Area SENCO
Soulbury 7-10
Inclusion Support Education Centre
Perry Common Road, Erdington
Working 36.5 hours per Week

We require a teacher with expertise in Early Years and Special Educational Needs. Our team provides advice and guidance to private, voluntary and independent Early Years settings across Birmingham, supporting them to deliver inclusive education, in accordance with the EYFS, SEND Code of Practice (0-25) 2015, the Equalities Act and the Early Support approach.

You will be educated to the equivalent of degree standard with qualified teacher status (QTS) and will have experience of teaching children in the Early Years as well as extensive experience of teaching children SEND.

Informal enquiries to Karen Thorpe 0121 303 1752

Ref: PE1262017

Closing date: 22 May 2017

A Disclosure and Barring Service (DBS) formerly CRB check will be undertaken

“Right to work in the UK documentation will be fully checked for all applicants. All non UK and non EU applicants are required to apply for a Certificate of Sponsorship from Birmingham City Council and must be approved by the UK Border Agency (UKBA) before any employment offer can be confirmed.”
1.0 JOB PURPOSE

1.1. To provide relevant support to Setting Based SENCOs in the Private Voluntary and Independent (PVI) early education sector to deliver inclusive services that comply, as a minimum, with the EYFS, SEND Code of Practice 2015 and the Equalities Act 2010, improving outcomes for children with special educational needs and/or disabilities.

1.2. To contribute to Birmingham’s Education Strategic Plan to improve outcomes for children, young people and families, in particular to:
- build a great education offer for all in a changing landscape
- improve safeguarding and resilience to keep all children safe from harm
- champion fair opportunities for vulnerable children and people
- ensure exceptional leadership across and beyond the education section

1.3. To contribute to ensuring that early education settings delivering the early education entitlement (EEE) in Birmingham receive effective support, advice and guidance so that they comply, as a minimum, with the Statutory Framework for the Foundation Stage 2017 and the OFSTED requirements, for continued registration.

2.0 DUTIES AND RESPONSIBILITIES

2.1. To respond effectively to the needs of the Setting-based SENCOs by supporting the early identification of SEND and the actions required to meet those needs; planning interventions, developing and supporting implementation of appropriate teaching strategies, developing and modelling a range of inclusive activities for children.

2.2. To provide accurate and relevant information to PVI EEE registered settings to ensure that good inclusive practice is adequately supported and disseminated. To advise and support within inclusive requirements of the EYFS, SEND Code of Practice 2015 and the disability sections of the Equality Act 2010.

2.3. To develop, deliver and evaluate relevant training to build capacity and to enable them to confidently support children through the EHC Pathway.

2.4. To support Setting Based SENCOs with monitoring the effectiveness of the provision made for children with SEND.
2.5 To support setting based SENCOs to ensure that appropriately identified children move through the SEND Code of Practice 2015 in accordance with the legislation and in a timely manner to meet their needs. Support to setting based SENCOs may be given around:

- the setting’s responsibility in working with outside professionals helping to ensure that any advice received is cascaded to and implemented by all practitioners in the setting.
- the setting’s responsibility for completing statutory paperwork
- the setting’s responsibility in supporting parents, ensuring they receive timely and appropriate advice regarding the Education Health and Care Pathway and transition into school and are aware of the range of provision available to their child.
- the setting’s responsibility in working with receiving schools to ensure a smooth transition.

2.6 To support settings to access additional adult support for appropriately identified children with SEND through Inclusion Support in the Early Years (ISEY) This will include providing specialist Autism Outreach support for identified children.

2.7 To support Setting based SENCOs to be fully conversant with their responsibilities in relation to Early Support and the Education, Health and Care Pathway including writing, implementing, monitoring and reviewing SEN and SEN + Early Support Plans, completing TAC information sheets.

2.8 To provide specialist teacher support for children with Autism and an Education Health and Care Plan.

2.9 To participate in meetings and other relevant events which relate to the work, administration, development or organisation of the role of the Area SENCO Team and Early Years Inclusion Support (EYIS)

2.10 To further develop the role of the EYIS Area SENCO team across Birmingham, working within Access to Education (A2E) in partnership with the Early Support Service (ESS) and with other specialist agencies and Early Years providers to coordinate and plan programmes of support for children with SEND and develop cross service initiatives in line with Birmingham City Council priorities. This includes delivering AET Tier 1, 2 and 3 training as part of the Birmingham Early Years AET Hub. (Autism Education Trust)

Planning and Organising

2.11 To plan own tasks, activities and projects to successfully deliver the required support needs of Setting Based SENCOs in line with the agreed Area SENCO team service standards.

2.12 To monitor and review the effectiveness of support activities and training delivered to Setting-based SENCOs through an ongoing evaluation process, revising approach where necessary to overcome barriers to achievement.

2.13 To contribute to the development of team and service area planning and objective setting, and actively work to support the key performance indicators.

2.14 To maintain accurate and current records of support, advice and guidance, including recommendations, in line with agreed processes and procedures and within expected timescales.

