

JOB DESCRIPTION

Job Title:	SEND Cognition & Learning Advisor		
Directorate:	People	Salary:	Soulbury £45,723 – £51,357 per year plus London Weighting £970
Section:	Education and Learning Experts at Hand	Grade:	Soulbury SCP 3 – 7 Education Improvement Scale
Location:	Child Development Centre	Work Style:	Flexible

Key Objectives of the role

The SEND Cognition & Learning Advisor is a specialist role embedded within the newly established Experts at Hand (E@H) service, playing a critical part in Bracknell Forest's SEND reform and system transition. Working from the integrated central hub at the Child Development Centre in Great Hollands, the post holder will collaborate with health and education partners to deliver a comprehensive, 0–25 area wide offer of expert advice.

The post holder will work directly with early years settings, mainstream schools, and post-16 providers to strengthen their ability to identify and meet cognitive learning needs early.

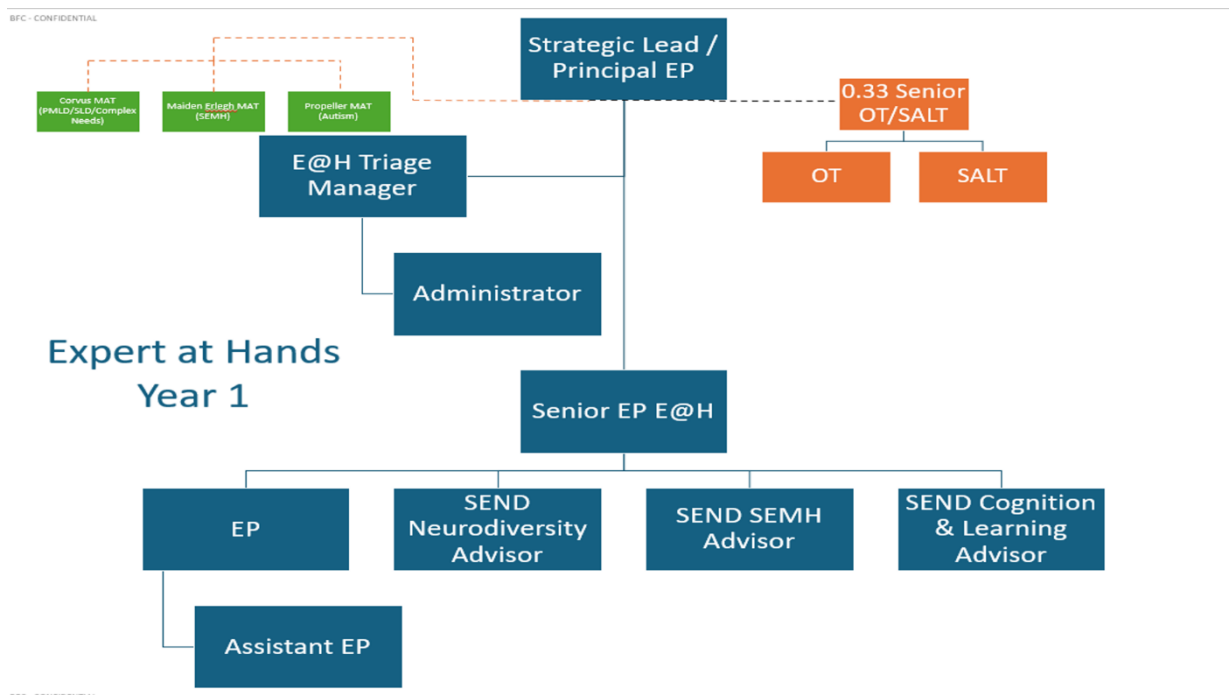
Through a targeted approach centred on upskilling, mentoring, and modelling adaptive teaching strategies, the SEND Advisor will align local practices with new National Inclusion Standards, reducing the historical reliance on statutory frameworks and high-cost placements.

- **Build systemic capacity through Experts at Hand:** Work as an Experts at Hand (E@H) specialist to support Bracknell Forest's SEND reform and system transition. Deploy directly into early years settings, mainstream schools and post-16 providers to strengthen local capacity, align the graduated approach with National Inclusion Standards, and equip educators with effective cognition and learning inclusive strategies.
- **Strengthen early identification and intervention:** Support education settings to identify cognition and learning differences at the earliest opportunity. Help schools develop strong universal and targeted approaches, reducing reliance on statutory Education, Health and Care Plans and crisis-led responses.
- **Promote inclusive practice and high standards:** Collaborate with mainstream settings and Specialist Resource Provisions (SRPs) to baseline current practice, build capacity and embed inclusive provision in line with National Inclusion Standards, the Graduated Approach and the Ordinarily Available Offer.

