



Early Years Inclusion Teacher

Reports to:	Early Years Inclusion Support team manager		
Department:	Children, Young People & Community Development: Education Partnerships and Strategy	Grade:	MPS/ UPS + SEN1
DBS Status:	Enhanced with Children	Politically restricted:	No
Job Purpose:			
<p>The Early Years Inclusion Teacher post incorporates the role of Area SENCo and is part of the multi-disciplinary team working with mainstream school nurseries, children's centres and pre-school settings in the private, voluntary and independent sector.</p> <p>The role is primarily one of developing good practice in these settings under the new Code of Practice for children with special educational needs and disabilities (SEND) and the Equalities Act.</p> <ol style="list-style-type: none"> 1. To work as part of a multi-disciplinary team providing support to children with SEND, their parents/carers and staff working in early years settings which provide funded nursery education places 2. To contribute to the coordination of SEND provision in the Early Years by providing advice and support to early years settings to enable access to the Early Years Foundation Stage (EYFS) curriculum for children with SEND 3. To work as part of the Early Years Inclusion Support Team to support the development of high quality Early Years education and SEND provision across all Early Years settings in receipt of the Nursery Education Grant (NEG) in the London Borough of Brent 4. To work as part of the Early Years Inclusion Support Team to support work in the above sectors to enable the needs of children with special educational needs and/ or Disabilities (SEND) to be identified and successfully met 			
Values			
<p>Collaborate proactively. Lead inclusively. Embrace change. Be bold and curious. Celebrate and share our success.</p>			
Job specific roles and responsibilities			
<ol style="list-style-type: none"> 1. To provide consultation, advice and training on the Code of Practice for the identification and assessment of children with SEND to maintained school nurseries, children's centres and private, voluntary and independent settings within the London Borough of Brent. 			

2. To identify children in need of additional support to meet age-related outcomes and support the implementation of a range of intervention and support strategies.
3. To represent the Early Years Inclusion Team in settings, working alongside Early Years practitioners in modelling good practice and appropriate strategies/resources to support children with a range of SEND and other vulnerabilities.
4. To liaise and work in a multi-agency context with appropriate agencies and professionals, ensuring that SENCOs and Early Years practitioners receive consistent and relevant advice and support around the Code of Practice.
5. To extend individual Early Years practitioners' range of skills in providing inclusive strategies and approaches in order to remove barriers to learning for children with SEND.
6. To support Early Years practitioners e.g. SENCOs and key workers with the monitoring of children's progress following recommendations and setting of individual support plan targets.
7. To identify and disseminate good practice across settings and amongst Early Years practitioners.
8. To provide objective and accurate verbal and/or written feedback and observations/reports as required on identified children during periods of assessment.
9. To plan and deliver training that supports inclusion in Early Years settings and enables practitioners to meet the needs of individual children with SEND.
10. To support and facilitate smooth transitions for pre-school children with SEND at key transitional points in their education and care into new placements.
11. To attend team meetings and to contribute to the development of policy and good practice of the whole service.
12. To contribute to the development of the EYIS team through evaluation of the service and review of current and local initiatives.
13. To organise and manage workload, in response to the requirements and needs of the settings and of the service.
14. To liaise and collaborate with the Foundation Stage Advisory Teacher Team and other Integrated Early Years' service staff across Education Health and Social Care.
15. To keep records of work up to date and to a good standard in accordance with team requirements.
16. To keep abreast of research developments and changes in legislation in relevant policy areas.
17. To provide information to settings, staff and parents relating to relevant local and national networks and organisations.

18. Safeguarding is everyone's responsibility and all employees are required to act in such a way that at all times safeguards the health and well-being of children and vulnerable adults.
19. Undertake any other duties commensurate with the general level of responsibility of this post.

Essential Requirements (key skills & qualifications)

Knowledge and Qualifications

1. Degree or equivalent
2. Qualified Teacher Status (QTS)
3. Evidence of additional training in SEN and disability provision

Experience

1. Significant experience of working in an Early Years educational setting
2. Experience of working as a SENCO or of planning effectively to meet the needs of Early Years children with SEN and/or disabilities
3. Knowledge and understanding of the range of special educational needs, and how these may be identified and supported
4. Knowledge and relevant training in approaches recommended for young children with SEND e.g. Makaton, PECS, Attention Autism
5. Knowledge of current legislation and policies in the area of SEN disabilities and inclusion including Early Support and Early Help Assessments
6. A working knowledge and commitment to inclusion and equal opportunities
7. A working knowledge of the Early Years Foundation Stage and child development
8. An understanding of planning and assessment procedures within the Early Years curriculum
9. The ability to analyse and evaluate outcomes
10. Experience of developing and delivering training with special regard to SEND
11. Experience of working with a variety of agencies in order to meet children's individual needs.
12. Experience of working in partnership with parents/carers and an understanding of families from a variety of cultural backgrounds

Skills and Abilities

1. Ability to form good working relationships with parents/carers, practitioners and other professionals through good listening, mediating and negotiating as appropriate
2. An understanding of multi-disciplinary working and an ability to develop effective ways of working with colleagues from a range of disciplines
3. The ability to work in partnership with SENCOs and Early Years practitioners to promote inclusion.
4. The ability to use ICT effectively
5. Ability to communicate effectively orally and in writing
6. Ability to plan, organise and prioritise own workload and meet deadlines
7. Willingness and commitment to undertake further training
8. Willingness to attend occasional evening meetings

Within reason these key deliverables may evolve to meet service need and it is expected that the postholder will be flexible and adaptable in their delivery to meet both service and council wide needs