



Job Profile

JOB TITLE:	Senior SEND Advisor
GRADE:	Soulbury points 4 – 6
POST NO:	
JOB TIER:	
DBS CHECK:	Enhanced
GROUP:	Social Care
SERVICE:	Education and SEND

REPORTING STRUCTURE

Reports to:	SEND Advisory Service Team Manager
Direct Reports:	Up to 3
Indirect Reports:	Up to 5

ROLE PURPOSE:

To support the Service Manager in the operational delivery of the SEND Advisory Service, ensuring high-quality, consistent inclusion support across all educational phases and settings. The post holder will coordinate the planning, deployment and quality assurance of support, ensuring services are responsive, effective and aligned with strategic priorities.

The role will work closely with schools and settings to provide consultation, training, coaching and implementation support for Headteachers, SENCOs, Nursery Managers, Governors and other professionals, strengthening inclusive practice and improving outcomes for children and young people with SEND.

The post holder will oversee day-to-day operational activity across delegated service areas, including the Experts at Hand model, ensuring effective workforce coordination, performance monitoring, quality assurance and risk management. They will monitor the impact of support, promote consistent implementation of the graduated approach, and contribute to the delivery of a coherent universal, targeted and targeted-plus offer that builds capacity and supports sustainable improvement across settings.

Responsible for:

- Coordinating the delivery of SEND Advisory Service support across all educational phases, ensuring consistency, quality and equitable access to support.
- Overseeing the planning, deployment and evaluation of inclusion support packages, ensuring support is targeted to identified needs and delivers measurable impact.
- Overseeing the deployment and coordination of a multidisciplinary team to deliver high-quality SEND support, training, coaching and consultation to educational settings.
- Delivering and quality assuring a graduated offer of universal, targeted and targeted plus support across early years providers, schools and other educational settings.
- Providing training, coaching, modelling, consultation and professional challenge to Headteachers, Nursery Managers, SENCOs, Governors and other stakeholders to strengthen inclusive practice.
- Supporting educational settings to develop inclusive environments, systems and practices that enable children and young people, including those with emerging or identified additional needs, to achieve positive outcomes.
- Monitoring the quality, consistency and impact of support provided across educational settings and phases, using data and feedback to drive continuous improvement.
- Leading SEND reviews, inclusion audits and quality assurance activities to identify strengths, priorities and areas for development, supporting educational settings to implement sustainable improvements in inclusive practice, leadership and provision.
- Supporting effective partnership working with education, health, social care and other agencies to promote coordinated support, strengthen inclusive practice and improve outcomes for children and young people, including those with emerging or identified additional needs.
- Analysing service intelligence and local data to identify emerging trends, areas of need and settings requiring additional support or intervention.
- Monitoring and evidencing the impact of advisory support on inclusive practice, workforce confidence and demand for statutory SEND services.
- Supporting the SEND Advisory Service Team Manager in driving service improvement, monitoring performance and ensuring the effective delivery of high-quality support across the service.

- Overseeing the consistent delivery of services in line with agreed standards, policies and priorities, ensuring support is timely, equitable, impactful and aligned to local area expectations.
- Monitoring engagement and service reach across educational settings, using data and intelligence to identify underrepresented groups, build engagement and ensure equitable access to support and professional development opportunities.
- Leading the operational coordination and consistent delivery of the Experts at Hand model within SAS Team, ensuring settings have timely access to specialist consultation, advice, training, coaching and problem-solving support.
- Coordinating the contribution of multidisciplinary professionals to Experts at Hand and the wider SEND Advisory Service offer, with clear allocation, communication, quality assurance and follow-through.
- Ensuring operational activity supports SEND Reform priorities, inspection readiness, the graduated response and improved transitions and Preparation for Adulthood outcomes.

A. Job Description

1. Resident & Community Contribution

- To ensure children, young people and families receive equitable access to high-quality inclusion and SEND support services across all educational phases.
- To promote inclusive practice and improve outcomes for children and young people, including those with emerging or identified additional needs.
- To ensure the views of children, young people, parents, carers and educational settings are reflected in service delivery, evaluation and improvement activity.
- To contribute to strong and effective relationships between the Local Authority, early years providers, schools, colleges, families and partner agencies to support inclusion and positive outcomes for children and young people.
- To promote early identification, inclusive practice and collaborative approaches that enable children and young people to access the right support at the right time.
- To demonstrate understanding of the Council's Customer Care Standards and ensure these standards are met in delivering services.
- To support the Council's vision of putting residents first through responsive, high-quality service delivery.

