



brighterfuturesforchildren.org

Senior/Early Years SEND Advisor

Job Description & Person Specification

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Job Information

Post Title	<ul style="list-style-type: none"> Senior/Early Years SEND Advisor
Reports to:	<ul style="list-style-type: none"> Early Years SEND Team Manager
Grade:	<ul style="list-style-type: none"> Early Years SEND Advisor – RG5m, SCP 22-28 with gateway at SCP 25 Senior Early Years SEND Advisor - RG6m, SCP 28-33 with gateway at SCP 31
Condition	<ul style="list-style-type: none"> NJC
Location	<ul style="list-style-type: none"> Civic Centre
Direct reports to the post:	<ul style="list-style-type: none"> None

Job Purpose

Brighter Futures for Children is a not-for-profit company, owned by, but independent of, Reading Borough Council. Although we are independent, we are very much part of the Reading Family. Our people enjoy all of benefits as other Council employees including membership of the Local Government Pension Scheme and continuous service.

We work closely with partners in the local community and key organisations including Reading Borough Council, policy, public health and voluntary groups. We are responsible for the delivery of children's social care, early help & prevention, education services (including SEND). This also includes fostering and adoption, the Youth Offending Service and traded services with schools.

Our main aim is to protect and enhance the lives of the children of Reading. We help families find long-term solutions to ensure children lead happy, healthy and successful lives.

Working within the Early Years SEND team; as part of Brighter Futures for Children's Early Years and Childcare team and part of the wider Education team, the Early Years SEND Advisors & Senior SEND Advisors will work to ensure the successful development and implementation of the Early Years SEND Teams agreed aims of the service and in a manner that has been effectively co-produced with all key stakeholders (both internal and external).

The Early Years SEND Advisors will be responsible for providing an Early Years SEND Training & Advisory offer that further develops Reading's 'Ordinarily Available Provision' and 'Graduated Response' to ensure that children under five with SEND have their needs met in an effective, timely and sustainable manner.

Designation of Post within Company Structure

Early Years and Childcare Service manager

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Team Manager Early Years SEND service

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Early Years SEND Advisor/Senior Early Years SEND Advisor

1. Your role


- To support the development of high-quality inclusive practice within Reading Early Years Settings so that children under five with SEND have their needs met in an effective, timely and sustainable manner.
- To provide robust and effective advice, support and challenge to Early Years Setting staff in identifying and supporting children under five with SEND to improve outcomes and ensure their understanding of the graduated support framework and the ordinarily available drawing upon the guidance set out in Reading's 'Ordinarily Available Provision' document.
- To identify, co-ordinate, plan and deliver training and professional development opportunities to Early Years & EYFS School settings to improve practice and support children who may be disadvantaged, specifically targeting those with SEND. Senior Advisors are expected to lead on & coordinate the training and CPD programmes.

Case holding

- To co-ordinate & complete Early Years SEND consultations during visits for children on your caseload; and provide advice to the Early Years Providers on how to meet the child's needs.
- To co-ordinate & provide support; advice and challenge to Early Years Providers for children requesting Early Years Inclusion Funding to ensure robust applications. Senior advisors are required to coordinate quality assurance & impact visits to ensure effective use of spend.
- To support the Early Years providers to make applications for places at specialist provision.
- Plan for, and support, children's transitions from home to nursery and from nursery to school, by providing information and advice to settings, holding consultations and arranging and attending transition meetings.
- Responsible for identifying targeted transitions support between EY providers, parents/carers and schools informed by data and designing a responsive approach to advice and training to meet this need
- Support the LA in providing effective and efficient support for pre-school children with special educational needs, by co-ordinating & providing support to using evidence-based assessments, interventions & approaches to the Early Years Providers e.g. SCERTS Assessments
- To ensure all case files are up to date & accurate in line with Early Years recording policy.
- To communicate, co-operate and work collaboratively with agencies from within and outside the local authority (e.g., Social Care, Educational Psychology, Early Years SEND Advisors, Speech and Language Therapists) to meet the needs of children, including that subject to Child Protection proceedings
- Senior SEND advisors are required to manage complex cases with minimal supervision.

Advisory Support to Settings/Ordinarily Available Provision

- Ensuring SENCOs within the Early Years Providers are well informed regarding local and national developments in SEND policy and practice; and meeting their statutory requirements; by co-ordinating the Early Years SEND training programme; the SENCO network and responsibility of targeted mentoring & coaching to SENCOs.
- Responsible for targeted mentoring and coaching to Early Years SENCOs to ensure that children within their provision are being identified appropriately & needs are met.

