



Job Profile template

JOB TITLE:	Early Years Inclusion Project Lead
GRADE:	SO1
POST NO:	TBC
DBS CHECK:	Enhanced
DIRECTORATE:	Children's Services
SERVICE:	SEND Advisory Service

REPORTING STRUCTURE

Reports to:	SEND Advisory Service Team Manager
Direct Reports:	None
Indirect Reports:	None

ROLE PURPOSE:

To lead the development, implementation and evaluation of strategic inclusion initiatives across the early years sector (0-5 years), contributing to the successful delivery of Hillingdon's Best Start in Life Strategy and SEND priorities.

The postholder will drive improvements in early years inclusion through effective project management, performance monitoring, data analysis, partnership working and service development. They will work collaboratively with early years providers, Family Hubs, health services, Portage, Children's Centres and wider stakeholders to strengthen early identification, intervention and support for children with Special Educational Needs and Disabilities (SEND).

The role will be responsible for gathering, analysing and interpreting information from a range of early years data sources to identify trends, gaps in provision and emerging needs. Using this intelligence, the postholder will contribute to service planning, workforce development and the implementation of sustainable inclusive practices that improve outcomes for children and families.

The Project Lead will provide oversight of inclusion funding arrangements, monitor impact, support quality assurance activity, and ensure that services and settings are equipped to meet the needs of children with SEND through effective partnership working and evidence-informed approaches.

Job Description

1. Resident & Community Contribution

- Contribute to improving outcomes for children with SEND by strengthening inclusive practice across the early years sector.
- Promote equitable access to high-quality early years provision, ensuring children with additional needs are able to access and participate in their local community.
- Support the delivery of the Best Start in Life Strategy to improve early intervention, inclusion and school readiness.
- Use data and evidence to identify barriers to participation, attendance and engagement, supporting targeted interventions for children and families.
- Work collaboratively with families, practitioners and partners to ensure services are responsive to local needs.
- Promote the principles of co-production, ensuring the voices of children and families inform service development and improvement activities.
- Contribute to reducing inequalities through earlier identification of developmental needs and improved access to support.
- Deliver services in line with the Council's Customer Care Standards and "Putting Residents First" vision.

2. People Management

- No direct line management responsibility; however, the postholder will lead and coordinate project activity across multiple stakeholders and services.
- Provide professional advice, challenge and support to early years practitioners and partner agencies regarding inclusive practice.
- Support the development of practitioner knowledge and confidence by providing advice, guidance and information on available inclusion support, funding opportunities, resources and evidence-informed practice, enabling settings to access appropriate support and strengthen inclusive provision.
- Coordinate forums, cluster meetings and shared learning opportunities to gather intelligence on emerging needs and barriers, promote effective use of

inclusion funding, and share examples of strong inclusive practice across the early years sector.

- Contribute to workforce development initiatives aligned to identified needs and priorities.
- Promote safe working practices and compliance with Health and Safety requirements.

3. Operational Service Delivery

- Lead the delivery of projects and workstreams that support the implementation of early years inclusion priorities.
- Systematically collect, collate, analyse and interpret data from multiple sources including:
 - WellComm assessments
 - Early Years Assessment data
 - SEN Inclusion Fund (SENIF) allocations and outcomes
 - Early Years SEND Register data
 - Inclusion audit returns from settings
- Produce reports, dashboards and performance analyses to identify trends, gaps, emerging needs and areas for development.
- Use intelligence gathered from data analysis to inform strategic planning, resource allocation and targeted support for settings.
- Develop effective systems for monitoring and evaluating inclusion activity and project outcomes.
- Work in partnership with Children's Centres, Family Hubs, Portage Services, Health Visiting Services, the Early Health Notification Panel and other stakeholders to improve multi-agency coordination.
- Support the early identification of children with emerging needs by strengthening information sharing and collaborative working arrangements.
- Coordinate activities which improve access to services and support families to engage with appropriate provision.
- Undertake monitoring and quality assurance visits to early years settings receiving inclusion funding.

- Evaluate the effectiveness and impact of SENIF, Early Years Inclusion Funding and other inclusion initiatives.
- Produce recommendations and action plans arising from monitoring activity.
- Ensure accurate records are maintained and all project activity complies with relevant legislation, policies and information governance requirements.
- Contribute to the preparation of reports, briefings and presentations for senior leaders, partnership boards and strategic groups.

4. Service Planning & Development

- Contribute to the development of strategic priorities relating to SEND, inclusion, school readiness and early intervention.
- Support the design and implementation of sustainable systems that improve the use of data across early years services.
- Identify opportunities for service improvement through data analysis, stakeholder feedback and evaluation activity.
- Support the development of inclusive practice standards and quality improvement approaches for early years providers.
- Work with partners to develop solutions which address identified barriers to inclusion and participation.
- Contribute to the development of guidance, resources and frameworks that strengthen inclusive practice.
- Support the embedding of evidence-based approaches across the early years workforce.
- Contribute to service reviews, audits, inspections and improvement activity as required.

5. Financial & Resource Management

- Monitor and evaluate the effectiveness of inclusion funding arrangements and associated outcomes.
- Support the effective and efficient use of grant funding and project resources.

