

<b>Job Title:</b> Early Years Area SENCO	<b>Role Profile Number:</b> PCDH41
<b>Grade:</b> Teacher Upper Pay Range, Points 1-3 <b>Salary:</b> £36,646, £38,004, £39,406	<b>Date Prepared:</b> May 2019
<b>Directorate/Group:</b> Children's – Education	<b>Reporting to:</b>
<b>Structure Chart attached:</b>	

**Job Purpose**

The Council supports approximately 350 early years and childcare providers in the borough including primary schools, nurseries, preschools and childminders to ensure children aged 0-5 year olds are able to access high quality provision that meets the needs of families.

We are seeking an exceptional candidate to take on the role of Early Years Area SENCO to offer information, advice and support to early years and childcare settings, with a view to raising achievement in relation to SEND, inclusion and behaviour. The role will involve planning, preparation and modelling delivery of discrete programmes of work, strategies and use of resources for setting staff and families to observe and use, which support inclusion and independence.

The role will be responsible for ensuring local authority statutory duties are met in respect of the Early Years Foundation Stage [EYFS] and Early Years Foundation Stage Profile [EYFSP] outcomes relating to SEND.

**Key Accountabilities**

To offer information, advice and support to early years and childcare settings specifically relating to SEND by;

- Responding to requests for guidance/support from settings;
- Observing individual children identified by the setting/SENCO as part of the graduated approach;
- Identifying needs and appropriate strategies, resources and interventions to address needs;
- Monitoring the impact of strategies, resources and interventions as above and working together with the setting to identify next steps/appropriate targets;
- Providing advice and support regarding children's personal and social development;
- Raising awareness of the Implications of the child's additional needs for the child and family, setting and future support requirements;
- Promoting knowledge and understanding of the SEN Code of Practice relating to early years, assisting in supporting transition arrangements when required and supporting all practitioners in delivering the most appropriate curriculum to vulnerable groups and children at risk of underachievement;
- Delivering training on issues related to SEND, either borough wide or bespoke, to specific settings;

- Advising and liaising with educational establishments, families, other professionals and Local Authority colleagues regarding the needs of young children with SEND;
- Promoting knowledge, understanding and implementation of the SEN Code of Practice relating to early years;
- Working in partnership with the Early Years Foundation Stage Consultants;
- Ensuring that settings are effectively prepared for inspection;
- Ensuring that every setting has a trained SENCO, and to support this person in meeting their SEND responsibilities;
- Giving professional advice and guidance to Early Years settings to assist them in ensuring that children receive high quality education and use evidenced based practice for children with additional needs.
- Supporting the implementation of the core standards across the EYFS.

### **Supplementary Accountabilities**

- To use and apply whole school/setting performance data and local information to assist schools and settings in monitoring and evaluating their own performance and progress ensuring programmes offer challenge and opportunities for pupils with SEND to succeed.
- To provide effective liaison with colleagues in the Early Years and SEN teams and other agencies supporting children, families and early years settings.
- To contribute to the team through discussion and debate, and to undertake to keep other team members up to date on SEND policy and practice developments.
- Work with the SENAT team to ensure that information relating to early years is accurate and up to date as part of the Local Offer.
- To signpost and support referrals to the Early Years Inclusion Funding Panel – including supporting SENCOs with paperwork and any follow up required
- To support settings SENCOs in requesting assessment and/or additional funding through the SENAT team.
- To monitor the settings' SEND provision and use of Early Years Inclusion Funding and Disability Access Funding in meeting the needs of identified children with SEND
- To ensure where additional funding and resources are provided to support in a setting, that SMART targets are implemented and reviewed to ensure appropriate use is made of resources.
- To maintain appropriate records as guided by service protocols to include: Individual pupil records, visit records, reports and records of assessments/observations
- To assist setting SENCOs to support parents of children with SEND and advise families on educational matters and individual pupil progress by contributing to the formulation, implementation, monitoring and evaluation of IEP's, SEN Support plans, EHC Plans and annual reviews to support full access to and participation in the EYFS and early years settings.
- Additional ad hoc tasks as required across the Early Years and Childcare team as business need arise.

