**Early Years Inclusion Consultant Job Description Review**

**January 2023**

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| **Post title:**  Early Years Inclusion Consultant | **Director/ Service/ Sector:**  Wellbeing – Children's Services | **Office Use:**  **JE Ref:** 1363  **HRMS Ref:** |
| **Band:** Band 6 | **Workplace:**  County Hall | **Responsible to:** Early Years Consultant |
| **Date:** January 2023 | **Manager Level:** | |
| **Job purpose:** The primary purpose of the Early Years Inclusion Consultant is to enable all children to access their full early years entitlement. This involves providing support and challenge relating to inclusion, to all settings offering Early Years education. This includes ensuring Headteachers, SENCos, managers and practitioners provide a high-quality, inclusive environment, which meets the differing needs of all children, specifically those with Special Educational Needs and Disabilities (SEND). In addition, supporting effective inclusive practice which accounts for and celebrates children’s protected characteristics. | | |
| **Resources:**  Staff |  | |
| Finance | Early Years Inclusion Consultants are required to assist with and endorse applications from early years providers for additional funding to support individual/groups of children. | |
| Physical | Allocate resources that have been purchased to deliver the team’s service plan. Confidential information regarding children’s Special educational needs and disabilities (SEND). Dealing with frequent mentally stressful situations. | |
| Clients | Headteachers, SENCos, Managers and Early Years practitioners in Northumberland schools, private, voluntary and independent settings. Managers and practitioners in Family Hubs. | |
| **Duties and key result areas:**  **Responsibilities**  To provide high quality support, advice and challenge, in relation to the inclusion of pupils in all Early Years settings through:   * Building the capacity of staff to meet the individual needs of all children, but particularly those at risk of poor outcomes. * Supporting and encouraging settings to work in partnership with parents and other agencies. Attending and facilitating multi-agency meetings where necessary. * Providing advice, guidance, support and training for Special Educational Needs Co-ordinators (SENCOs), headteachers, setting managers and practitioners. Guide staff on the implementation of statutory processes including the Graduated Approach. * Identifying, promoting and developing good inclusive practice in schools and Early Years settings, including working with staff to understand and celebrate the protected characteristics as outlined in the Equality Act. * To consult with and advise settings and schools on issues around transition at key points throughout the year. Where necessary, facilitate transition meetings and discussions between professionals, families and schools/settings.   To assist the LA in monitoring the progress of children with SEND in schools and settings who are being supported by the Inclusion Consultants through:   * Liaising with and supporting providers with funding applications and preparing and presenting relevant documentation for consideration at the Early Years Inclusion Panel. Contributing to the evaluation of how the Early Years Inclusion Fund is distributed, ensuring it is effective and fair. * Supporting schools/settings with statutory processes, such as COSA (Consideration of Statutory Assessment) requests and contributing to the SEND commissioning panel. * Using and reporting on LA assessment-related systems to monitor the progress of children and the impact of funding.   To contribute to workforce development in the Early Years sector in relation to inclusion through planning and delivering a training plan for providers relating to inclusive practice, including bespoke training as required.  **Specific duties**   * To contribute to the collection of statistical and qualitative information as required for the purpose of local and national monitoring, reporting to internal and external professional partners as relevant. * To identify and highlight to other LA colleagues current issues in Early Years inclusion. * To contribute to strategic action planning and the development of new materials, including implementing actions coming from Local Authority inspections.   **Other**   * To carry out other such tasks and duties as may be reasonably requested. * To attend appropriate in-service training as required. * Responsibility for helping to keep children and young people safe by providing a safe environment for children and young people to learn in. * Identifying children and young people who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe. * Must be able to be flexible and be prepared to visit national and regional venues for meetings and to attend national training sessions. This may involve some overnight stays and occasional work in the evenings, at weekends.   *The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.* | | |
| **Work Arrangements** | | |
| Transport requirements | The work involves the need to visit settings, schools and other venues throughout the county on a regular and routine basis. | |
| Working patterns | The post requires some working outside the normal working day including evenings and some weekends. | |
| Working conditions: | The post requires office-based working, working in settings and schools and when appropriate working at home.  The post requires a significant amount of time sitting when driving between settings, schools and sites. In addition, working in the office, settings and schools may require sitting in a constrained position. It may be necessary to transport resources and other materials for courses and other purposes. This post requires the post holder to deal with and manage mentally stressful situations at times. | |

**PERSON SPECIFICATION**

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| **Post Title:** Early Years Inclusion Consultant | **Director/Service/Sector:** Wellbeing – Children's Services | **Ref:** 1363 |
| **Essential** | **Desirable** | **Assessed by** |
| **Knowledge and Qualifications** | | |
| * Minimum NVQ Level 5 or equivalent qualification in Childcare and Education. * Knowledge of relevant statutory paperwork, and how this is relevant to staff working in schools and EY settings. * A solid understanding of the role of the SENCo. * Relevant training related to inclusion and working with children with Special Educational Needs and Disabilities and their families. | * Further relevant qualifications e.g. degree or Early Years Professional Status, Level 6 qualification. * Training or knowledge of inclusive practice related to anti-racism and other protected characteristics, as well as specific needs such as ASD and ADHD. * SENCo qualification. |  |
| **Experience** | | |
| * Recent significant experience of teaching and working with children and their families in Early Years settings or schools, including children with a wide range of individual needs. * Experience of implementing the Graduated Approach. * Experience of and ability to work effectively with adults (including senior managers) to develop their skills and practice. | * Experience of working in partnership with the voluntary sector and other agencies. * Experience of writing and delivering training for adults. |  |
| **Skills and competencies** | | |
| * Excellent communication skills, both orally and in writing. * Excellent organisational skills. * Ability to plan time effectively so that they can work independently and as part of a team. * An understanding of, and appreciation for, the differing working practices across schools/settings. * Ability to challenge management and practitioners and be a ‘critical friend’, to ensure the best outcomes for children. * Ability to co-ordinate meetings and discussions between families, schools/settings, and other professionals. | * Ability to use and present data to show effective working and report to relevant agencies. |  |
| **Physical, mental and emotional demands** | | |
| * Flexibility to be prepared to work occasionally in the evenings or at weekends. * Willingness and commitment to undertake further training. * Ability to be able to concentrate for lengthy periods at a high-intensity level. |  |  |
| **Other** | | |
| * Access to transport to enable travel throughout the County. * Understanding and commitment to inclusion, equal opportunities, equity and anti-racism. * Commitment to keep children and young people safe by providing a safe environment for children and young people to learn in. * Commitment to identify children and young people who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe. |  |  |