- Contribute to funding reports, performance reviews and recommendations regarding future investment and commissioning decisions.
- Ensure compliance with Council financial regulations, procurement processes and governance arrangements.
- Support value-for-money assessments linked to inclusion projects and interventions.

6. Service Improvement

- Develop and implement systems for measuring the impact of inclusion initiatives and improvement programmes.
- Monitor performance against agreed objectives and key indicators.
- Identify trends, risks and emerging issues through analysis of qualitative and quantitative data.
- Recommend and implement improvement actions that strengthen early intervention and inclusive practice.
- Share learning, best practice and innovation across services and partner organisations.
- Support continuous improvement in data quality, reporting processes and service delivery.
- Contribute to creating sustainable improvements that reduce reliance on specialist intervention and build capacity within mainstream provision.

7. Contacts

- Early years providers and practitioners
- SEND Advisory Service colleagues
- Families and carers
- Family Hub and Children's Centre staff
- Portage Services
- Health Visiting and Therapy Services
- Early Health Notification Panel members
- Schools and education providers
- Local Authority SEND, Education and Early Years Services
- Voluntary, Community and Faith Sector organisations
- Strategic partnership boards and networks

8. Additional Responsibilities

- Undertake any other duties commensurate with the grade and purpose of the post.
- Represent the service at meetings, forums and partnership events.
- Participate in training, supervision and continuing professional development.
- Support wider Best Start in Life, Early Years and SEND initiatives as required.
- Contribute to emergency response arrangements and priority service delivery where necessary.

9. Key Performance Indicators

- Increased number of early years providers demonstrating effective inclusive practice.
- Improved quality and consistency of inclusion data collected across the sector.
- Increased early identification of children with SEND.
- Improved access, attendance and participation in early years provision for children with SEND.
- Effective monitoring and evaluation of SENIF and inclusion funding outcomes.
- Improved practitioner confidence and workforce capability in supporting SEND.
- Increased partnership engagement and multi-agency collaboration.
- Delivery of project milestones within agreed timescales.
- Positive contribution to Best Start in Life Strategy outcomes.
- Improved developmental, inclusion and school readiness outcomes for children with SEND.

Person Specification

This person specification will be used for recruitment to this 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 ✓
Degree-level qualification or equivalent experience in Early Years, Education, SEND, Child Development or a related field	✓	
Evidence of continuing professional development in SEND, Inclusion or Early Years practice	✓	
Evidence of undertaking project, programme or improvement work	✓	
Experience of using data to drive service improvement	✓	
SEND specialist qualification (e.g., SENCO) Education Leadership, or Project Management		✓
Qualification or training in data analysis, performance management or research methods		✓
2. STATUTORY or ROLE SPECIFIC REQUIREMENTS	ESSENTIAL ✓	DESIRABLE ✓
Enhanced DBS clearance	✓	
Ability to travel across the borough to undertake visits, monitoring activity and partnership meetings	✓	
Competent in the use of Microsoft Office applications, databases and performance reporting systems	✓	
Experience of working within local authority services		✓
Experience of Power BI, data dashboards or management information systems		✓

3. EXPERIENCE	ESSENTIAL ✓	DESIRABLE ✓
Experience of leading or coordinating projects, programmes or service improvement initiatives.	✓	
Experience of analysing and interpreting quantitative and qualitative data to identify trends and inform decision-making.	✓	
Experience of working within Early Years, SEND, Education, Family Support, Health or Children's Services.	✓	
Experience of monitoring outcomes and evaluating impact against agreed performance measures.	✓	
Experience of supporting practitioners to improve inclusive practice and outcomes for children with SEND.	✓	
Experience of producing reports, briefings and recommendations for managers and senior leaders.		✓
4. KNOWLEDGE & SKILLS	ESSENTIAL ✓	DESIRABLE ✓
SEND legislation, the SEND Code of Practice and Early Years statutory frameworks.	✓	
Good understanding of child development, school readiness and inclusive practice.	✓	
Strong communication and relationship-building skills	✓	
Ability to collect, analyse and interpret complex data from multiple sources.	✓	
Ability to identify trends, risks and emerging needs and translate findings into practical service improvements.	✓	
Strong project planning, organisational and prioritisation skills.	✓	
Ability to facilitate meetings, workshops and collaborative improvement activities.		✓

Our values

Respect

We appreciate what makes us different and include everyone.

- We recognise that we all have unique talents, skills and experiences.
- We provide a professional service to our residents and colleagues and lead by example.
- We celebrate diversity and ensure our working practices are inclusive.

Collaborative

We believe in the power of working together.

- We work collaboratively as one council.
- We promote creativity and innovation to improve outcomes for all.
- We recognise the strength of sharing knowledge and experience.

Efficient

We deliver the best possible outcome by carefully managing our resources.

- We are empowered to deliver the most efficient outcome.
- We harness new technology and tools to deliver our services efficiently.
- We look after our finances and maximise value for money for residents.

Integrity

There is no gap between what we say and do.

- We choose what is right over what is easy.
- We trust and support each other to get the job done.
- We are responsible and accountable for our actions, both good and bad.

Open and honest

We are transparent in the actions and decisions we take.

- We provide a safe space to have truthful discussions in a positive way.
- We encourage constructive feedback without fear of judgement.