

Job Profile
comprising Job Description and Person Specification

Job Description

Job Title: Early Years Inclusion Advisor	Grade:
Section: SEND and Inclusion Service	Directorate: Childrens Services
Responsible to following manager: Senior Early Years Inclusion Advisor	Responsible for following staff: Not applicable
Post Number/s:	Last review date: April 2022

Working for the Richmond/Wandsworth Shared Staffing Arrangement

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

Job Purpose

To 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.

To monitor and evaluate mainstream and PVI Early Years SEND policy and practice to ensure that it complies with national and local directives, with a view to initiating the strategic development of Early Years SEND policy and practice

across the Local Authority to ensure high quality educational provision is delivered.

To support children and their families access Early Years provision through the 2, 3 and 4-year old placement processes, including the 30 hour Childcare scheme, where applicable. This includes supporting parents to identify and access local provision, including Children's Centres to ensure children with special educational needs and disability are receiving high quality educational provision that remains value for money.

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 SEND Inclusion Fund, 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.

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 the 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 the Boroughs of Wandsworth and Richmond.

- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.

- To adhere to security controls and requirements as mandated by the SSA's policies, 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 role within the council.

- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

Additional Information

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

Team structure

For the current structure please go to The Loop.

Person Specification

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Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

Being open. This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

Being supportive. This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

Being positive. Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a ‘can do’ attitude and are continuously looking for ways to help each other improve.

Person Specification Requirements	Assessed by A & I/ T/ C (see below for explanation)
Knowledge	
Knowledge of Early Years Foundation Stage (EYFS) attainment levels and age related expectations	A/I
Knowledge of the legislative and statutory requirements relating to children resulting from the SEND Code of Practice (2015) and relevant Regulations linked to the Children and Families Act (2014), including Ofsted requirements.	A/I
Knowledge and understanding of Early Years funding; Disability Access Fund (DAF) and SEND Inclusion Fund (SENIF) linked to the High Needs block funding mechanisms	A/I
Knowledge and understanding of local and national policy and ongoing changes to the landscape in relation to Early Years	A/I

education and special educational needs and disability	
Sound, demonstrable knowledge of safeguarding and child protection policy and practice	A/I
Experience	
Substantial experience of Early Years Foundation Stage (EYFS) curriculum	A/I
Substantial experience of working with children with SEND in all types of settings	A/I
Understanding of the role of SENCO in maintained Early Years settings and PVI's (where applicable); duties, training, finance, statutory process and functions	A/I
Experience of the development of associated Early Years Quality Assurance Frameworks	A/I
Understanding of involving the community specifically parents/families, children and young people and other stakeholders in service design and delivery	A/I
Experience of partnership working with a wide range of stakeholders from the statutory, private and voluntary sector including education and health commissioners/providers	A/I
Skills	
Excellent communication skills verbally and written, including the ability to write concise reports for a wide audience and high level numeracy skills	A/I
Ability to challenge and support providers and partners to ensure the best possible services are provided to meet the needs of children with SEND	A/I
Ability to use systems to provide management information to improve service outcomes	A/I
Qualifications	
Professional qualification in a related field: A range of specific qualifications could be appropriate such as Qualified Teacher Status, an Early Years practitioner or recognised/substantial SEND qualifications	C

A – Application form / CV

I – Interview

T – Test

C - Certificate