**Job Description**

This form is used to provide a complete description of the specific job and defines the required skills, knowledge, behaviours, qualifications and experience.

# Section A: Job Profile

The job profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the role and a brief description of the main duties.

## Job Details

|  |  |
| --- | --- |
| Job Title: | Early Years SEND Advisory Teacher |
| Salary: | £44,545 - £48,550 pro rata per annum |
| Grade: | Soulbury 4 - 7 (plus 3 SPA points) |
| Hours: | 2 full time posts - 37 hours per week  1 part time post – 29.6 hours per week |
| Team: | Special Education Needs Support Service (SENSS) - Early Years SEND Advisory Team. |
| Service Area: | Children’s Service |
| Primary Location: | Oxfordshire |
| Budget responsibility: | None |
| Responsible to: | Service Manager for Early Years SEND Advisory Team |
| Responsible for: |  |

## Job Purpose

|  |
| --- |
| This is a brief overview of the key objectives of the job including the context within the team/department.  To contribute to the well-being, learning and realisation of the human rights of young children in Oxfordshire, particularly those with the greatest need, by:  \* Ensuring improved outcomes for young disabled children/children with SEND and their families.  \* Developing and implementing inclusive policies and practices in relation to the education and care of young children, and support to their families. |

## Job Responsibilities

|  |
| --- |
| This is a list of the main duties or tasks that the post holder will be expected to undertake.   1. SAFEGUARDING - The post holder has individual responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for, or comes into contact with, in line with local authority (LA) safeguarding procedures. 2. Secure improved outcomes for children with SEN and/or disabilities (SEND) by:   \* Delivering/supporting the delivery of planned programmes of learning  for disabled young children/those with SEND and their families in homes,  settings and schools within Oxfordshire.  \* Enabling and empowering parents and EY practitioners to support the  learning of young children with SEND.  \*Enabling and supporting parents and early years practitioners to listen to the voice of their young children with SEND.  \* Building and maintaining strong and effective multi agency networks  and ways of working including robust links with specialist teams.  \* Responding to the changing needs of the service by implementing flexible systems and frameworks to support effective service delivery.  \* Working with others within the team and the wider directorate and  locality to develop and implement policy, process and practice.   1. Provide advice and support to early years settings re including disabled children /children with SEND as part of the integrated support to settings. 2. Work closely with colleagues in other teams to develop and deliver EY SEND training for the EYFS practitioners in early years settings, schools and childminders. 3. Support the implementation of the Local Authority’s statutory responsibilities in relation to young children with SEND. 4. Contribute to ensuring that resources are deployed efficiently and provide value for money. 5. Contribute to the development of wider SEND team plans and fulfil required reporting procedures. 6. Deliver high quality, customer focussed services that are responsive to changes in demand. 7. Demonstrate commitment to own professional development and that of others and working within an equal opportunities and children’s rights framework. 8. Represent the SENSS/Early Years SEND Advisory Team as required. 9. Such other duties as the Early Years SEND team manager may require. |

# Section B: Selection Criteria

Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

You must provide a supporting statement as part of your application which includes examples and evidence of when you have demonstrated the criteria listed below. You will be expected to address each point separately and in the order listed. If you do not complete a full supporting statement in the requested format your application may be rejected.

