**JOB DESCRIPTION**

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| **JOB TITLE** | | NURSERY SENCO |
| **EMPLOYER** | | UNIVERSITY OF BRIGHTON ACADEMIES TRUST |
| **LOCATION (Academy)** | | ROBSACK WOOD PRIMARY ACADEMY |
| **RESPONSIBLE TO** | | EXECUTIVE PRINCIPAL |
| **GRADE** | | Qualified Nursery Practitioner with suitable SEN allowance |
| **MAIN PURPOSE OF THE JOB** | | To provide outstanding practice within Early Years for all children and have particular regard for with children and vulnerable learners  To ensure that there is a culture of high expectations for all children, including SEN children within Early Years and that their needs are met to enable them to meet their full potential through high quality provision. |
| **MAIN TASKS / KEY RESPONSIBILITIES** | | |
| **1** | To demonstrate a commitment to the nursery vision and the operational development of the nursery in terms of SEND; | |
| **2** | To provide a high level of care to all children within the setting, ensuring their safety at all times and be a key worker for a group of children by observing, monitoring and recording each individual’s development; | |
| **3** | To ensure that the nursery complies with statutory frameworks through policy review and implementation in conjunction with the academy Inclusion Lead; | |
| **4** | To ensure a proactive approach to the day to day operational aspects of the Early Years setting to ensure that it runs smoothly and efficiently, whilst maintaining a high profile throughout the Early Years setting; | |
| **5** | To have day-to-day responsibility for the operation of Early Years SEND policy and co-ordination of specific provision made to support individual Early Years children with SEND, including those who have EHC plans; | |
| **6** | To provide professional guidance and liaison, working closely with staff, parents and other agencies. To have an awareness of the provision in the Local Offer and be able to work with professionals providing a supportive role to families to ensure that Early Years children with SEN receive appropriate support and high quality teaching; | |
| **7** | Ensure early identification and intervention is implemented across the nursery; | |
| **8** | To develop high quality intervention for Early Years children with SEN, monitor the impact and make adaptations where required to ensure best value for money; | |
| **9** | Talk to, advise and support practitioners who are concerned about a child; | |
| **10** | Support staff to do additional observation and assessment of children’s learning and development and ensure differentiated planning to meet that child’s needs.  Support key person to identify smart targets and implement interventions and monitor and track progress; | |
| **11** | To attend all staff training and team meetings as appropriate and provide training, support and professional development for all staff to ensure effective provision in the Early Years setting; | |
| **12** | To communicate effectively with parents and ensure they receive the information, advice and support they need to participate in the SEN decision making process and arrange reviews meetings with parents and other professionals; | |
| **13** | Complete additional paperwork and referral forms supported by key person; | |
| **14** | Ensure that relevant background information about individual children is collected, recorded and up-dated, and that all written records are completed; | |
| **15** | To work effectively with the Executive Principal to ensure that the nursery meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements and that they are well informed about policies, plans and priorities; | |
| **16** | To collect and interpret specialist assessment information with regards to Early Years SEN children and coordinate the annual review and statutory assessment process; | |
| **17** | To ensure the effective transition for Early Years SEN pupils in the academy; | |
| **18** | To assess own skills and competencies and identify any gaps and next steps in professional development; | |
| **19** | Undertake such other duties as reasonably correspond to the general character of the post; | |
| **20** | To carry out all activities in such a manner that data protection requirements are met and are in line with the Academy’s policies for Health and Safety, and Equal Opportunities etc | |
| This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.  There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder. | | |
| **Date: 20th May 2022** | | |
| * This post is subject to an Enhanced DBS (Criminal Record Check) * This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act. | | |
| **The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.** | | |

**PERSON SPECIFICATION**

**ESSENTIAL CRITERIA**

**EDUCATION AND QUALIFICATIONS**

* 1. SENCO accreditation or evidence of working towards it

**KNOWLEDGE AND EXPERIENCE**

2.1 Planning and delivering targeted interventions for groups or individual children with SEND within the statutory requirements of the curriculum

2.2 Meeting statutory requirements in the recording of children’s’ progress and attainment

2.3 Liaising with parents/carers, other nurseries, outside agencies and the community

2.4 Maintaining a well organised and stimulating environment in which SEND children are encouraged to learn with confidence and high self- esteem, differentiating appropriately

2.5 Promoting children’s’ spiritual, moral, social and cultural development and good behaviour, and how those strategies can be used to support children with SEND

2.6 How to devise, implement and evaluate systems for identifying, assessing and reviewing childrens’ SEND in relation to the Nursery’s SEND policy

2.7 The purpose of individual plans and how they are formulated, implemented and reviewed

2.8 The resources which can help children with SEN and how they can be used to best effect

2.9 Relevant legislation, including the SEN Code of Practice and equal opportunities legislation and how these apply to children with statements as well as those without

2.10 The requirements to communicate effectively with external agencies, parents/carers and other nurseries on transfer and how to interpret specialist information in support of teaching programmes

**KEY SKILLS AND ABILITIES**

3.1 An ability to create and foster commitment and confidence among staff to meeting the needs of children with SEND

3.2 Set standards and provide examples of best practice for other nursery practitioners in identifying, assessing and meeting childrens’ SEND

3.3 The ability to contribute to the professional development of other staff in relation to children with SEND

3.4 The ability to develop record systems which support the work of nursery staff

3.5 Making appropriate judgements over issues of confidentiality

3.6 The ability to make decisions based on analysis, understanding and interpretation of relevant data and information

**PERSONAL ATTRIBUTES**

4.1 Ability to demonstrate commitment to Equal Opportunities

4.2 Willingness to participate in further training and development opportunities offered by the Academy, to further knowledge