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- Improve the quality of requests for EHCP assessment and increase the proportion of appropriate referrals. Support EY SENCOs to understand the feedback following unsuccessful EHCP requests.
 - Supporting Early Years Providers to review, reflect and develop their own Early Years SEND Partnership action plans to continually develop their Ordinarily Available Provision for children with SEND under five; and co-ordinating of signposting to relevant support services & sharing examples of good practice locally.
 - Working with the Early Years SEND Team Manager to contribute towards gathering data regarding evidence of changes in local needs, analysing gaps in local services.

Delivery of Training & Qualifications

- To identify, plan, develop, and deliver training including evidence-based interventions and coordinate professional development opportunities to Early Years Providers to improve practice and support children who may be disadvantaged, specifically targeting those with SEND.
- Senior EY SEND Advisors will be expected to coordinate and deliver specialist training & qualifications to Early Years Providers to include the Level 3 CACHE Accredited SENCO qualification, Attention Autism and other specialist training as directed by EY SEND Manager

General Duties/Projects

- Creating and developing resources for Early Years Providers ensuring the Early Years Local Offer information is clear & accurate.
- Attend and inform the Early Years Inclusion Funding panel regarding applications.
- Develop and support creative solutions for meeting the challenges of increasing demand.
- To represent Early Years SEND through partnership work with parents/carers of pre-school children and other professionals within the local authority, health and children 'services to collaboratively improve outcomes for children with additional needs.
- Complete projects as part of Early years & Early Years SEND projects as directed by EY SEND Manager.

General responsibilities

- To take reasonable care of your own health and safety and co-operate with management, so far as is necessary, to enable compliance with the company's health and safety rules and legislative requirements.
- To undertake such personal training as may be deemed necessary to meet the duties and responsibilities of the post.
- Brighter Futures for Children is a dynamic organisation which recognises the need to respond flexibly to changing demands and circumstances. While this job description provides a summary of functions and responsibilities of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post.

Gateway Criteria to move above SCP 25 within RG5 grade

- To quality assure the provision made for children with SEND in Early Years mainstream settings, and to provide support and robust professional feedback where necessary e.g. Level 2 & 3 Inclusion Award Audits/QA.
- Leading on an Early Years and Early Years SEND projects as directed by EY SEND Team Manager.

Gateway criteria to move to RG6 grade, SCP 29 for Senior Early Years Advisor role

- To manage caseload and lead on Early Years SEND Consultations with minimum supervision.
- To coordinate and deliver specialist training & qualifications to Early Years Providers to include the Level 3 CACHE Accredited SENCO qualification, Attention Autism and other specialist training as directed by EY SEND Manager.
- To be responsible for early years inclusion funding decisions visits & to coordinate Early Years Inclusion Funding Quality Assurance Impact visits independently to ensure effective use of Inclusion Funding spend.
- Responsible to coach, train and guide less experienced Early Years Advisors & Early Years SEND Advisors.

Gateway criteria to move above SCP 31 within RG6 grade

- Lead on & coordinate quality assurance of SEND provision in Early Years Mainstream Settings (Inclusion Award).
- To lead on & coordinate the Early Years SEND training and CPD programmes.
- Lead on training/advising other specialists in the council (e.g. Portage, RISE specialists, consultants and EY Advisors) in Evidence Based Interventions & qualifications that they are qualified to deliver.

2. The Prevent duties applicable to all roles.

The Prevent duty requires local authorities to help prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside the safeguarding duties of professionals to protect people from a range of harms. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

Responsibilities:

- Have a good understanding of Prevent by undertaking training as specified by BFFC to recognise where a person might be susceptible to becoming radicalised into terrorism.
- Be aware of the Channel Programme to provide support to safeguard individuals and undertake training as specified by BFFC on how to make a Prevent referral if they think someone is at risk of being radicalised.
- Work in partnership with the police and other public sector partners in providing support to individuals adopted into the Channel process.

3. Relationships – who you will work with

Internal:	<ul style="list-style-type: none"> • Early Years SEND Advisory Team • Children Centre Team • Educational Psychologist • SEND Team • Maintained Nursery School Staff • Maintained School Staff • Children’s Social Care Practitioners • Early Help Practitioners
External:	Develop and promote strong partnerships with: <ul style="list-style-type: none"> • The Child and their family • Private, Voluntary and Independent Early Education Providers • Health Care Professionals e.g., Paediatricians, Health Visitors • Berkshire Healthcare Children and Young People’s Integrated Therapies (CYPIT) practitioners

4. What your performance will be measured against

- Impact of EY SEND Advisor consultation visits.
- Completion of EY SEND Advisor assessments, record keeping and report writing, in-line with service standards
- Training Quality Assurance & feedback from training delegates
- Personal objectives set as part of your continuous professional development.