2. People Management

- To coordinate the operational delivery of the SEND Advisory Service, ensuring support is delivered effectively across all educational phases and service areas.

- To ensure support services are delivered consistently and in accordance with agreed service standards, policies, procedures and priorities, maintaining a high-quality and responsive offer to educational settings.
- To oversee service activity and deployment of resources, ensuring support is targeted effectively to meet identified needs and achieve equitable access across educational settings.
- To provide professional leadership, guidance and support to team members, promoting high standards of practice, accountability and continuous professional development.
- To lead, motivate and develop a team of professional staff, ensuring they have the skills, knowledge and support required to deliver high-quality services and achieve positive outcomes for children and young people.
- To support staff through coaching, supervision and quality assurance processes, promoting consistency, reflective practice and continuous improvement.
- To be responsible for maintaining a safe and healthy working environment in line with Health & Safety at Work Act (1974).

3. Operational Service Delivery

- To provide professional expertise, advice and guidance to educational settings and wider stakeholders to support inclusive practice and positive outcomes for children and young people.
- To ensure service delivery supports the local area SEND strategy, inclusion priorities and recognised pathways.
- To support the SEND Advisory Service Team Manager in embedding early intervention and inclusive practices across educational settings, ensuring children and young people with emerging or identified additional needs receive timely and effective support.
- To coordinate the delivery of advice, guidance, training and support in partnership with the Council's Educational Psychology Service, SEND Team, Education Improvement Service and other relevant services.
- To use local intelligence, service data and performance information to identify priorities, target support and monitor impact across educational settings.
- To design, deliver and quality assure a programme of training, coaching, consultation and professional development for educational leaders, practitioners, parents/carers and wider stakeholders.
- To monitor and evaluate the impact of support, training and interventions, using findings to inform future service delivery and improvements in practice.
- To maintain up-to-date knowledge of relevant legislation, statutory guidance and evidence-informed practice, identifying professional development needs within the team.

- To develop and maintain effective partnerships with education, health, social care, voluntary sector organisations and other stakeholders to promote coordinated support and inclusive practice.
- To support educational settings through consultation, coaching, modelling and implementation support, building workforce capability and strengthening inclusive provision for children and young people, including those with emerging or identified additional needs.
- To lead SEND reviews, inclusion audits and quality assurance activities to identify strengths, barriers and priorities for development, supporting educational leaders to strengthen inclusive practice, workforce capability and outcomes for children and young people.
- To chair and facilitate panels and professional forums as required, ensuring decisions are informed, transparent and outcome-focused.
- To provide regular feedback to the SEND Advisory Service Team Manager on service performance, impact, emerging needs, risks and service improvements.
- To support and deputise for the SEND Advisory Service Team Manager in meetings and operational matters as required.
- To ensure quality assurance findings are translated into action, effectively monitored and evaluated to support continuous improvement and demonstrable impact.
- To lead the day-to-day delivery of SAS offer including roles that are part of Experts at Hand offer, coordinating referrals or requests for support, multidisciplinary input, setting engagement, agreed actions and impact evaluation.

4. Service Planning & Development

- To support the planning and organisation of service delivery, ensuring activity is aligned to service priorities and operational plans.
- To contribute to workforce planning and the effective deployment of resources to ensure capacity meets service demand and identified need.
- To support the implementation and evaluation of service plans, improvement initiatives and agreed priorities.
- To develop, implement and review operational procedures, guidance and resources to promote consistency and quality across the service.
- To use service intelligence, performance information, quality assurance findings and stakeholder feedback to inform service development and improvement.

- To monitor the effectiveness and impact of service developments, ensuring learning is embedded into practice and contributes to improved outcomes.
- To maintain operational procedures, delivery standards and escalation routes for SAS Team practitioners including roles which are part of Experts at Hand offer and other delegated workstreams, ensuring consistent practice across phases and localities.
- To identify opportunities for innovation and service improvement that strengthen inclusion, workforce capability and the effectiveness of support provided to educational settings.