- **Provide training, coaching and professional reflection:** Design and deliver training aligned with BFC recommended approaches. Enable professional reflection, coaching and mentoring so education staff can confidently support children and young people with a range learning differences and delays.
- **Embed evidence-informed strategies:** Model and support the use of evidence-informed approaches, including adaptations to the environment for a range of specific learning needs and other BFC recommended strategies.
- **Facilitate networks and shared learning:** Develop opportunities for networking, collaboration and shared knowledge across BFC education settings to promote consistency, confidence and sustainable inclusive practice.

Designation of post and position within departmental structure

The post holder reports directly to the Experts at Hand (E@H) Lead Senior Educational Psychologist. The role operates as a key specialist within the integrated hub team at Great Hollands, linking up closely with Educational Psychologists, health professionals including Occupational Therapists and Speech and Language Therapists, and local specialist school outreach programs.



Daily and monthly responsibilities

- Triage & Assessment: Participate in central hub triage to review requests for support from schools, identifying whether the immediate need requires a direct E@H response or direction to universal services.
- On-Site Coaching & Modelling: Deploy directly into early years settings, mainstream schools, and post-16 provision to model a range of neuro-affirming approaches for educational staff.
- Strategic System Planning: Contribute to termly multi-agency systems-focused planning meetings with designated education settings to evaluate emerging neuro-divergent need trends and design proactive, individual, small group or setting-wide interventions or environmental adaptations.
- ISP Development: Partner with school staff and families to design high-quality, outcome-focused Individual Support Plans (ISPs) that focus on early identification and robust, practical interventions.
- Collaboration & Integration: Work closely with spoke partners including CAMHS, Early Help, and Family Hubs to ensure a seamless, multi-agency wrap-around support system for the individual.

Scope of role

- Budget/Resource Control: No direct budget ownership, but highly influential in reducing local authority financial pressures by decreasing dependency on expensive out-of-area placements.
- Impact on Community: Directly improves parental confidence in mainstream education and strengthens the capacity of local schools to handle complex emotional needs safely and inclusively.

Commitment to the Council's Equal Opportunities policy at all times

Commitment to working within the bounds of the Data Protection Act and GDPR legislation at all times

Such other duties as may from time to time be necessary, compatible with the nature of the post. It should be noted that the above list of main duties and responsibilities is not necessarily a complete statement of the final duties of the post. It is intended to give an overall view of the position and should be taken as guidance only

PERSON SPECIFICATION

KEY CRITERIA	ESSENTIAL	DESIRABLE
Skills and qualifications	<ul style="list-style-type: none"> * Recognised professional education or SEND related qualification or specialised training in a range of Specific Learning Difficulties (SpLD) * Clear understanding of child development, cognitive development theories, and adaptive teaching models 	<ul style="list-style-type: none"> * Standard assessment qualifications for identifying specific learning barriers
Competence Summary (Knowledge, abilities, skills, experience)	<ul style="list-style-type: none"> * Substantial experience implementing targeted interventions for learning difficulties (0–25). * Demonstrated ability to coach, mentor, and upskill school staff in SEND curriculum adaptation and strategies. Knowledge of evidence-based cognition and learning interventions and strategies. Ability to support inclusive practice, early intervention and the graduated Approach. Ability to work collaboratively with education settings, families, local authority teams and multi-agency partners, * Understanding of and commitment to the requirements of safeguarding children, young people, vulnerable adults and promoting their welfare. 	<ul style="list-style-type: none"> * Experience working within or closely with mainstream Specialist Resource Provisions (SRPs), SEND Bases or Units, or specialist school outreach systems. * Track record of delivering systems-level pedagogical changes across an educational setting. Experience working within a multi-disciplinary hub or integrated health and education team. * Solid understanding of how executive functions skills link directly with learning. Experience developing localised inclusion standards or education-setting wide frameworks.
Work-related Personal Requirements	<p>The post holder must hold a full UK driving licence (or valid equivalent). Non-UK licences must be converted to UK licences in the first six months of employment.</p> <ul style="list-style-type: none"> * Excellent communication and interpersonal skills, with the ability to influence and manage resistance in changing school cultures. 	

	<p>* Highly developed analytical skills to translate learning and assessments into concrete classroom actions.</p>
Other Work Requirements	<p>A satisfactory enhanced Disclosure and Barring Service check.</p> <p>The ability to converse easily in spoken English, explain complex or technical information to members of the public and respond effectively to detailed or complex questions for an extended period of time.</p> <p>This post is exempt from the Rehabilitation of Offenders Act 1974</p>
Role models and demonstrates the Council's values and behaviours	<p>Our values define who we are. They outline what is important to us. They influence the way we work with each other – and the way we serve our residents and engage with our communities.</p> <p>We make our values real by demonstrating them in how we behave every day.</p>

All staff should hold a duty and commitment to observing the Council's Equality & Dignity at Work policy at all times. Duties must be carried out in accordance with relevant Equality & Diversity legislation and Council policies/procedures.

