



Job Title: Specialist EY Centre Practice Lead & SENCO	Role Profile Number: SBC_12352
Grade: CFL 10	Date Prepared: 16.4.25
Directorate/Group: Children's Services, Education	Reporting to: Specialist Early Years Centre Manager
Structure Chart attached:	No

Job Purpose

The Swindon EY Centre SENCO will:

- Work alongside the Specialist Early Years Centre (SEYC) Manager to develop high quality teaching within the centre, providing quality Early Education and care for children with Special Educational Needs, as well as support for parents, carers and families of children with SEND.
- Work alongside the SEYC manager to support Specialist Practitioners in the implementation of an effective graduated response for children with SEND. Support SEYC colleagues and parents in navigating the complex SEND system, ensuring the right support is in place for children and families while they are at the centre and moving on to their next educational setting.
- Ensure that The Senior Specialist Practitioners, specialist practitioners and assistant practitioners have access to appropriate continuing professional development so that they continue to develop the skills needed to support children and families. This may involve sourcing or delivery of training to the team or individuals as well as coaching, mentoring and providing quality supervision.
- Be responsible for continuing to develop and refine a model of reflective working in which practitioners and parents work together to establish effective shared strategies to support children to develop to their full potential based on the Portage model.
- Work alongside the Early Years Quality Development and Inclusion Lead and SEYC manager to support Swindon Early Years Providers who have children also attending the SEYC in developing high quality inclusive practice. This may include contributing to a program of outreach work that will enable SEYC practitioners to support their colleagues in mainstream settings, ensuring best practice is shared and provision for children is consistent.
- Ensure that Specialist Practitioners have the appropriate skills to support families through Early Help. This may involve taking the Lead Professional role in the Early Help and Team Around the Child/Family process.
- Take on the role of setting SENCO, ensuring that practitioners have the knowledge, understanding,

- support and resources to be able to carry out their duties as outlined in the SEND Code of Practice.
- With the SEYC Manager and SEYC team, contribute to the continuous quality improvement of the service by analysing feedback and data and adjusting practice to ensure the best possible outcomes for children and families.

Key Accountabilities

To Lead on developing and evaluating practice as it relates to children with SEND:

- To work with the SEYC Manager to gather and analyse relevant data (including reflections on current practice) to inform future planning and improvement work.
- To lead the development and evaluation of a portage based model of EY practice and partnership working with parents/carers and families within the service. Working alongside the SEYC manager to ensure that evaluation and information from a range of sources informs quality improvement planning.
- To take responsibility for ensuring that colleagues have the appropriate skills to be able to effectively support identified key children, this may involve taking responsibility for key children in order to model and share best practice across the service.
- Working closely with, giving supervision and support to identified members of the team in order to deliver a high quality service.
- To lead group supervision/reflection sessions, ensuring that these are an embedded part of practice and impact on the quality of provision.
- Providing regular supervision for identified team members, completing appraisals and making arrangements to meet the needs of staff in line with service development plan.
- To provide in house training to staff and volunteers as required.

Contribute to development and refinement of processes

- Contributing to the referral and support offer process by being part of the triage team. This may involve home visits with other practitioners, meetings and/or discussions with other professionals as appropriate, meeting with parents and children and facilitating initial 'taster' sessions in the playroom.

Lead on SEND practice and provision

- Supporting colleagues with SEND processes e.g. Applications for Statutory Assessment, Annual reviews, Advice for Statutory Assessment.
- Overseeing the submission of advice for statutory assessments as requested within timeframes.
- To advise and support colleagues around good practice for children with SEND including joint problem solving discussions.
- To identify the CPD needs relating to SEND of the SEYC team and, in partnership with the SEYC manager, facilitate a program of CPD that ensures all practitioner have the knowledge, skills and confidence to support children with additional needs successfully.

Family Support

- To act as lead professional when required to enable the support of children with SEND and their families.
- To support other practitioners in ways of working effectively with families, providing modelling, coaching and/or mentoring as appropriate.