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.
- To promote the efficient and effective use of resources to maximise service capacity, quality and impact.

6. Service Improvement

- To monitor team and individual performance, ensuring high-quality, timely and effective delivery of SEND Advisory Service support.
- To promote a culture of continuous improvement, reflection and innovation, ensuring services remain responsive to the needs of children and young people, families and educational settings.
- To use performance information, quality assurance findings, service intelligence and stakeholder feedback to inform service development and improve practice.
- To lead and support the implementation of service improvement initiatives, ensuring agreed changes are embedded effectively and have a demonstrable impact on outcomes.
- To identify and share effective practice across the service, supporting consistency, workforce development and high standards of delivery.
- Manage the implementation of improvement initiatives and change programmes using the Council's Project Management and Service Improvement methodologies.

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 required 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 outcomes for children and young people with emerging or identified additional needs.
- Parent, carer, child, young person and educational setting satisfaction measures.
- Impact of training, coaching and workforce development activities.
- Engagement and equitable access to support across educational settings.
- Demand for statutory SEND services.
- Quality assurance outcomes from SEND reviews and inclusion audits.
- Exclusion and attendance data.
- Impact of advisory support on inclusive practice and setting capacity.
- Timeliness and effectiveness of service delivery.

B. Person Specification

Senior SEND Advisor

This person specification will be used for recruitment to the **Senior SEND Advisor** 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 ✓
Educated to degree level or equivalent experience	✓	
QTS/QTLS or significant experience of supporting teaching and learning within an educational setting	✓	
National SENCO Award		✓
Evidence of continuing professional development	✓	
2. STATUTORY or ROLE SPECIFIC REQUIREMENTS	ESSENTIAL ✓	DESIRABLE ✓
Ability to work flexibly to meet the needs of the service which may include some working outside of normal hours	✓	
3. EXPERIENCE	ESSENTIAL ✓	DESIRABLE ✓
Proven track record in delivering and/or overseeing provision of services to children and young people with additional needs, including SEND.	✓	
Experience of working within the relevant legislation framework and current/new legislation e.g. Children & Families Act, Equality Act.	✓	
Significant experience in working within educational settings and/or providing advice and guidance to educational settings	✓	
Evidence of success in developing the ability of educational settings to provide inclusive practice and meet the needs of children and young people.	✓	
Experience of delivering training, coaching, consultation and professional development to practitioners and leaders.	✓	
Experience of supporting whole-setting improvement and inclusive practice.	✓	
Experience of using data, quality assurance findings and stakeholder feedback to inform decision making and service improvement.	✓	
Evidence of success in developing and sustaining effective working relationships and communications with a range of stakeholders and partner agencies.	✓	
Experience of leading reviews, audits, quality assurance activity or service evaluation within educational settings.	✓	
Experience of working across Early Years, Primary and Secondary phases.		✓

Experience of supporting educational leaders, including Headteachers, SENCOs, Nursery Managers and Governors.		✓
Experience of implementing and evaluating service improvement initiatives.		✓
Experience of managing staff.		✓
4. KNOWLEDGE & SKILLS	ESSENTIAL ✓	DESIRABLE ✓
Knowledge and understanding of assessment processes and procedures relating to children and young people with additional needs and SEND.	✓	
Comprehensive knowledge of relevant legislation and the ability to apply it effectively in practice.	✓	
Knowledge of effective inclusive practice across educational settings.	✓	
Understanding of early identification, graduated support and provision for children and young people with emerging or identified additional needs.	✓	
Ability to analyse and interpret data to identify trends, priorities and areas requiring support.	✓	
Strong coaching, mentoring, facilitation and consultation skills	✓	
Ability to design and deliver high-quality training and professional development.	✓	
Ability to support educational settings to implement and sustain improvements in practice.	✓	
Knowledge of safeguarding procedures relevant to vulnerable children and young people.	✓	
Understanding of the Ofsted inspection framework and inclusive education expectations.	✓	
Competent user of ICT, including the ability to learn and use service-specific systems and software	✓	
Knowledge of national SEND reform and current inclusion developments.		✓
Knowledge and experience of using SEND Review / Whole School SEND / NASEN review frameworks.		✓
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 one's own and others' capability and knowledge by promoting and supporting developmental opportunities to improve performance.	✓	