

<b>Job Title:</b> Early Years Consultant and Area SENCO	<b>Role Profile Number:</b> Soulbury
<b>Grade:</b> Soulbury Advisor 7 - 10 <b>Salary:</b>	<b>Date Prepared:</b> February 2020
<b>Directorate/Group:</b> Children's/Education	<b>Reporting to:</b> Quality Development Lead
<b>Structure Chart attached:</b>	No

**Job Purpose**

- Responsibility for providing advice, support and challenge to a case load of early years and childcare settings, including preschools, nurseries and maintained school nurseries and reception classes in order to facilitate the provision of high quality, inclusive early years education and childcare
- To deliver training on issues relating to EYFS, childcare and/or SEND, either borough wide or bespoke to specific settings
- To ensure that settings across the sector comply with the Code of Practice in the identification and assessment of Special Educational Needs and Disabilities (SEND).

**Key Accountabilities**

- To contribute to the planning, development, implementation and evaluation of the team objectives that relate to standards in and quality of early education and childcare
- To contribute to the design, delivery and evaluation of high quality professional development and training for staff working with children across the early years education and childcare sector.
- To provide advice to early years and childcare settings about; the implementation of the EYFS, generic aspects of teaching, learning, leadership and management, ensuring high quality childcare and raising achievement through the EYFS framework.
- To provide high quality setting based support to early years education and childcare practitioners.
- 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;
- 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.
- To work as part of the EYFS Moderation team to validate judgements made against the EYFS profile

### **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.

### **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**

- Post graduate level qualification in leadership and management
- A minimum of 5 years working within the Early Years Foundation Stage.
- Evidence of continuing professional development relevant to post

### **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 practice, identifying priorities, and providing clear advice and recommendations.

### **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.

<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>• None</li> </ul> <p><b>Typical tasks supervised/allocated to others</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p><b>Budget Holder 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)*

This role will involve:

- Contact with Members, senior managers within SBC and the wider partnership including education and childcare providers and SENAT through meetings and project groups to ensure agreement of strategies and approaches. For example direct contact with Head teachers, senior management team, SENCOs within private providers
- The role will involve working with the DfE, 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.

**Values and Behaviours**

We strive to underpin our culture of being ‘At our Best’ through strong management and authentic leadership. This means getting the management basics right. We own and demonstrate accountability, both individually and collectively, and aim to get things right first time. Building on this we also expect everyone at SBC to demonstrate and live our organisational values and behaviours, by displaying:

- Accountability at all levels
- Customer care and pride in what we do
- Continuous learning and evaluation
- Valuing one another and the contribution each of us makes

**Other Key Features of the role**

- Requires use of IT, for example, word processing, report writing, e-mail.
- Requires access to mobile phone and computer/laptop (provided for work use)
- Involves lone working and travel.

- Enhanced DBS check will be essential.
- Requirement to work across wider Children’s Services directorate as appropriate

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