

JOB DESCRIPTION

Job Title: Early Years SENCO Support Advisor

Directorate & Section/Unit: All Age Disability (0-25)/ Inclusion Support Service

Reporting to: Early Years Inclusion Co-ordinator

Responsible for: N/A

Salary Grade: PO1

DMA Management Level: Frontline

DMA Span of Control (Direct Reports): 0

Our People Values:

To uphold and act in accordance with Worcestershire County Council's values:

- **Customer Focus** - Ensure delivery of a high-quality service which meets the needs of customers
- **Can Do Culture** - Be proactive to achieve excellence, finding solutions and creative ways of working
- **Freedom within Boundaries** - Make constructive change through cohesive decision making, ensuring services are responsive.

Purpose of job:

- Provide effective advice, support and challenge for PVI settings and childminders in matters of inclusion and the Graduated Response through the Early Years Inclusion Process.
- Provide advice to ensure that the necessary actions leading to improvement in matters of inclusion and SEND support are implemented quickly and effectively
- To deliver training and professional development within settings in order to secure the necessary improvements in, for example, inclusive practice and the teaching and learning of children with SEND
- Ensure the principles as set out in the SEND Code of Practice 2015 are adhered to by Worcestershire Early Years and Childcare providers
- Advise, promote, evidence and monitor best learning and development practice for children with SEND in Early Years education settings in Worcestershire.
- Advise on and promote transition activities and inclusion funding opportunities for EY children identified with SEND where and when appropriate.

Main Activities & Responsibilities:

- To work with Early Years Providers to support the implementation of the SEND Code of Practice and graduated response for EY children identified with SEND allocated through the Early Years Inclusion Process.
- Support and advise EY SENCO's in areas including strategic thinking, individual and whole setting planning, inclusion funding, appropriate resources, communication with parent/carers and implementation of SEND improvements
- To identify, respond and advise on the needs of settings to ensure the effective and successful inclusion of vulnerable children with SEND in all registered early years settings across Worcestershire including schools, private, voluntary and independent
- Offer specialist support and expert advice to early years and childcare providers on their requirements within the SEND Code of Practice 2014 and Graduated Response in Education Settings

- Design, deliver and promote CPD for managers/leaders, teachers, SENCOs and practitioners on SEND and inclusive practice activities to secure improvement in the educational progress of children with SEND.
- To plan and deliver EY SENCO networks.
- Advise on the implementation of effective SEND interventions and planning structures to secure effective improvement
- Lead and advise on the Graduated Response approaches to support staff on teaching developments for children with SEND
- Design, deliver and promote WCF digital resources in matters of inclusion and SEND
- To contribute to LA groups for settings causing concern and/or to alert line managers to any new or developing concerns.
- Monitor and evaluate effectiveness of interventions advised and ensure the maintenance of up to date records.
- To liaise with other key staff from within Worcestershire Children First and beyond, to ensure that referred settings are supported and challenged appropriately.
- Contribute to the ‘team around the child’ approach and ensure impact on inclusive practice and implementation of the Graduated Response
- Contribute to a multi-agency approach to Early Years improvement via the Early Years Inclusion Process ensuring effective integrated and aligned working, including referrals to additional specialist support services
- Promote effective transition and partnership for children with SEND working across and between all sectors (including child minder networks, schools and parents)
- Advise on best practice guidance to settings on SEND policies and practice, and challenging practice where concerns are identified.

Generic Accountabilities:

- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training
- To undertake other such duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job
- To undertake health and safety duties commensurate with the job and/or as detailed in the Directorate’s Health and Safety Policy
- The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Council’s Equality and Diversity Policy
- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training
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- To undertake health and safety duties commensurate with the job and/or as detailed in the Directorate’s Health and Safety Policy
- The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Council’s Equality and Diversity Policy
- Working with some vulnerable children, young people and adults can, at times, be emotionally challenging for which appropriate support will be provided through management supervision. The post holder must be able to deal with such mental demands.
- This post is exempt from the Rehabilitation of Offenders Act and / previously met the definition of Regulated Activity (as defined by the Safeguarding Vulnerable Groups Act 2006) and is therefore subject to an enhanced Criminal Records Check (Via the Disclosure Barring Service, DBS) (as defined by the Police Act).
- This post meets Regulated Activity (as defined by the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012) and is subject to an enhanced Criminal

Records Check (Via the Disclosure Barring Service, DBS) and the relevant children and/ adults barred list(s) checks.