5. Your level of autonomy

- Required to work as part of a team as well as using own initiative to deliver objectives

6. Personal Attributes

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Honest • Quality-Driven • Caring • Responsible • Respectful • Creative | <ul style="list-style-type: none"> • Approachable • Uses initiative • Achieves deadlines • Friendly • Organised |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|

7. Scope of Job (Budgetary/Resource Control/Impact)

- N/A

Special/Other Requirements/Responsibilities of this Post

Level of DBS check required for this post	Enhanced with a check of the barring list(s)
If *, does the post require a check against the list of people barred from working with vulnerable adults?	YES
If *, does the post require a check against the list of people barred from working with children?	YES
What other security/safer recruitment clearances are required for this post? (excluding standard identity/work permit/education qualification checks)	NONE
Is this post “politically restricted”?	NO
Responsibility for Health & Safety:	YES LEVEL 2
Please specify responsibility for implementing the company’s risk management strategy as it applies to the service, ensuring risks to service delivery and specific projects or initiatives are recognised and that actions are taken and monitored to mitigate risks identified	The EY SEND Specialists are expected to follow the agreed H&S policies for lone working and home visiting as appropriate.
Please specify any other Statutory Duties and/or responsibilities of this post not already covered in the “Main Duties & Responsibilities” above	N/A

Person Specification

Qualifications & Education

Essential:

- Minimum NVQ Level 3, or equivalent, in an area associated with child studies or equivalent.
- Level 3 SENCO Early Years Qualification or willingness to work towards gaining.
- CPD in using assessment tools for assess children's needs e.g. SCERTS trained.

For Senior Early Years SEND Advisor:

- Early Years Teacher Status or significant vocational experience demonstrating development through involvement in a series of progressively more demanding relevant work/roles.
- Specialised qualifications in delivering training/trained trainer in evidence-based interventions and/or Level 3 qualifications relevant to SEND.

Experience

Essential:

- Substantial post qualifying experience of working with pre-school children with SEND.
- Knowledge of Early Years Foundation Stage Framework (EYFS) & Early Years Practice.
- Knowledge of legislation and guidance applicable to children with SEND, e.g., the SEND Code of Practice (2015), the Children and Families Act (2014), the Care Act (2014) and the Equalities Act (2010).
- Extensive experience of supporting children and young people with SEND, ideally within an Early Years educational setting and using evidence-based interventions with children.
- Understanding of the issues/challenges in ensuring positive outcomes for children/young people with SEND.

For Senior EY SEND Advisor:

- Successful experience of designing & delivering training, including evidence-based interventions & qualifications.
- Experience of providing evidence-based feedback to fellow professionals in a robust yet empathetic manner.
- Experience of successfully implementing, overseeing and managing change, specifically in relation to SEND.

Desirable

- Successful experience of working with outside agencies.
- Knowledge of children & education services
- Experience of Early Years Senior leadership
- Successful experience of implementing training

Skills, Abilities & Competencies

Essential

- Evidence of a personal commitment to continuous professional development,
- Ability to demonstrate highly developed communication skills, in writing and orally including presentation skills for delivery of training,
- To work to one's own initiative and to prioritise work in order to meet deadlines,
- The ability to make objective judgements and evaluate practice against set criteria,
- Ability to work as a team player within a dynamic and progressive service,
- Ability to apply initiative and creative thinking to find solutions to challenges.
- High level of interpersonal skills and enjoyment of working with children and adults.
- Good organisational and time management skills.
- Ability to be flexible and reflective in all aspects of work.
- Demonstrable understanding of the need to maintain confidentiality of records/information.
- An understanding of Equal Opportunity issues and how this relates to working with children and families in their homes.
- Competent in the use of IT packages e.g. Outlook, Word, Excel, to maintain an electronic diary, send e-mails, write reports, collate data and maintain records etc

Additional Working Requirements

Essential:

- Ability to travel across Reading to provide high level advisory guidance and training to the early years sector
- Willingness to work flexible hours, which regularly include hours on Saturdays & evenings.
- Ability to lift and carry equipment, e.g., Training resources
- Job involves working with sensitive and confidential information about children and will be subject to an enhanced DBS check.