

Job Description

Job Title	Early Years Area SENCO Team Manager
Grade	PO13
Reporting To	Operations Manager - Early Years
JD Ref	PC0244P

Purpose

To lead and manage effectively a range of evidence-based Special Educational Needs & Disability (SEND) interventions which train and advise early years practitioners to support children under 5 years old to receive appropriate, timely outcome focused support based on need. Empower practitioners and staff to understand how inclusion matters creating an ethos where children and families feel supported in making the right choices to access services that can meet their individual needs. To support the Service in meeting national and local performance reporting requirements.

To work collectively with colleagues across Children's Services to ensure: children and young people are safer; the daily-lived experience of children and young people gets better; outcomes for children and young people improve; and wherever possible, family breakdown is prevented.

Main Duties And Responsibilities

Behavioural:

- Enjoy, achieve, create impact, and thrive in the role and organisation.
- Live our values and leadership behaviours in the role and organisation.
- Take on the role of Early Years Area SENCO to offer information, advice and support to early years and childcare settings, with a view to raising achievement in relation to SEND, inclusion and behaviour.
- 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 under achievement.

Team Leadership and Management:

- Provide strong leadership, strengthening engagement, growth, culture, innovation, collaboration and performance.
- Assign responsibilities, setting clear expectations, and deliverables to team members and empower them to excel in their roles.
- Through continuous improvement strengthen the tools, practices and impact of the service.

- Empower staff to understand and use local intelligence and demographic needs analysis data sets to improve service delivery, increase engagement, identify needs, drive up quality and to work collaboratively with key stakeholders in the community.
- Challenge and monitor the settings' SEND provision and use of SENIF Funding and Disability Access Funding (DAF) in meeting the needs of identified children with SEND. Be accountable. 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 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.
- Ensuring that every setting has a trained SENCO, and to support this person in meeting their SEND responsibilities.

Communication, Engagement and Training:

- Actively listen to the early years SENCO's and practitioners and ensure a representative cross section of providers are involved in determining planning and evaluating services delivered. Ensure that partners play an active role in all aspects of service design and delivery through consultation and participation.
- Embed and oversee SEND support throughout early years settings in line with the graduated approach, giving professional advice and guidance to providers to assist them in ensuring that children receive high quality education and use evidenced based practice for children with additional needs
- Manage and de-ploy resources effectively across Wirral and in each locality, supporting Family Hubs. Ensuring training related to SEND is either borough wide or specific to settings.

Data Analysis and Decision-Making:

- Lead on service planning developments, identifying needs and appropriate strategies, resources and interventions to address needs. Monitoring the impact of strategies, resources and interventions and working together with the setting to identify next steps/appropriate targets.
- Be analytical in the monitoring of Special Educational Needs Inclusion Funding (SENIF) applications focusing on the impact of interventions for children and produce reports for the early years school forum subgroup.

Performance Management:

- Responsible for improving outcomes for children with possible SEND under five years of age and their families, ensuring the local authority statutory duties are met in respect of the Early Years Foundation Stage [EYFS] and Early Years Foundation Stage Profile outcomes relating to SEND.
- Operate and monitor a robust performance management framework encompassing recording, auditing, reflective practice and data collation of training and advice or support provided.
- Develop a self-evaluation reflective tool that will inform on the performance of services, resources, staffing and finances for Senior management to ensure compliance of corporate processes and the delivery of the Council's Childrens planning are being met.



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Compliance:

- Adhere to and comply with all relevant corporate policies and procedures including Health & Safety, General Data Protection Regulations (GDPR), Corporate Governance and Code of Conduct.
- Ensure that all service initiatives adhere to relevant legislation, policies and practices.
- Designated Safeguarding Person for the SEND team. Embed and ensure Safeguarding practices are up to date and effective.
- Monitor the expenditure for services ensuring value for money.

Other:

- Any other duties commensurate with the grade.
- Undertake strategic tasks allocated by the Operations manager.

Role Specific Knowledge, Experience And Skills

Qualifications

- Educated to degree level in a relevant discipline/related subjects (e.g. early years, education, health or social care).

Desirable

- Relevant professional qualification e.g. NVQ 5 in working with children with SEND.
- Further training to support children with potential or identified SEND.

Knowledge & Skills

- Understanding of statutory frameworks relating to the Childcare Act 2006, Children Act and Working Together 2013, SEND code of practice and Equality Act.
- Good understanding of equality, diversity and inclusion and how to promote positive values.
- Knowledge of the area SENCO role and role of SENCO in early years.
- Demonstrate an understanding of professional boundaries.
- Good understanding of Child Protection and Health and Safety Legislation.
- Demonstrate high level of skills in observation, recording and analysis, including report writing and be willing and able to support others in developing such skills.
- Ability to undertake comprehensive child assessments and co-ordinate services to match the assessed need.
- Ability to facilitate group work and chair meetings.
- Demonstrate effective skills in working with children, with a good working knowledge and clear understanding of a range of effective support strategies for early years children with SEND.
- Ability to converse with members of the public and provide advice in accurate spoken English.

Desirable

- Good understanding of Child Development and working with children with SEND
- Demonstrate good presentation skills, interpersonal and communication skills; written and oral: sufficient to impact understanding and gain acceptance of new concepts and proposals.
- A clear knowledge and understanding of the challenges presented by the diverse range of communities within Wirral.



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- Ability to challenge poor practice that is not inclusive in a sensitive and persuasive manner.

Experience

- Significant successful experience working with or teaching children with SEN and disabilities.
- Experience of working in an interagency environment.
- Ability to demonstrate an understanding and awareness of the potential conflict between personal and professional boundaries.
- Experience of liaising with staff from a wide range of partner agencies.
- Experience of working with Children, young people and families within a early years provision.
- Experience of delivering early intervention programmes to support children's development.
- Experience of delivering training and professional development opportunities.
- Significant experience of working with families across the spectrum of need.
- Recent experience supporting children with SEND to access the Early Years Foundation Stage (EYFS).

Desirable

- Experience of monitoring the effectiveness of provision made for children with SEND.
- A confident user of ICT, and experience of effective use of data within professional role.
- Experience of delivering training and professional development opportunities.
- Experience of using a graduated approach and training practitioners to use a graduated approach.

Additional Information

Work flexibly across the borough to meet delivery requirements of the early childhood service.

NOTE:

The job role holder may be required to undertake other reasonable duties commensurate with the job role descriptor grade as directed by the Head of Service.

This job role descriptor will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a definitive statement of procedures and tasks but sets out the main expectations of the Service in relation to the post holder's responsibilities and duties.

Elements of this job role descriptor and changes to it may be amended in light of organisational and service requirements.

Health & Safety Considerations:

- Work with VDUs (Video Display Unit) (>5hrs per week)

Approved By: *SHayes*

Date Of Approval: 01.08.2024



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