

<b>Job Title:</b> Specialist Early Years Centre (SEYC) Manager	<b>Role Profile Number:</b> SBC_11678
<b>Grade:</b> CFL 11	<b>Date Prepared:</b> June 2022
<b>Directorate/Group:</b> Children's Services	<b>Reporting to:</b> Early Years Quality Development and Inclusion Lead
<b>Structure Chart attached:</b>	No

### **Job Purpose**

- To work alongside the Early Years Quality Development and Inclusion Lead to develop and Lead the Specialist Early Years Centre (SEYC) 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.
- Take responsibility for the day to day running of the provision, including providing mentoring, coaching and professional supervision to practitioners and leading on quality assurance and continuous improvement across all areas of the Centre's work.
- Work alongside the Early Years Quality Development and Inclusion Lead to support all Swindon Early Years Providers in developing high quality inclusive practice. This will include leading 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.
- Lead the SEYC team to provide high quality support to families, including overseeing the Early Bird and Early Bird Plus courses as well as the Portage service.
- To contribute to the strategic planning for children with SEND within Swindon Borough Council.

### **Key Accountabilities**

#### **1.To manage the Specialist Early Years Centre service:**

- Writing and implementing the Service Business Plan to deliver Directorate aims and those identified as key to the current needs of the service.
- To gather and analyse relevant data to inform future business planning and improvement work.
- To lead the monitoring and evaluation of all aspects of the service, ensuring that evaluation and information from a range of sources informs quality improvement planning.
- Working closely with, giving supervision and support to members of the team in order to deliver a high quality service to required standards.
- Line management responsibilities for Portage teachers, SEYC Practice Lead & SENCO and Specialist EY SEND Family Support Workers Ensuring all standards are maintained in relation to GDPR.
- Providing regular supervision, completing appraisals and making arrangements to meet the needs of all

staff in line with service development plan.

- To provide in house training to staff and volunteers as required.
- Supervising and Supporting the Administrator and ensuring the efficient performance of administrative duties including the allocation and booking of children's sessions.
- Receiving referrals to the service and ensuring that the process for allocating places across the service has a clear rationale and is fair and transparent.
- Being available for initial and joint triage visits with other practitioners and professionals as appropriate.
- Overseeing the submission of advice for statutory assessments as requested on time.
- To act as lead professional when required to enable the support of children with SEND and their families.

2. To supervise the organisation of the playroom:

- To work closely with the Senior Specialist EY Practitioner/Deputy Managers and the SEYC Practice Lead and SENCO to give support as required to ensure that the settings meet Ofsted standards, including ensuring there is sufficient cover in the playroom and supporting with curriculum development and developmental assessments.
- To work closely with the SEYC Practice Lead and SENCO to deliver a portage based model, working with parents and children to ensure that all adults supporting children are working consistently to meet their individual developmental needs.

3. To ensure there is a named Designated Safeguarding Lead (DSL) and Deputy (DDSL) and oversee safeguarding practice..

- To ensure that there is always a member of the team with the appropriate training and experience in safeguarding available to act as DSL or DDSL during sessions.
- To ensure that all members of the SEYC team have appropriate safeguarding training and are confident and competent to carry out their safeguarding responsibilities.
- To ensure that Safeguarding policies and procedures are up to date, meet legal requirements and are accessible and understood by all team members.

4. To develop high quality support for families

- To oversee the delivery of support for families including the Early Bird and Early Bird Plus programs and any other evidence based programs as appropriate.
- To develop support for families based on identified needs which may include the development of stay and play sessions or support groups for parents.
- To lead the SEYC staff team to ensure that partnership working with parents is embedded throughout playroom sessions.

5. To liaise with other professionals including:

- schools according to the Swindon Portage procedures where appropriate
- preparing and presenting talks and courses to other under 5's groups, schools and associated professionals
- offering outreach support to mainstream settings
- Attending necessary meetings on behalf of the SEYC team with other agencies and professionals so that information is shared and families supported

6. To contribute to the development of the SEND Policy and strategy, monitoring and evaluation.
7. Attending any relevant or necessary training/meetings related to the effective management of the service.
8. To adhere to integrated guidance on information sharing
9. 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.

### **Supplementary Accountabilities**

- Additional ad hoc tasks as required across the Specialist Early Years Centre team as business needs arise.

### **Knowledge & Experience**

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

#### **Essential**

- Substantial post qualification experience
- Evidence of continuous professional development and experiences relating to early years, special needs and/or home visiting
- Working experience and knowledge of EYFS
- Understanding of the Portage model, having completed a Basic Portage Workshop or be willing to complete one
- Knowledge of child development
- Knowledge of current Legislation within Local Authority e.g. Children and Families Act 2014, SEND Code of Practice 2014
- Experience of working with parents in partnership
- Understanding of the need to respect and value the every day lives and uniqueness of every family
- To be aware and understand the safeguarding of children and procedures
- Excellent organisational skills regarding the planning and delivery of work
- Ability to use IT to write reports and maintain records meeting service deadlines
- Excellent listening skills
- 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
- Work collaboratively with colleagues and other staff.

- 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

#### Desirable

- Experience of managing a service working with Disability, including developing service plans
- Understanding of Lead Professional role
- Strategies to support children with varied special needs e.g. signalong PECS
- Knowledge of the principles and practice of effective integrated working

#### Qualifications

- Qualified teacher, EYPS or Registered Qualified Professional ie Social Worker with experience of Special Educational Needs
- GCSE grade C or above in English and Maths (or equivalent).

#### Decision Making

- Responsible for making decisions relating to the delivery of the service plan and the staff within the service.
- Responsibility for managing the finances within the budget
- To be responsible for decisions in relation to safeguarding
- The ability to assess situations and make informed judgement and decisions promptly based on relevant legislation and best practice
- To be able to help schools and settings manage inclusion more effectively by offering sound advice, practical support and appropriate strategies
- Self evaluate learning needs and actively seek learning opportunities
- To recognise own limitations and seek advice when needed

#### Creativity and Innovation

- Ability to keep abreast of National and local initiatives affecting Early Years and instigate service response that takes these into account
- To strive for year on year improvements in service delivery through creative use of existing staff and budget
- To enable teachers and practitioners to feel more empowered with their work, through offering stimulating and creative ways of supporting children with disabilities and /or special educational needs

<p><b><u>Job Scope</u></b></p> <p><b>Number and types of jobs managed</b></p> <ul style="list-style-type: none"> <li>• Line management for Senior EY practitioners/Deputy Managers</li> <li>• Line management of SEYC Practice Lead &amp; SENCO</li> <li>• Line Management of Portage Teachers</li> </ul> <p><b>Typical tasks supervised/allocated to others</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b>Budget Holder</b></p> <p><b>Responsibility</b></p> <p><b>Asset Responsibility:</b></p>	<p>No</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)*

- Contact with Members, senior managers within SBC and the wider partnership including education and childcare providers 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 training providers.
- The role may involve working with Ofsted and other local authorities on a national and regional basis.
- The role will involve work with local families 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 may involve working across 2 SBC sites. It will involve travelling to visits with families and at other settings as well as meetings in a variety of locations.

An Enhanced DBS will be essential.

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