# EAST SUSSEX COUNTY COUNCIL JOB DESCRIPTION

# Job Title: Teaching and Learning Provision Practitioner

# Department: Chidren’s Services

# Grade: [Single Status 6](https://www.eastsussex.gov.uk/jobs/working-here/pay/east-sussex-single-status)

# Responsible to: Deputy Service Manager, Teaching and Learning Provision

**Responsible for**: Supporting children and young people with complex medical needs to access and thrive in education; make both academic and social/emotional progress and successfully return to school.

# Purpose of the Role:

The Education Division sits within the Children’s Services Department of East Sussex County Council (ESCC) and has overall responsibility for the council’s strategy to improve educational outcomes for children and young people. The division acts as the champion for all children and young people, especially those who are vulnerable to underachievement, and works in partnership across early years, primary, secondary, special and post 16 education. The division also leads on statutory duties in relation to supporting children with additional and Special Educational Needs and Disabilities (SEND).

The Teaching and Learning Provision is a statutory service within the Education Division that takes responsibility for the delivery of interim packages of education for children and young people aged 5 years to 16 years who are too sick to attend school, including physical and mental health, with a focus on school reintergration. The Service works collaboratively with a range of services including CAMHS, specialist health services and social care.

The Teaching and Learning Provision consists of three teams across the county based in centres at Battle, Eastbourne and Ringmer including a deputy service manager, teachers and practitioners The Service provides a range of interventions including advice and guidance to schools, practitioner support, small group and 1:1 teaching and eLearning. The team uses creative approaches to support young people to engage with education, which ensures there is always variety in day to day tasks and venue. The team are encouraged to continually update their practice through access to a wide range of training opportunities.

The Practitioner role is a support and challenge role within the Service that provides support and advice and guidance during periods of transition. The role will undertake responsibilities in supporting children and young people to make progress through innovative pre-education activities in the home, transition support to the centre or school and complete targeted educational and therapeutic interventions.

The Practitioner should be passionate about helping young people to overcome their barriers to learning by using a small stepped approach, appropriately paced, towards school reintergration. The role requires effective communication skills and the ability to work with a wide range of people including families, schools and other professionals.

# Key tasks:

1. Hold a caseload of children who require a range of intervention plans including SEND and targeted therapeutic interventions in the home, school or virtually. Design, implement, review the effectiveness of these interventions.
2. Design integration plans with CYP, family, consultants and other professionals focusing on the voice of the child.
3. Complete pupil and parent voice tool and make recommendations for the support plan.
4. Collection and completion of assessment information including academic baselines and literacy screening assessments.
5. Advise and challenge school staff including SENCOs and pastoral staff regarding the Additional Needs Plans and the school based reasonable adjustments, model good practice and support students within school.
6. Offer parental training and advice for children with medical needs.
7. Responsible for the monitoring, recording, improvement, and reporting of student attendance through SIMS. To be the first line of contact with parent/carers, developing positive relationships with them and to meet with them to co-produce plans to improve attendance. To construct and send a variety of letters regarding attendance.
8. Undertake elements of the day to day running of the centre under the direction of the lead teacher and deputy service manager including specific health and safety duties.
9. Cover supervise up to 30% of lessons and to set and mark homework accordingly.
10. Deliver elements of the curriculum set by the teacher to small groups or on a 1:1 basis.
11. Provide technical support, advice, and guidance within the home to students and families to ensure the successful access and ongoing progress to e-learning lessons.
12. Initiate, design and review individual risk assessments for children with complex needs.
13. Safeguard and promote the welfare of children and young people according to the East Sussex Children’s Services TLP Child Protection and Safeguarding Policy.
14. Attend service meetings during the school day and after school on one set day. To contribute to the discussions about groups of children and make recommendations for service delivery improvements.
15. Provide first aid to students.

# PERSON SPECIFICATION

# Essential education and qualifications

* [QCF Level 2](https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels) in at least two core subjects.

# Essential key skills, abilities, knowledge, experience, values and behaviours

* Ability and experience of assessing need and designing and implementing intervention plans.
* Experience and ability of carrying a caseload and monitoring the effectiveness of interventions through good organisational skills.
* Keen observational and feedback skills.
* Model best practice.
* Ability to engage CYP in the learning process.
* Ability to offer advice and guidance to a range of people including schools, specialist services and families.
* Ability to effectively communicate and work with a wide range of people, both orally and in written commucation.
* Ability to maintain good productive relationships with colleagues in the team, schools and other services.
* Ability to use technology to support learning.
* Ability to work alone within the home, school or community, making appropriate decisions and reporting back to the deputy service manager,
* Ability to balance the use of own initiative against the need to seek management guidance.
* Ability to work in a discreet and sensitive manner, regarding confidential information.
* Experience of successfully working with vulnerable school aged children and young people and understanding their needs.
* Self-motivation and resilience.
* Ability to work regularly in a lone working environment.
* Full driving licence and the ability to drive across the county when required.

# Desirable key skills, abilities, knowledge, experience, values and behaviours

* A qualification in the use of ICT or specific software.
* Level 3 Qualification in relevant field.
* Level 1 Child Protection Training.
* Ability to use and advise on the use of Google Classrooms to support learning.
* Knowledge of the SEND Code of Practice.
* Experience and ability to design and implement some SEND, therapeutic or parent support interventions.
* Knowledge of the Statutory Framework re Sick children.
* Experience of working with vulnerable families within the home.

**Document version control:**

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Health & Safety Functions

This section is to make you aware of any health & safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

| **Function** | **Applicable to role**  |
| --- | --- |
| Using display screen equipment  | Yes |
| Working with children/vulnerable adults | Yes |
| Moving & handling operations | No |
| Occupational Driving | Yes |
| Lone Working | Yes |
| Working at height | No |
| Shift / night work | No |
| Working with hazardous substances | No |
| Using power tools | No |
| Exposure to noise and /or vibration | No |
| Food handling | No |
| Exposure to blood /body fluids | No |