



Job Description – Lead Practitioner, Barnet Early Years SEND Advisory Team

1.	Service	Commissioned by Education and Skills Service
	Location	Oakleigh Special School (work carried out across the London Borough of Barnet)
	Job Title	Barnet Early Years SEND Advisory Team Lead Practitioner
	Grade	Outer London Lead Practitioner L1-5
	Post No:	
	Reports To	Head of Service

2. Context and Purpose of the Job

- To provide high quality advice and support about the inclusion of, and provision for, children with special educational needs and disabilities (SEND) to parents and early years providers, to ensure early identification of SEND and appropriate evidence-based early intervention
- To deliver specialist teaching intervention to Early Years children with SEND: face-to- face (in the home and at group); and demonstrate teaching strategies in Early Years settings and to promote positive learning outcomes.
- To ensure an effective co-production approach when working with parent/carers.
- To ensure an effective collaborative approach to offering support in the assessment of children and the identification of their SEND.
- To assist in the development of policies and best practice to support the inclusion of children with SEND in the early years setting sector, to ensure the best possible outcomes.
- To promote and actively facilitate early partnership working to meet the needs of children with SEND, enabling them to achieve their full potential.
- To identify, contribute to and deliver training on all aspects of inclusion of children with SEND for SENCOs and staff in Early Years settings and schools.
- To contribute to the planning and delivery of training to parent/carers on a range of key topics related to child development and SEND.



3. Key Accountabilities Specific for this post

- The post holder is responsible to the Head of Service.

4. Policy and Legal Framework

The Lead Practitioner will work within the framework of:

- The Special Educational Needs Code of Practice 2015; the Equality Act 2010; the Children and Family Act 2014 and other recent legislation relating to early years and disability and to be aware of their roles and responsibilities.
- Early Years SEND Advisory Team and Oakleigh School policies and guidelines

5. Main duties and responsibilities

Service Case Load Delivery

- Hold a varied caseload in response to service needs
- To deliver face to face teaching intervention with the aim of achieving set learning outcomes and following service guidelines.
- To plan, deliver and evaluate targeted intervention groups for children.
- To advise on and model strategies to meet outcomes and provide resources to parent/carers and staff across a range of setting.
- To keep clear and detailed records of work carried out and record children's progress against outcomes set.
- To liaise sensitively and effectively with parents/carers within your role/responsibility.
- To take keyworker responsibility for child and family if appropriate.
- To support parents/carers at appointments and on visits to provision as required and appropriate
- To assist families and early years settings in seeking information, support and advice regarding additional support services related to a child's needs
- To prepare and present a full range of reports for a variety of purposes
- To provide advice, support and guidance to early years setting SENCOs and staff to identify and include children with SEND to develop appropriate initiatives and adaptations to meet identified needs. This includes following the assess, plan, do, review approach and supporting referrals
- Support setting with all aspects of the Ordinarily Available Provision development
- To support the child setting and family at key transition times as necessary



Team Responsibilities

- Contribute to service development planning and improvement priorities
- Attend relevant meeting, in-service training and performance development as required and directed by Head of Service
- Support implementation of new initiatives and policy changes in with service development
- To keep abreast of new initiatives and research in send to maintain own expertise to a high standard.
- Ensure compliance with: GDPR and data protection, Safeguarding policies and procedures including reporting requirement. Have regard to safer working practices
- Promote and ensure robust safeguarding practice across the team
- Maintain confidentiality at all times
- Work flexibly to meet service needs
- Promote the Local Authority's values and commitment to equality
- To take part in the Teacher Appraisal Programme and meet the Teachers' Standards
- To establish and maintain appropriate professional boundaries with respect to children and families and colleagues and in accordance with service and school policies and guidance

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school.

Promotion of Corporate Values

To ensure that customer care is maintained to the agreed standards according to the council's values and that complaints from parents and providers are resolved promptly and effectively.

Give due regard to the highly confidential nature of some aspects of the role and information received and to ensure that confidentiality of information in all aspects of work is maintained at all times.

To be aware of and follow the Borough data protection procedures at all times.

To encourage and develop optimum performance from staff and underline the corporate approach to customer needs as reflected in the council's structure and style.



Flexibility

In order to deliver the service effectively, a degree of flexibility is needed, and the post holder may be required to perform professional duties not specifically referred to above. Such duties, however, will fall within the scope of the post, at the appropriate grade.

Publications

To avoid any conflict of interest, a discussion with the manager will need to occur, if an employee wishes to undertake any form of publishing, either on-line, in journals, magazines, newspapers or in a book about any aspect of the work or any related topic, prior to any publishing contract.

The Council's Commitment to Equality

To deliver the council's commitment to equality of opportunity both in the provision of services and as an employer. All staff are expected to promote equality in the work place and in the services the council delivers.



Person Specification

Essential/Desirable	Criteria	Assessed From Key: A= Application Form/ I = Interview/ T= Test
Experience relevant to the post		
E	Minimum of three years experience in teaching early years children Qualified Teacher Status	A
E	Direct teaching experience working with pre-school children with complex SEND	A/I
E	Direct experience of working with families of children with special educational needs and disabilities	A/I
D	Direct experience as a SENCO in a mainstream setting	A/I
Competencies and special aptitudes		
E	Organise time and meet deadlines	A/I
E	Sound ICT skills and excellent literacy skills	A/T
E	Demonstrate good administrative and organisational skills	A/I
E	Able to advise, model and demonstrate to parents/carers and settings - effective teaching styles and strategies for children with SEND	A/I/T
E	Able to support parents to promote their own child's development	A/I/T
E	Able to plan and deliver training sessions on relevant SEND topics to a variety of audiences – both in person and remote	A/I/T
E	Able to work effectively with colleagues and maintain good relationships across a wide range of agencies and services	A/I
E	Have a clear understanding of the needs of families with children with SEND	A/I/T
E	Awareness of issues relating to the inclusion of children with special/additional educational needs	A/I/T



E	Able to motivate setting SENCOs/Managers to achieve high quality provision and inclusion for children with SEND	A/I
E	Able to lead and contribute positively to a range of meetings including Team Around the Child meetings, SEN Support Planning meetings, Statutory reviews	A/I
E	Be able to work independently, have a 'can-do' attitude and able to cope with stressful situations	A/I
E	Be able to undertake the physical demands of working with active and challenging young children	A/I
E	Be confident working alone in a range of places including the family home following suitable induction and training	A/I
Knowledge relevant to the job		
E	A thorough understanding of Safeguarding policies and procedures	A/I
E	A sound knowledge and understanding of child developmental stages	A/I
E	Sound knowledge of the SEND Code of Practice 2014 and recent legislation relating to early years, disability and SEND	A/I
E	A working knowledge of the Early Years Foundation Stage and other relevant documents to help settings differentiate appropriately	A/I
Education & Training		A/I
D	Training in and practical experience of specific SEN teaching methodology and strategies including SCERTS, PECS, TEACCH, Makaton.	A/I
D	Training or experience relevant to the teaching of early years children	A/I
Special Job Requirements		
E	Hold a full driving licence and willingness to use own car for business	A/I
E	Able to work on Wednesdays pm (Team Day)	A/I
E	Available to deliver and attend planned evening events and training	A/I



E	Ability to work from home	A/I
E	Prepared to work in family homes where pets may be present	A/I
Equality & Diversity		
E	Display an excellent understanding of equality issues, respecting and valuing an individual's diversity	A/I
Commitments to Council's Aims and Values		
E	Ability to demonstrate equal opportunities in practice	A/I
E	Awareness of how the Council's aims and values relate to the job	A/I