This job description is intended as a general guide to the duties of the post and is not inflexible. It may be altered from time to time to reflect the changing needs of the organisation in consultation with the post holder.

## **Knowledge & Experience**

*Candidates must have substantial knowledge and experience in the following areas of business and will be required to provide evidence of this:*

- Proven recent experience of working with children with special educational needs and parents in the Early Years Foundation Stage
- Evidence of enabling the achievement of children with special educational needs
- Recent and up to date knowledge of the Early Years Foundation Stage and child development 0-5 years
- Good working knowledge of Early Years Foundation Stage best practice
- Up to date working knowledge of SEND matters at local and national levels
- Ability to apply acquired knowledge appropriately
- Knowledge and experience of children with an Autism Spectrum diagnosis
- Knowledge and experience of children who present with challenging behaviour
- Up to date knowledge around the safeguarding of children
- Knowledge of equality and disability legislation with regard to early years children
- Experience of working in an advice and support role
- Knowledge and experience of children with specific SEND
- Knowledge and experience of working with EAL children
- Knowledge and experience of facilitating training

## **Qualifications**

- Qualified teacher status
- A degree level qualification in childcare, education or social care or a health related discipline
- At least two years post qualification work experience with children who have additional needs in the early years foundation stage.

## **Decision Making**

- Ability to prioritise workload
- Ability to act on information and communicate with the appropriate stakeholders

## **Creativity and Innovation**

- Ability to identify changes in existing procedures to make a positive difference.

<p><b><u>Job Scope</u></b></p> <p><b>Number and types of jobs managed</b></p> <p><b>Typical tasks supervised/allocated to others</b></p>	<p><b>Budget Holder</b></p> <p><b>Responsibility</b></p> <p><b>Asset Responsibility:</b></p>	<p>.</p>
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**Contacts and Relationships**

*(how the role relates to the work of others i.e. officers, groups, committees, general public, members, partner organisations, internal and external contacts of the council)*

- This role involves contact with senior managers within SBC and the wider partnership including education and childcare providers, SEN commissioning team, wider education team and learning and development colleagues through meetings and project groups to ensure agreement of strategies and approaches. For example direct contact with Head teachers, senior management team within private providers and Ofsted
- The role will involve working with the DfE, Ofsted and other Local Authorities on a National and Regional basis.
- The role will involve representing SBC on a national scale at key events

**Values and Behaviours**

We strive to underpin our culture through strong management and authentic leadership, this means getting the management basics right, and ensuring what we commit to individually and collectively, we own and demonstrate accountability aiming to get things right first time. Building on this we also expect everyone at SBC to demonstrate and live our organisational values and behaviours , this means in our work we are:

**Connected: We put Swindon and its people at the heart of everything we do.**

We display a communication and behaviour style that promotes a positive Council identity in connecting with residents, customers, colleagues and other stakeholders ensuring a partnership approach to delivering our vision. Always asking, “is what I am doing in the best interests of Swindon and its people,”?

**Resilient: We are forward thinking and work smart**

We seek to identify where things can be improved, ensuring this learning is embedded, evaluated and built upon through a strong approach to continuous organisational development.

**Brave: We respect and work together with our colleagues and customers to achieve success**

We act in an emotionally intelligent way, setting positive examples around accountability, risk and governance. This will be delivered through developing ourselves and our teams to achieve the highest possible levels of productivity and performance.

**Other Key Features of the role**

- Ability to travel across the Borough and where necessarily nationally to attend external meetings and events
- Occasional need to attend meetings outside of normal working hours.

<b>Employee Signature:</b>	Print Name:
<b>Date:</b>	
<b>Line Managers Signature:</b>	Print Name::
<b>Date:</b>	