



Job Profile

JOB TITLE: SEND Advisor Early Years

GRADE: SO1

POST NO:

JOB TIER:

DBS CHECK: Enhanced

GROUP: Children's Services

SERVICE: Education and SEND

REPORTING STRUCTURE

Reports to: Senior SEND Advisor

Direct Reports: None

Indirect Reports: None

ROLE PURPOSE:

- To work as a member of the SEND Advisory Service within the wider SEND Service, to help meet the needs of children with SEND aged 0-5.
- To support settings in the early identification and intervention for children who may have special educational needs or disabilities or are at risk of delay. Helping settings use tools such as the progress check aged two, as well as other developmental assessments like the Early Years Foundation Stage (EYFS) profile, WellComm, Ages and Stages Questionnaires (ASQ), and observational tracking, to facilitate early identification and intervention for children who may have special educational needs or disabilities.
- To play an active part in designing and providing parent/child activity sessions using; the foundation stage curriculum, evidenced based parenting interventions, parenting programmes, and other agreed materials, adapting and differentiating to support access by all children present.

- To design and deliver high-quality training to Early Years settings, equipping practitioners with the knowledge, skills, and confidence to create inclusive environments where children with SEND are effectively supported to thrive and make meaningful progress.
- To support parents and carers in developing a deeper understanding of their child's behaviour and developmental needs, offering guidance, practical strategies, and reassurance to help them respond effectively and confidently to their child's unique strengths and challenges.
- To promote and embed the consistent use of the local area's 'My Support Plan' across early years settings, school Nurseries ensuring it is used as a collaborative, co-produced tool that captures the voice of the child and family, and supports a coordinated, person-centred approach to planning and provision.

A. Job Description

1. Resident & Community Contribution

- To ensure individuals (children and adults) and their carers, where appropriate, are supported to lead as safe and independent lives as possible.
- To demonstrate understanding of the Council's *Customer Care Standards* and ensure that these standards are met in order to deliver the Council vision of 'putting our residents first'.
- To demonstrate understanding of the underlying principles of the Education & SEND Service.

2. People Management

- No direct supervisory responsibility, however, may be required to assist in the induction and training of peers and new employees.

3. Operational Service Delivery

- To provide expert guidance to Early Years settings and wider stakeholders on effective provision for children aged 0–5 with SEND, ensuring inclusive practice and high-quality early intervention.
- To support Early Years settings to better include children with SEND by modelling and delivering direct interventions for children with additional needs, and by demonstrating strategies that minimise the impact of individual impairments on participation and learning.

- To ensure service delivery aligns with the local area's SEND pathway, supporting the strategic objectives of the SEND Advisory Service and wider Children's Services.
- To deliver coordinated, consistent advice and guidance in collaboration with the Council's Educational Psychology Service, SEND Team, and Education Improvement Service.
- To enhance practice across the Early Years sector by delivering training on evidence-based programmes and interventions such as Attention Hillingdon, and Signalong, and by providing tailored training for families and carers (e.g. EarlyBirds, Cygnets).
- To support the SEND Advisory Service Team Manager in reforming local practice, with a strong emphasis on early identification, timely support, and reducing escalation to statutory services.
- To promote and embed the use of the local area's 'My Support Plan' across Early Years settings, facilitating co-production with families and ensuring a person-centred, outcome-focused approach.
- To use local area data—including EYFS outcomes, Early Years census, attendance, and developmental tracking—to identify settings requiring targeted support or enhanced intervention.
- To complete referrals to other services (e.g. Child Development Centre) where appropriate, ensuring timely access to multi-agency support.
- To maintain and support a register of childminders with the skills and knowledge to care for children with SEND, including identifying resource needs and modelling inclusive strategies.
- To optimise inclusion by demonstrating reasonable adjustments to the environment, curriculum, planning, and communication strategies within Early Years settings.
- To lead and evaluate a comprehensive training programme for Early Years practitioners, parents/carers, and relevant Council staff, focused on inclusive practice, SEND strategies, and early intervention.
- To evidence the impact of the service on reducing demand for statutory assessments and Education, Health and Care Plans (EHCPs) through strengthened universal and targeted support.
- To maintain up-to-date knowledge of legislation and best practice in Early Years SEND through continuing professional development (CPD).
- To foster strong, collaborative partnerships with health, social care, and voluntary sector organisations, ensuring joined-up support for families and avoiding duplication or service gaps.
- To ensure that interventions are personalised, evidence-based, and capacity-building, enabling settings and families to address challenges, promote resilience, and reduce reliance on statutory services.

4. Service Planning & Development

- Ensure that organisation of service delivery is in line with an annual Team Plan, aligned to the Group / Service Plan(s), is developed, agreed and communicated to team members in a timely manner.
- Ensure clear Service Level Agreements (SLAs) are in place where appropriate, covering all aspects of service delivery with performance and response levels, together with the escalation process if SLAs are not met.
- Maintain a current workforce plan including a succession plan for all key roles within own team.