- To contribute to the service's support offer for families. This may include contributing to family support such as 'stay and play' sessions or the development of support groups.
- To carry out safeguarding requirements and procedures as outlined in the SEYC safeguarding policy, including undertaking regular safeguarding training and keeping up to date by accessing relevant materials e.g. Swindon Safeguarding Partnership newsletter and website.

Liaison with other professionals

- Schools or settings according to the Swindon Portage procedures where appropriate
- contributing to the preparation and presentation of talks and courses to parents, other under 5's groups, schools, settings and associated professionals as appropriate
- working with the SEYC team to offer outreach support to mainstream settings as appropriate

CPD

- To be responsible for identification of own CPD needs including attending any relevant or necessary training/meetings related to the effective management of the service.
- To engage with regular supervision sessions.
- To engage with the SBC Performance Review Process.

Supplementary Accountabilities

- Additional ad-hoc tasks as required to support the work of the Swindon Early Years Centre

Knowledge & Experience

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

- Significant post-qualification experience of working within the EYFS
- Significant experience of supporting children with SEND
- Significant experience of working in partnership with parents, including supporting parents of children with SEND
- Significant experience of leading teams including providing support for colleagues in developing best practice
- Understanding of the Portage model, having completed a Basic Portage Workshop or be willing to complete one
- Knowledge of current Legislation within Local Authority e.g. Children and Families Act 2014, SEND Code of Practice 2014
- Excellent communication skills both oral and written with parents, children and professionals
- Understanding of the need to work to standards of confidentiality within the service
- Ability to form good working relationships with schools, settings, other professionals, parents, carers and children.
- Work constructively as part of a team understanding roles and responsibilities and own position in the

team

- Communicate sensitively and clearly to a high standard both orally and in writing for a variety of audiences.
- To work as part of a team, willing to discuss cases and share ideas.
- Ability to work within an integrated multi disciplinary context and make a positive contribution

Qualifications

Essential

- Early Years Foundation degree/relevant recognised degree level qualification or substantial relevant equivalent experience.
- GCSE English and Maths at grade C or above (or equivalent)

Desireable

L3 or equivalent qualification training in SEND

Decision Making

- Making decisions regarding how to interpret and best summarise information gathered.
- Can actively identify and introduce improvements linked to areas of accountability.
- Is purposeful in evaluating own and others practice, identifying priorities, and providing clear guidance and proposals.

Creativity and Innovation

- Ability to present information in a variety of ways.
- Is able to both support and challenge in order to help improve perceptions and bring about improvements.
- Flexibility to meet the varying demands of the role.

<u>Job Scope</u> Number and types of jobs managed <ul style="list-style-type: none">• Senior specialist EY Practitioners (2 roles)	Budget Holder Responsibility Asset Responsibility:	No . N/A
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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)

- Significant and regular contact with the SEYC team
- Significant and regular contact with parents and families of children with SEND
- Work alongside the EY Quality and Inclusion Team, supporting practice in mainstream settings
- Work alongside colleagues from other agencies and teams, for example paediatric therapists and the SEND service

The role may involve work with local families and other stakeholders through focus groups, meetings and events

Other Key Features of the role

(working environment / emotional / conditions i.e. regular outside work, unpleasant or hazardous conditions, practical demands such as standing, carrying or working in constrained positions, potential verbal abuse and aggression from people, or risk of injury)

- This role will involve working across 2 SBC sites.
- This role is likely to involve travelling to visits with families in their homes and children at other settings as well as meetings in a variety of locations.
- This role will include regular outside work throughout play sessions
- This role will include providing intimate care to children and may include provision of medical care
- This role may include lifting and handling of children with complex needs. Training will be provided for this.
- An Enhanced DBS will be essential.

Employee Signature:	Print Name:
Date:	
Line Managers Signature:	Print Name:
Date:	