**BCP JOB DESCRIPTION**

**SERVICE UNIT:** **Education and Skills**

**JOB TITLE: Early Years Area Special Educational Needs Coordinator (Area SENCO)**

**REF No: DP5452**

**GRADE: G**

**JE REF No: DPOGG**

**RESPONSIBLE TO:** **Senior Early Years Area SENCO**

**MAIN PURPOSE**

To be responsible for discharging the Council’s duty (Special Educational Needs and Disability (SEND) Code of Practice (2014)) of ensuring nurseries, preschools and childminders providing funded early education places, meet the needs of children with SEND, and that each setting is able to deliver the learning and development requirements of the Early Years Foundation Stage (EYFS) effectively and inclusively, with particular regard for children with SEND.

**MAIN RESPONSIBILITES**

1. To provide a full range of advice and practical support to early year’s settings about approaches to early identification, assessment and intervention with young children with SEND through:
2. undertaking specific observations of children and providing both verbal and written guidance for setting SENCOs, practitioners and childminders on effective early identification of additional learning needs and using a graduated response approach to meeting a child’s needs.
3. Designing and delivering tailored training/coaching support to group setting SENCOs and childminders that will improve their skills, knowledge and confidence in identifying and effectively providing for the learning and developments needs of children with SEND in their setting
4. Utilising specialist knowledge, including the role modelling effective intervention strategies, to support identified children with SEND, including providing advice and guidance to settings on developing specific targets for individual children and writing clear SEND support plans that meet their learning and development needs
5. When necessary, undertaking detailed assessments, using evidence based tools, to effectively identify more complex additional learning needs and provide written guidance to the setting SENCO/childminder as to how these can be met, including any recommendations for additional resources
6. Where recommendations indicate that the setting may require additional resources or staff time, to advise and support the SENCO/childminder to follow the application process to access these.
7. Where appropriate, to refer/support the setting to refer a child to the Educational Psychologist including assisting the SENCO/childminder to complete the documentation needed for an Education Health and Care Needs Assessment.
8. To work proactively to strengthen the links between settings, parents, schools, social care and health services so that all these elements can contribute to providing the child with the holistic support and learning and development opportunities they need.
9. To work to build the confidence of setting SENCOs, practitioners and childminders to enable them to work alongside families and schools to develop and implement a personalised ‘transition to school’ process for children with higher level, complex SEND
10. To work as required with School reception based staff and school SENCOs to support transition to school for children with more complex needs
11. To actively facilitate the annual transition to school process for children with an assessed level of SEND and those with a Statement/Education Health & Care plan by providing advice and guidance to group setting SENCOs and childminders on working proactively with parents and the school the child will be transferring to in order to secure effective information sharing and a transition plan for each child
12. To analyse the termly Inclusion Review data, provided by allocated group settings to identify any trends, issues or anomalies, following them up with the setting to ensure accuracy. Also to identify any patterns that are emerging across the area and bring these to the attention of the Team Manager with suggestions for further investigation, training etc.
13. To promote the work of local impartial information, advice and support services available to parents of children with high level SEND
14. To work within the Early Years team to:
15. Deliver Inclusion Briefings, which include the sharing of specialist expertise and disseminating good practice.
16. Participate in team meetings, ‘one to one’ sessions and annual appraisals with the Senior Early Years Area SENCO
17. Contribute to the development of Council policy and practice in supporting settings to provide an effective, inclusive learning and development environment for children with SEN/D needs in line with the current SEND Code of Practice.
18. To ensure that personal safeguarding practice is of a high quality and to know their responsibilities when a safeguarding issue arises for a child within a group /childminder setting.
19. To undertake such other duties as may be required from time to time commensurate with the level of the post.
20. To comply with all decisions, policies and standing orders of the Council and any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and Data Protection Act.

Prepared by: Jane Osburn/Lesley Tasan May 2015

Updated by: Amanda Gridley January 2020

**PERSON SPECIFICATION**

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| **ATTRIBUTES & CRITERIA** | **Essential/ Desirable** | **METHOD OF ASSESSMENT** |
| **EXPERIENCE**   1. Experience of working with children with complex learning and development needs in a setting, school or other group situation 2. Experience of working successfully within a multi agency environment to meet the needs of individual children with SEND and their families 3. Excellent EYFS practitioner with a very good understanding of the ways in which young children learn 4. Experience of identifying and assessing the SEND needs of early year’s children using specific evidence based assessments. 5. Experience of advising or influencing others to improve practice | Essential  Essential  Essential  Essential  Essential | Application form Interview  References |
| **QUALIFICATIONS / TRAINING**   * Qualified to level 5 in early years e.g. Early Years Foundation Degree/HND * Early Years SEN practice training e.g. Endorsed Early Years SENCO award, Portage trained etc. * Safeguarding children training * Specific SEND training/specialism e.g. autism * Adult tutoring qualification | Essential  Essential  Essential  Desirable  Desirable | Application form  Certificates |
| **APTITUDES AND ABILITIES**   * Excellent communication skills, both written and oral * Personal organisation skills * Proven ability to analyse and report on evidence based SEN assessments in a professional manner * Good coaching and mentoring skills * Proven ability to work collaboratively with other services * Good influencing and negotiation skills * Confident use of ICT | Essential  Essential  Essential  Essential  Essential  Essential  Essential | Application form  Interview  References |
| **KNOWLEDGE**   1. A thorough knowledge of the EYFS statutory requirements 2. A thorough knowledge of the SEND Code of Practice 2014 as applied to early years 3. Good knowledge of child development in the early years 4. Good knowledge of evidence-based SEN assessment programmes 5. Knowledge of early years policy development particularly that relating to children with complex SEND 6. Understanding of the transition needs of children moving into a childcare setting or school for the first time | Essential  Essential  Essential  Essential  Essential  Essential | Application form/  Interview |
| **ATTITUDE / MOTIVATION**   1. Ability to be objective and maintain professional boundaries 2. Personal resilience & excellent interpersonal skills 3. Commitment to effective team working 4. Ability to motivate and enthuse others | Essential  Essential  Essential  Essential | Application Form Interview  References |
| **OTHER FACTORS**   1. Ability to travel around the borough in an agreed, timely manner 2. Enhanced DBS check 3. Able to work occasional evenings and Saturdays | Essential  Essential | Application Form  Interview  Satisfactory DBS check |