5. Financial & Resource Management

- To support the SEND Advisory Service Team Manager in ensuring the effective management of the allocated department / team budget.
- To ensure all purchasing and procurement is conducted in line with the corporate guidelines with appropriate use of the Council's financial systems.
- To ensure that all workforce expenditure is compliant with corporate guidance and that any temporary resource is purchased through the Council's agency contracts.

6. Service Improvement

- Implement continuous monitoring of team and individual performance and productivity to ensure the delivery of Service Level Agreements (SLAs) are maximised.
- Manage the implementation of improvement initiatives and change programmes using the Council's Project Management and Service Improvement methodologies.
- To lead on new ways of working ensuring that innovative approaches are used which facilitate take up of Personal Budgets / Direct payments and increase independence for all disability service users.

7. Contacts

- Primary contact will be with other officers within the Council, and service users / residents and their representative bodies
- Primary and secondary health managers and staff, other public sector agencies, e.g. early years settings, schools, Benefits Agency, police, service users and carers, voluntary organisations and community groups, independent sector providers

8. Additional Responsibilities

- Complete other reasonable tasks in order to fulfil role purpose or as instructed by management.

9. Key Performance Indicators

KPIs will be developed through the PADA process encompassing current council and service area priorities. However, they are likely to include/relate to:

- Progress and attainment of children aged 0–5 with SEND, measured through developmental milestones, EYFS outcomes, and targeted support plans.
- Parent and carer satisfaction, captured through feedback tools, engagement surveys, and co-production evaluations.
- Reduction in demand for statutory assessments, by strengthening early identification and support through tools like the My Support Plan.
- Improved inclusion and reduced escalation to specialist services, evidenced by fewer referrals for EHCPs and increased confidence in mainstream settings.
- Attendance and engagement in early years provision, particularly for children with SEND or those at risk of exclusion.
- Quality and timeliness of SEND reviews, ensuring early years settings are actively involved in multi-agency planning and review cycles.

B. Person Specification

Early Years SEND Adviser

This person specification will be used for recruitment to the Early Years SEND Adviser vacancy in LBH. It will form the basis of the application form, and candidates will be also assessed against aspects of this person specification at interview.

1. QUALIFICATIONS	ESSENTIAL ✓	DESIRABLE ✓
Level 3 childcare qualification	✓	
A qualification in Special Educational Needs at level 3 or above		✓
2. STATUTORY or ROLE SPECIFIC REQUIREMENTS	ESSENTIAL ✓	DESIRABLE ✓
Ability to work flexibly to meet the needs of the service which may include some work outside of usual hours	✓	
3. EXPERIENCE	ESSENTIAL ✓	DESIRABLE ✓
Experience of working with children with additional needs	✓	
Experience of liaising with other professionals such as Health Visitors, Speech and Language Therapists and Educational Psychologists		✓
Experience of working in partnership with parents in a person centred, outcome focused way in order to help meet the individual needs of children	✓	
Experience of working in a multi-disciplinary environment		✓
Experience of providing training and/or advice to practitioners in other settings		✓
Experience of using approaches and strategies to meet the needs of children with a range of different additional needs e.g. Portage, Signalong, behaviour management techniques, Attention Hillingdon		✓
4. KNOWLEDGE & SKILLS	ESSENTIAL ✓	DESIRABLE ✓
In depth knowledge of child development and specifically, an understanding of the intellectual, physical, social and emotional needs of young children.	✓	
Knowledge and understanding of the issues associated with developing inclusive education	✓	

An understanding of national policy relating to Early years		✓
Thorough understanding and knowledge of the Early Years Foundation Stage	✓	
Thorough understanding of current SEND and equalities legislation	✓	
An understanding of the importance of both the voice of the child and parental involvement in the education of children and young people	✓	
A competent user of ICT including the ability to learn and use service specific software	✓	
5. COMPETENCIES	ESSENTIAL	DESIRABLE
“Can do” positive attitude Demonstrates a commitment to changing work practices and processes, and a willingness to try new ways of working or thinking.	✓	
Takes responsibility and delivers results Adapts to changing demands to ensure that objectives are met, overcoming problems and making well considered decisions.	✓	
Team working Acts as a role model to others in the team, sharing knowledge and experience when necessary, whilst respecting and valuing the contribution other team members' experiences can bring.	✓	
Communication Demonstrates well developed written and verbal communication skills; and the confidence to present reports and verbal accounts credibly to a variety of different audiences.	✓	
Customer Care Develops contacts and relationships with customer/ client groups, regularly reviewing service delivery and taking responsibility to ensure quality service provision.	✓	
Takes ownership of personal development Takes action to develop own and others' capability and knowledge by promoting and supporting developmental opportunities to improve performance.	✓	