

Job Profile comprising Job Description and Person Specification

Job Description

Job Title: Early Years (EY) SEND Inclusion Advisor, Part-time, 21.6 hours; Fixed term Contract, supporting the Enhanced Reception Transition Project (ERTP)	Grade: SSA SO2
Section: SEND Inclusion	Directorate: Children’s Services
Responsible to following manager: Elaine Egan Senior EY SEND Inclusion Advisor	Responsible for following staff: N/A
Post Number/s: NEW Post	Last review date: N/A

Working for the Richmond & Wandsworth Better Service Partnership

We’re Richmond & Wandsworth Better Service Partnership, the shared public service team for Richmond and Wandsworth Councils. Like any local authority, our role is to deliver the agenda of our elected members on behalf of the people who live and work in our part of the world. We deliver key services to our communities including social care, public health, children’s services, housing and regeneration and environmental and community services.

Our joint workforce creates efficiency and resilience by bringing more creativity to the way we work, more objectivity and adaptability too, helping us deliver better services for all our residents.

We’re here to help our communities thrive in a changing world, and to be there for the people who need us most we believe we need to keep adapting. That’s why, at Richmond & Wandsworth Better Service Partnership, you’ll be at the forefront of innovation in local government, and we’ll invest in you and offer you opportunities to grow in a way only our unique organisation can.



Job Purpose

We are seeking a dedicated Early Years practitioner with EY SEND Inclusion experience to join our dynamic Early Years SEND inclusion advisory team. As part of your role, you will be supporting the roll out of the second year of the Enhanced Reception Transition Project (ERTP) for up to 25 Early Years settings in Wandsworth.

The project aims to:

- Reduce transition anxiety for children with emerging SEND needs
- Build staff confidence
- Remove barriers to mainstream school attendance
- Support full time attendance
- Reduce unnecessary EHCP assessments

In this role you will provide operational advice and guidance to mainstream and Private/Voluntary/Independent (PVI) Early Years educational settings to build capacity and enable them to carry out their responsibilities effectively in relation to providing a quality education for children with special educational needs and disabilities and to monitor and evaluate the effectiveness of these strategies. You will support the ERTTP cohort of 25 children to have smooth transition from their nursery into their reception year for April 2026–April 2027. Apart from working closely with the other EY SEND Inclusion colleagues, you will be coordinating a small multi-agency professional team. You will be providing SEND advisory support to ERTTP settings and, where required, to additional Early Years settings across the borough.

Specific Duties and Responsibilities

1. Support development of multi-agency working in Early Years and liaise with settings to ensure:
 - the effective use of resources, including EY ERTTP funding, to ensure the quality of provision to meet children’s needs.
 - the appropriate management and teaching strategies for the inclusion of children with SEND.
 - effective liaison with parents and carers and effective working links with other professional agencies.
 - the effective implementation of the settings duties to children with SEND in relation to the SEN Code of Practice, Disability Rights legislation and other relevant government Guidance.
 - effective reviewing, evaluating and development of settings SEND and other related policies and practice, including SEN Information Reports.

- the development of effective statutory school transfer arrangements into educational settings for children with SEND, particularly the ERTTP cohort.

2. Supporting settings with the development of SEND policy and practice in Early Years provision:

- Monitor and evaluate the delivery of the Early Years Foundation Stage (EYFS) curriculum ensuring appropriate differentiation and approach for children with SEND
- Identify areas for development and initiate responses
- Support settings in assessing, evaluating and planning for individual children with complex needs
- Advise settings to implement identified SEND initiatives to ensure Ofsted readiness in relation to progress, attainment and exclusion of children with SEND.

3. Be responsible for supporting the facilitation of ERTTP SENCo network meetings and providing additional advice and support for new SENCos to meet their needs. Provide regular updates for SENCOs to ensure they have access to all relevant information on an ongoing basis.

4. Monitor and report upon the standards of quality of pedagogy for children with SEND ensuring gaps or poor quality is identified and action taken to improve their educational outcomes

5. To carry out other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibility of the post.

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of Richmond & Wandsworth Better Service Partnerships.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection, handling complaints and health and safety.
- To adhere to security controls and requirements as mandated by Richmond and Wandsworth procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems

- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Councils’ duties and responsibilities for safeguarding children, young people and adults as they apply to the roles within the Councils.
- The profile is not intended to be an exhaustive list of the duties the post holder will carry out. Other reasonable duties commensurate with the level of the post, including supporting emergency and priority situations, will form part of the role.