2.15 To manage own time, tasks and activities to ensure the meeting of agreed personal and team deadlines, targets and objectives.
Managing Relationships

2.16 To develop and maintain professional relationships with early education providers and partner agencies as a representative of Birmingham City Council.

2.17 To demonstrate appropriate respect for confidentiality and be open and honest about where this cannot be supported, in line with Birmingham Safeguarding Policies.

2.18 To appropriately manage conflict situations with agreed and effective strategies to ensure personal and organisational credibility whilst reinforcing professionalism.

2.19 To support and challenge providers to improve and sustain inclusive practice and encourage the sharing of good practice with other relevant providers.

Accountabilities

2.20 To professionally represent Birmingham City Council in all external interactions – operating under agreed service standards, codes of conduct and avoiding any conflict of interest.

2.21 To ensure that all information, advice, support and guidance offered to early education providers is current, accurate and relevant to the situation presenting itself. To take responsibility for ensuring own professional knowledge and understanding is current, relevant and appropriate.

2.22 To provide relevant advice and support for early education providers to access appropriate funding to support individual children where necessary and appropriate.

2.23 To ensure agreed funding and other mechanisms for support are appropriately communicated, monitored and evaluated using relevant procedures and timescales.

Other

2.24 To undertake such other duties as may be commensurate with the grade and nature of the post.

OBSERVANCE OF THE CITY COUNCIL’S EQUAL OPPORTUNITIES POLICY WILL BE REQUIRED

3.0 SUPERVISION RECEIVED

3.1 SUPERVISING OFFICER JOB TITLE: Karen Thorpe

3.2 LEVEL OF SUPERVISION

1. Plan own work to effectively deliver the Area SENCO role to ensure the meeting of defined objectives. Contribute to a supervision cycle in line with Birmingham’s ‘My Appraisal’ and ‘Birmingham Values’

4.0 SUPERVISION GIVEN (excludes those who are INDIRECTLY supervised i.e. through others)

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<thead>
<tr>
<th>POST TITLE</th>
<th>GRADE</th>
<th>NO OF POSTS</th>
<th>LEVEL OF SUPERVISION*</th>
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<tr>
<td>This post does not involve supervising other members of the team</td>
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5.0 SPECIAL CONDITIONS

- A Criminal Records Bureau Check will be undertaken
- The post is exempt from the Rehabilitation of Offenders Act.

Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

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Observance of the City Council’s Equal Opportunities Policy will be required.
Directorate for People  
Person Specification

POST: Area SENCO  
GRADE: Soulbury 7-10

DIRECTORATE: CYPF  
SECTION: Children with Complex  
           Needs Early Years Inclusion Support  
           Area SENCO Team

Method of Assessment (M.O.A.) A.F. = Application Form; I = Interview;  
T. = Test or Exercise; C. = Certificate; P. = Presentation.

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<th>CRITERIA</th>
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<tr>
<td><strong>Experience</strong> (Relevant work and other experience)</td>
<td>1. Significant recent and successful experience teaching children with SEN and disabilities</td>
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<td>2. Recent experience supporting children with SEND to access the Early Year Foundation Stage (EYFS). Experience as a teacher of children with Autism is also highly desirable</td>
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<td>3. Successful experience as a SENCO or outreach teacher supporting other staff to promote good inclusive practice and positive outcomes for children and ensure compliance with relevant legislation</td>
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<td>4. Successful experience of working in collaboration and partnership with external agencies and professional organisations</td>
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<td>5. Recent experience contributing to the ‘Team Around the Child’ approach within the EHC Pathway</td>
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<td><strong>Skills &amp; Ability</strong> e.g. written communication skills, dealing with the public etc.</td>
<td>1. Demonstrate good presentation skills, interpersonal and communication skills; written and oral: sufficient to impact understanding and gain acceptance of new concepts and proposals</td>
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<td>2. A thorough working knowledge of the relevant legislation in relation to Early Years Education, SEN and Disability and the implications for</td>
<td>I/T</td>
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### Service Delivery

3. A good working knowledge and clear understanding of a range of effective support strategies for early years children with SEND, particularly children with Communication and Interaction as their primary area of need

4. The ability to evaluate and review own and team activities to monitor effectiveness and develop services

5. A commitment to the Council’s Equal Opportunities and Diversity policies and an ability to understand and implement these policies in relation to Early Years Services and own practice

6. A clear knowledge and understanding of the challenges presented by the diverse range of communities within Birmingham

7. A confident user of ICT and proven experience of effective use of ICT within professional role

### Training

1. Evidence of appropriate and recent training/continued professional development relating to SEN, disabilities and inclusion

### Education/Qualifications

**NB:** Full regard must be paid to overseas qualification

1. Educated to the equivalent of degree standard and having Qualified Teacher Status (QTS)

### Other

All staff are expected to **understand** and be **committed** to Equal Opportunities in employment and service delivery.

**Birmingham City Council** is committed to safeguarding and **promoting the welfare of children and young people** and expects all staff to share this commitment.