|  |  |
| --- | --- |
| Essential Criteria | Assessed By: |
| **Educational achievements, Qualifications, Training and Knowledge:**  \* Qualified Teacher  \* Knowledge and commitment to the need to safeguard children.  \* Knowledge of the Early Years Foundation Stage curriculum, statutory duties, early child development and play based learning.  \* Knowledge of the SEND Code of Practice.  \* Basic computer knowledge and skills. | A, I, P, D |
| Experience:\* Significant experience of successfully using a range of strategies and approaches to include children with SEND. \* Significant experience of working with children under 6 years of age.  \*Experience of multi-agency working. | A,I,P |
| Job related aptitude and skills: \* A respect for children demonstrated through a clearly expressed commitment to the principles of Children’s Rights.  \* Ability to work collaboratively with a range of services from education, health and social care and excel as a team player within the EY SEND Advisory team.  \* Ability to be able to communicate effectively and sensitively with a wide range of service users, particularly where barriers to understanding exist.  \* Commitment to working in partnership with parents.  \* Ability to be able to work to own initiative prioritise and manage time under pressure.  \*Demonstrates flexibility to deal with an unpredictable workload.  \* Ability to meet deadlines, confidently and competently.  \* Ability to write succinct reports and keep records to share information with colleagues.  \* Ability to contribute to the training programme by developing training materials and delivering training face to face and/or on line.  \* Commitment to multi agency, family centred working.  \* Demonstrates the ability to be open minded, reflect on practice, take constructive feedback and be open to change and developing new ways of working. | A,I,P |
| **Equal Opportunities:**  **\***A respect for individual difference and diversity demonstrated through a clearly expressed commitment to the principles to inclusion and equal opportunities.  \* Commitment to, and understanding of, the principles of Equal Opportunities for all, in employment and the delivery of services | A,I,P |
| Special Requirements: \* The ability to travel independently to a variety of premises, sometimes at short notice.  **SAFEGUARDING**   * This post is subject to an enhanced check from the Disclosure and Barring Service (DBS). * The post holder has individual responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for, or comes into contact with, in line with local authority (LA) safeguarding procedures. | I |
| Desirable Criteria | Assessed By: |
| **Educational achievements, Qualifications, Training and Knowledge:**  \* SEND qualification.  \* Knowledge of the Early Help Assessment process,  \* CV which shows the undertaking of a range of EYFS training  \* Knowledge of specialist interventions used to support children with SEND.  \* Disability and Equality Training  \* Training qualification.  \* Knowledge of key principles of information sharing and confidentiality. | A I, P,D |
| Experience: \* Experience of working with children under the age of 3 years  \* Experience of working with families/working in the home environment  \* Experience of working in communities that reflect a diverse ethnic background.  \* Experience of planning and delivering training. | A,I,P |

# Section C: Pre-employment Checks

All appointments are subject to standard pre-employment screening. This will include identity, references, proof of right to work in the UK, medical clearance and verification of certificates. Further information can be found here [Pre-employment checks](https://www2.oxfordshire.gov.uk/cms/content/support-attending-interviews)

Additional pre employment checks specific to this role include:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Enhanced Disclosure and Barring Service check with Children’s and Adults Barred List |  | Enhanced Disclosure and Barring Service check without [an Adult/Children’s barred list check](https://intranet.oxfordshire.gov.uk/cms/content/safer-recruitment-and-disclosure-and-barring-service-checks#enhanced-dbs-check-without-an-adult-childrens-barred-list-check) |
|  | Enhanced Disclosure and Barring Service check with Children’s Barred List |  | Enhanced Disclosure and Barring Service check with Adults Barred List |
|  | Standard Disclosure and Barring Service check |  | Basic Disclosure |
|  | Disqualification for Caring for Children (Education) |  | Overseas Criminal Record Checks |
|  | Prohibition from Teaching |  | Professional Registration |
|  | Non police personnel vetting |  | Disqualification from Caring |
|  | Other (please specify): |  |  |

# Section D: Working Conditions

This is a guide to the working conditions and the potential hazards and risks that may be faced by the post-holder.

## Health and Safety at Work

You are responsible for your own health, safety and wellbeing, and undertaking health and safety duties and responsibilities for your role as specified within Oxfordshire County Councils Health and Safety Policy.

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked).

|  |  |  |  |
| --- | --- | --- | --- |
|  | Provision of personal care on a regular basis |  | Driving HGV or LGV for work |
|  | Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects |  | Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or a council vehicle for work purposes) |
|  | Working at height/ using ladders on a regular/ repetitive basis |  | Restricted postural change – prolonged sitting |
|  | Lone working on a regular basis |  | Restricted postural change – prolonged standing |
|  | Night work |  | Regular/repetitive bending/ squatting/ kneeling/crouching |
|  | Rotating shift work |  | Manual cleaning/ domestic duties |
|  | Working on/ or near a road |  | Regular work outdoors |
|  | Significant use of computers (display screen equipment) |  | Work with vulnerable children or vulnerable adults |
|  | Undertaking repetitive tasks |  | Working with challenging behaviours |
|  | Continual telephone use (call centres) |  | Regular work with skin irritants/ allergens |
|  | Work requiring hearing protection (exposure to noise above action levels) |  | Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres) |
|  | Work requiring respirators or masks |  | Work with vibrating tools/ machinery |
|  | Work involving food handling |  | Work with waste, refuse |
|  | Potential exposure to blood or bodily fluids |  | Face-to-face contact with members of the public |
|  | Other (please specify): |  |  |

**Agile Working**

All staff may be required to work from a different base or in a different location at some point in the future in line with any Council or school needs.  Such changes will be made after proper consultation and shall be deemed to be reasonable after taking into account any personal requirements.