Additional Information

The postholder is required to be able to travel to schools, both in and out of the borough of Wandsworth.

Team structure

Assistant Director of SEND and Inclusion		
Inclusion Service Manager		
Lead EY SEND Inclusion Advisor		
Portage Team	SEND Play and Family Team	EY SEND Inclusion Advisory Team
Portage Senior	SEND Play and Family Senior	Senior EY SEND Inclusion Advisor
Portage Inclusion Advisor	SEND Play and Family Worker	EY SEND Inclusion Advisor
Portage Inclusion Advisor	SEND Play and Family Worker	EY SEND Inclusion Advisor
Portage Inclusion Advisor	1 Vacancy	EY SEND Inclusion Advisor
Portage Inclusion Advisor		Current Part-Time Vacancy
Portage Inclusion Playworker		

Person Specification

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Our Values

THINK BIGGER

EMBRACE DIFFERENCE

CONNECT BETTER

LEAD BY EXAMPLE

PUT PEOPLE FIRST

Our Values are embedded across Richmond & Wandsworth Better Service Partnership and throughout all roles and responsibilities at all levels of the organisation. Please [familiarise yourself with our values](#) as they are an integral part of our recruitment and selection process.

Person Specification Requirements			Assessed by A/I/T/C (see below for explanation)
Knowledge	Essential	Desirable	Assessed
Strong understanding of SEND in the Early Years, including identification, assessment, and graduated approach processes.	X		A&I
Knowledge of barriers to transition for children with SEND and strategies that support effective early years-to-school transitions.	X		A&I

Understanding of multi-agency working and the roles of services such as SALT, EP, OT, ASD advisory teams, and family support.	X		A&I
Knowledge of national and local SEND policy, statutory guidance, and EYFS requirements.	X		A&I
Understanding of effective inclusive practice and strategies that promote high-quality provision in PVI and school settings.		X	A
Experience	Essential	Desirable	Assessed
Working in Early Years or primary settings with children with SEND & substantial experience of the Early Years Foundation Stage (EYFS) curriculum	X		A
Supporting children with emerging or identified SEND needs through transition processes.	X		A
Delivering guidance or capacity-building support to practitioners or settings.	X		A
Chairing or contributing to multi-agency meetings (e.g., TAC meetings).	X		A
Working in partnership with parents/carers, including offering advice and support through meetings, home visits, and remote communication.	X		A
Collaborating with external professionals such as EPs, therapists, and early help/social care teams.		X	A
Maintaining accurate records and managing sensitive information	X		I
Significant experience working in Early Years or primary settings with children with SEND.	X		A&I
Experience supporting children with emerging or identified SEND needs through transition processes.	X		A
Skills	Essential	Desirable	Assessed
Ability to plan, coordinate, and evaluate support for a cohort of children across multiple settings.		X	T
Strong communication skills, both verbally and written, and the ability to communicate complex information clearly to parents/ carers, practitioners, and professionals.	X		A
Ability to lead and facilitate TAC meetings and model effective, inclusive chairing.	X		A
Skilled in developing individual plans, transition strategies, and staff training materials.	X		T
Confidence in delivering training to diverse audiences.		X	I
Ability to build positive relationships and offer sensitive, non-judgemental support to families.	X		I

Strong organisational skills, including maintaining SharePoint databases and managing multiple tasks across timelines.	X		A
Ability to analyse information (e.g., questionnaires, TAC notes, referral documentation) to inform planning for individual children.		X	T
Competence in using Microsoft Teams, SharePoint, and standard office software.		X	A
Qualifications	Essential	Desirable	Assessed
Relevant degree-level qualification in early years education	X		C
Evidence of ongoing professional development in SEND, early years practice, and inclusion.	X		C
Training in multi-agency working, safeguarding, and or family support .		X	C

- A – Application form / CV**
- I – Interview**
- T – Test**
- C - Certificate**