they can be.</p> <p>Engage and empower: We engage with our residents and empower our employees to enable them to do the right thing.</p> <p>Create and innovate: We embrace new ways of working to continuously improve the services we offer.</p> <p>Own and be accountable: We work together to make the right decisions and deliver the best services for our residents.</p> <p>Value and respect: We put diversity and inclusion at the heart of all we do.</p>

Job Purpose
<ul style="list-style-type: none"> • To support permanently excluded pupils and pupils placed through the Fair Access Protocol to be included in Primary schools. • To develop close links between the schools and parents/carers of students and to support families in resolving difficulties. • To work with identified pupils to provide quality intervention that improves their behaviour, attendance, wellbeing and achievement through our traded outreach service. • To promote and deliver the SEMHL offer across all schools in Coventry City • To promote the education, safety and health of named students

Main Duties & Key Accountabilities
To establish supportive ongoing relationships with students and their parents/carers and schools
Produce and deliver bespoke interventions/programmes to improve behaviour, welfare, personal development, attitudes and attendance with identified pupils in primary educational settings
Offer classroom support as necessary in school which could include class-based observations and developing classroom strategies
To liaise with other agencies to support students and their parents/carers in developing positive attitudes to education and in accessing the most appropriate provisions and support for students
To signpost agencies/support that may be of assistance in resolving problems
Raise, record and report safeguarding concerns
To plan, deliver and facilitate individual student plans
To undertake home visits to pupils that have been disengaged or require a more bespoke provision in accordance to their individual needs
To attend meetings around the child as required
Maintain accurate electronic casework records
To monitor attendance and liaise with Pastoral staff and School Attendance Officers as necessary
To be a point of reference, co-ordinate and facilitate for multi-agency intervention and feed into the Early Help process as appropriate
To liaise with a range of professionals to ensure a consistent approach to support for student and family
To prepare oral/written records as required
To attend courses and training as appropriate
Any other duties and responsibilities within the range of the salary grade.

Key Relationships			
External:	Children and young people, parents/carers Schools and other educational settings Health Other Local Authorities Police Youth Offending Service	Internal:	Service areas in Children's Services e.g.: Social Care MASH Virtual School (for children in Care) Statutory Assessment and Review Team Attendance and Inclusion Teams School Admissions

Standard Information
<p>Post holders will be accountable for carrying out all duties and responsibilities with due regard to Code of Conduct, Safeguarding, Health & Safety and the City Council's Workforce Diversity and Inclusion Policies.</p> <p>Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.</p> <p>Training The postholder must attend any training and undertake any development activities that are identified as mandatory/beneficial to their role.</p>

Responsible for
N/A

Person Specification	
Requirements	
Knowledge	Of recent developments in EYS, KS1, KS2
Knowledge	Of recent policies around the rights of children and young people
Knowledge	Of intervention programmes that work with children
Knowledge	Of SEN legislation

Knowledge	Of a range of statutory and voluntary agencies
Knowledge	Significant knowledge of strategies to support pupils with a variety of needs, including cognition and learning, communication and interaction, physical and sensory and social, emotional and mental health needs.
Knowledge	Of statutory procedures around child protection/Early Help process
Knowledge	Of issues surrounding the support for students who are disaffected and have behavioural/emotional difficulties
Knowledge	Of the needs of students who have been excluded or who are at risk of being excluded
Knowledge	Of a range of statutory and voluntary agencies
Knowledge	Of alternative strategies to exclusion from school
Skills And Ability	Good communication skills
Skills And Ability	To work as part of a team
Skills And Ability	To be able to communicate effectively, verbally and in writing with students, parents and other professionals
Skills And Ability	Able to develop and maintain professional relationships with children, young people and their parents / carers
Skills And Ability	To be able to produce and present written reports
Skills And Ability	To have effective interpersonal and negotiating skills and be able to reduce conflict in difficult situations
Skills And Ability	To exercise effective time management
Skills And Ability	To be flexible and responsive to the needs of individual students/families and schools
Skills And Ability	To have effective decision-making skills
Skills And Ability	To support curriculum related learning delivery as necessary
Skills And Ability	To be able to work with both individuals and groups as required
Skills And Ability	Be IT literate and able to use various applications and software

Skills And Ability	Ability to focus on outcomes and provide evidence of the value you add to supporting students' attendance, behaviour and achievement
Skills And Ability	Working directly with head teachers or senior staff in schools on exclusion issues
Experience	Of working with students experiencing a range of SEND needs, including cognition and learning, communication and interaction, physical and sensory and social, emotional and mental health needs
Experience	Of working in a mainstream schools/special schools
Experience	Of intervention around behaviour and/or learning difficulties
	Able to organise an allocated workload, prioritise tasks to achieve goals and meet deadlines. Ability to work independently
Experience	Of working in an education setting committed to the inclusion agenda
Qualification	NVQ Level 3 and above (or equivalent) in area relevant to the post or significant experience in the field of SEND. A record of continuous professional development
Special Requirements	<p>To be able and willing to travel across the city to visit pupils in their mainstream schools, family homes and local hubs.</p> <p>This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS).</p>

Declaration			
Reviewed/Created By:	Dawn Neale / Marie Rowley		
Job Title:	Intervention Managers	Date:	03.03.2025