Contacts:

In all contacts the post holder will be required to present a good image of the Directorate and the County Council as well as maintaining constructive relationships.

Internal: Elected Members, Directors, Assistant Directors, senior managers, management teams, managers and staff across all Directorates, project staff, governors, headteachers, teachers, support and other school-based staff

External: District & County Councils, Government agencies and departments, healthcare professionals, PCT, Police, Fire, Probation Service, educational settings, suppliers, contractors, service providers, statutory and voluntary organisations, service users, clients, customers, parents and pupils, members of the public, volunteers

Additional Information:

- The ability to travel throughout the county, including areas where there is limited public transport and be able to reach, including but not limited to, families, young people, internal and external clients and within a timely manner
- The Council reserves the right to alter the content of this job description, after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility.
- Reasonable adjustments will be considered as required by the Equality Act.

Author: Dr Louisa Jones

Date: 9/11/2023

Date of grading confirmation: confirmed 27/8/25

PERSON SPECIFICATION

Job Title: Early Years SENCO Support Advisor

Directorate & Section/Unit: All Age Disability (0-25)/ Inclusion Support Service

Salary Grade: PO1

EXPERIENCE:

It is **essential** that the post holder has:

- Significant experience of providing advice, training, support and challenge for PVI settings and childminders in matters of inclusion and SEND
- Substantial successful experience as a teacher or lead practitioner, including, long-term planning, planning the SEND curriculum, interventions, assessment, and school/setting SEND self-evaluation
- Significant experience of co-ordinating, advising and supporting settings in securing high quality inclusive environments for learning and development of children with SEND.
- Substantial experience of providing advice and training and of monitoring best inclusive practice for children with SEND in education settings
- Substantial experience in a school or setting, possibly in a leadership role
- Substantial experience of working with and implementing developmental support for children with additional needs
- Substantial experience of children and young people with complex additional needs.
- Substantial experience of working with external specialist agencies

It is **desirable** that the post holder has:

- Successful experience of planning and delivering effective training and can show impact
- Substantial experience of delivering outreach support to other schools/settings

KNOWLEDGE, SKILLS AND ABILITIES:

It is **essential** that the post holder has:

- Expert understanding and knowledge of setting SEND processes and improvement strategies
- Expertly developed skills in leading the work of others in a school or setting
- Expert knowledge and understanding support and challenge to early years settings, holding settings to account.
- Expertly developed skills in modelling best practice SEND interventions
- Expert knowledge of appropriate legislation and the ability to apply it in practical terms
- Specialist planning and organisational skills to manage a wide range of varied demands
- Excellent communication, mediation, and interpersonal skills
- Expert ability to build effective relationships and work co-operatively with colleagues, officers from partner specialist agencies and other stakeholders
- Specialist knowledge of planning, designing and delivering training and development opportunities for SENCOs/teachers/practitioners and/or support staff
- Excellent presentation skills when delivering training and professional development
- A commitment to the inclusion of children with additional needs within mainstream environments

It is **desirable** that the post holder has:

- A detailed understanding of coaching and mentoring skills to support SENCOs, leaders and practitioners in early years settings

QUALIFICATIONS/TRAINING & DEVELOPMENT:

It is **essential** that the post holder has:

- Bachelor's degree or equivalent in an early years related field or substantial relevant experience

It is **desirable** that the post holder has:

- Qualified Teacher Status and/or Early Years equivalent
- Safeguarding training
- Additional training in an area/s of SEND

ADDITIONAL INFORMATION

It is **essential** that the post holder has:

- The ability to travel to appointments in settings in any part of the county. Some evening and weekend work will be required

Author: Dr. Louisa Jones

Date: 9/11/2023