



Job Description

Assistant Head Teacher, Barnet Early Years SEND Advisory Team

1.	Service	Commissioned by BELS
	Location	Oakleigh Special School (work carried out across the London Borough of Barnet)
	Job Title	Deputy Head of Barnet Early Years SEN Advisory Team
	Grade	Leadership 8 - 12
	Reports To	Head Of Service

2. Context and Purpose of the Service

- 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 reports to the Head of Service

Responsible for supporting the Head of Service in ensuring service delivery aligns with statutory duties and local authority priorities

4. Policy and Legal Framework

The Deputy Head of Service 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

The Deputy Head of Service will play a key operational leadership role in the delivery of a high-quality Early Years SEND Advisory Team. This role bridges strategic leadership and frontline delivery, ensuring that service priorities translate into consistent, high-quality operational practice and improved outcomes for children and families.

The post holder will:

Operational Leaderships Aspects

- Lead on the day-to-day running of the service, ensuring effective deployment of staff and resources.
- Maintain high-quality practice across casework, training, and support for settings and families.
- Attend and contribute to multi-disciplinary referral meetings.
- Oversee key operational systems including triage for intake, allocation of referrals and caseload management, ensuring timely and appropriate responses.
- Model excellent SEND Early Years practice, championing inclusive practice and equality of opportunity across Early Years settings.
- Support and deputise for the Head of Service where required.
- Support the Head of Service to ensure the service operates in line with Service Level Agreements and performance expectations.
- Provide day-to-day line management support to team members. Troubleshoot complex cases and provide guidance to staff.
- Support induction, supervision and professional development of staff.
- Contribute to performance management and appraisal processes of staff.
- Address operational performance issues in line with policy.
- Promote staff wellbeing and a positive team culture.
- Contribute directly to delivery and planning of training programmes.
- Ensure effective multi-agency collaboration and promote co-production with parents/carers in all aspects of service delivery.
- Ensure accurate and timely record keeping.
- Support Head of Service to monitor service performance using data to inform improvements.

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, delivery 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
- Ensure all staff follow safeguarding procedures and training requirements
- 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 five 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
Management of the team		



E	Provide leadership and management and ability to motivate and support a team of teachers, learning support assistants and administration staff and make efficient and effective use of the range of skills and knowledge within the team.	A/I
E	Prioritise work, meet deadlines and utilise resources effectively	A/I
E	Adopt a flexible approach and apply their specialist knowledge and skills to deal with complex issues as they arise	A/I
E	Ability to coach, support and develop staff	A/I
E	Able to use their specialist knowledge, skills and experience to meaningfully implement strategic decisions, policy and new legislation into operational practice.	A/I
E	Engage in critical self-review and to enable others to do so	A/I
E	Ability to evaluate practice and drive improvement	A/I
E	With support address issues of performance fairly and competently, following School Policy.	A/I
E	Demonstrate a commitment to apply professional reflection as part of ongoing CPD to evidence learning from experience	A/I
E	Reflect on support and advice from the Head of Service and have high professional expectations of self and others	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



Deputy Head of Service

Barnet Early Years SEND Advisory Team

Oakleigh School, Whetstone (working across the London Borough of Barnet)

Leadership Scale L8–L12

0.8 FTE (4 days per week, term time only)

Additional working hours as a Lead Practitioner in the team can be considered and discussed prior to application or at interview should you wish to work full time

Actual salary: £52,514 – £57,607

Closing date: 28th April (midday)

Interview date: Wednesday 6th May

We are seeking an exceptional leader to join the Barnet Early Years SEND Advisory Team as Deputy Head of Service. This is a unique opportunity to influence inclusive practice at a system level while remaining closely connected to children, families, and settings.

Our service is a highly regarded, integrated outreach team supporting children under 5 with SEND across Barnet. We work collaboratively with families, early years settings, and multi-agency partners to ensure early identification, effective intervention, and strong outcomes for children.

The role

As Deputy Head of Service, you will play a pivotal role in bridging strategic leadership and operational delivery. You will:

- Lead the day-to-day running of the service, ensuring high-quality, consistent practice
- Support and deputise for the Head of Service
- Oversee triage, allocation, and caseload management, ensuring timely and impactful support
- Alongside the Head of Service line manage and develop a skilled, education team
- Champion inclusive, evidence-informed early years practice across the borough
- Strengthen multi-agency working and co-production with families
- Contribute to training, service development, and system-wide improvement

Alongside your leadership responsibilities, you will maintain a caseload, modelling excellent practice through direct work with children, families, and settings.

About you

We are looking for a passionate and experienced professional who:

- Has substantial experience in early years SEND (including working with children with complex needs)
- Demonstrates strong leadership and organisational skills



Can confidently coach, develop, and inspire others

Has a deep understanding of child development, inclusion, and the SEND Code of Practice

Is committed to co-production with families and multi-agency collaboration

Brings resilience, warmth, and a solution-focused mindset

A sense of humour and the ability to build strong relationships quickly are essential in this role.

We offer

A highly skilled, supportive, and values-driven team

Strong leadership and a clear service vision

Opportunities to influence practice across a borough-wide system that is highly regarded for its SEND practice

Ongoing professional development and leadership growth

A role where you can make a meaningful difference every day

Interested?

If you would like to be part of a team that is passionate about improving outcomes for young children with SEND and their families, we would love to hear from you.

For an informal conversation, please contact the school office on 020 8368 5336. The Head of Service Joann Moore will be happy to discuss the position further.

Oakleigh School is committed to safeguarding and promoting the welfare of children. All appointments are subject to an enhanced DBS check.