

## Job Description

### Early Support Advisor

#### Overall purpose of the job

- To support transitions and access for children into settings or schools developing early years practitioner and professional to understand and meet the child's needs.
- To promote an empowering approach for families underpinned by the principles of Think Family and multi-agency partnership working and helping families to access services relevant to their circumstances and needs.
- To increase early years providers understanding of processes for support and funding and capacity to provide inclusive and appropriate early education for children with Special Educational Needs and Disabilities. (SEND).

#### Main accountabilities

<b>Main accountabilities</b>	
1.	<p><b>School and early years setting support around children with complex needs</b></p> <ul style="list-style-type: none"> <li>• Provide advice and support to settings and schools about all necessary information and evidence to include in the Early Help Assessment for the Early Support Referral.</li> <li>• Provide high quality advice and support around individual children who are on the Early Support Pathway.</li> <li>• To use systems and processes for Early Support Pathway Requests quality assure documents ready for Referral Meetings.</li> <li>• To provide critical challenge where appropriate to improve outcomes for children and their families</li> <li>• To signpost settings and schools to other services where required.</li> <li>• Support referrers to attend Early Support Referral meetings.</li> <li>• To deliver high quality training to settings and schools where required.</li> </ul>
2.	<p><b>Support for children and families<sup>1</sup> around Early Support Pathway</b></p> <ul style="list-style-type: none"> <li>• To monitor, track and evaluate the Early Support journey for individual children and their families</li> <li>• To liaise regularly with families and other relevant professionals to achieve the best possible outcomes for their children.</li> <li>• To empower parents/carers by listening to their views</li> <li>• To signpost families to other services which may be able to provide support</li> <li>• To act as the lead professional for children and young people with complex SEND where required</li> <li>• To support early years providers who have children attending who did not meet the criteria for Early Support</li> <li>• To provide in person support to families at Family Hubs in line with Cambridgeshire's Best Start in Life Delivery plan</li> </ul>

<sup>1</sup> Family is understood as those members who co-reside with the young children, including biological and non-biological caregivers, siblings and extended family members.

	<ul style="list-style-type: none"> <li>Contribute to the Local Offer to ensure that Early Support information is kept up to date.</li> </ul>
3.	<p><b>Joint work with services from across Education, Health and Social Care</b></p> <ul style="list-style-type: none"> <li>Liaise with other colleagues to monitor progress of Early Support Pathway requests.</li> <li>Liaise with colleagues in SEND Services and Health around individual children where required.</li> <li>Co-ordinate Early Support involvement for children who have moved to Cambridgeshire from another county.</li> <li>To work collaboratively with colleagues in SEND Services to follow the Out of country pathway for children who are moving to Cambridgeshire from another country and need timely support from a range of services.</li> </ul>
4.	<p><b>Processes and Systems</b></p> <ul style="list-style-type: none"> <li>Process all new Early Support referrals and quality assure before sending to the Early Support Officer.</li> <li>Attend Early Support Referral Meetings to support moderation of decision making across the county and provide critical challenge where needed.</li> <li>Co-produce letters which are sent to parents/carers when their child does not meet the criteria for Early Support following an Early Support Referral meeting.</li> <li>Follow and track Early Support Cases and actions following Referral Meetings and update any progress and future support needs.</li> <li>Monitor time frames for children who have not yet been allocated a date for a referral meeting or where more information is required.</li> <li>Ensure that Early Support information on Learn Together is up to date and easily accessible.</li> <li>Contribute to the development of outcome focussed processes and systems which put the child and parents/carers at the centre of all decision making.</li> <li>Troubleshoot and find solutions when existing processes are not effective.</li> <li>To review work regularly with Senior Early Years SEND Advisers and Early Years SEND Business Coordinator.</li> </ul>
5.	<p><b>Administrative tasks</b></p> <ul style="list-style-type: none"> <li>To record involvements with settings, schools and families on applicable systems.</li> <li>To interpret and present data to support analysis and plan future work.</li> <li>To champion the use of the Early Help Assessment (EHA) and Family Support Plans for information sharing, multiagency assessment and joint working.</li> <li>To maintain casework information on EHM as per service specifications.</li> <li>To ensure an electronic calendar is maintained up to date at all times.</li> <li>To follow relevant County Council policies and procedures to in relation to safeguarding, lone working, HR and travel as directed by line manager</li> </ul>
6.	<p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>To update and maintain own knowledge and awareness of Early Years and SEND legislation and best practice.</li> <li>Engage with recent research and publications on good practice, early years pedagogy and child development.</li> <li>To use individual and peer supervision to reflect on personal learning from casework.</li> </ul>
7.	<p><b>General</b></p> <ul style="list-style-type: none"> <li>Demonstrate an awareness and understanding of equality, diversity and inclusion.</li> </ul>

**Safeguarding commitment** *(Include for roles involving work with children/vulnerable adults)*

We are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults. We require you to understand and demonstrate this commitment.

## Person Specification

### Qualifications, knowledge, skills and experience

Qualifications Required	Subject	Essential/ Desirable
Full Level 3 Qualification	Early Years	<b>E</b>
Award/Unit Level	SEND	<b>D</b>

Identify	Describe	Essential/ Desirable
<b>Knowledge</b>		
Statutory guidance and national legislation	Have a good understanding of the statutory guidance and national legislation for local authorities that impacts on the early years sector and SEND children  Knowledge of recent and relevant legislation and developments pertaining to EYFS and SEND.	<b>E</b>
Research and up to date knowledge in child development and inclusive differentiated SEND practice	Recent and up to date knowledge and research of the Early Years  Foundation Stage and child development 0-5yrs and what constitutes inclusive good SEND practice.	<b>E</b>
Knowledge about the sector	Working knowledge and experience of a range of different types of early years and childcare settings	<b>E</b>
Data analysis and child tracking	Understanding and experience of data analysis and child tracking.	<b>E</b>
<b>Skills</b>		
Multi agency working	Builds rapport outside the team, involves all relevant parties across functions and multi-agency working for children, families or a whole setting	<b>E</b>
<b>Experience</b>		
Working with early years children	Proven experience of working with early years children, especially those with special educational needs and families.	<b>E</b>
Multi agency working	Experience of cross-sector multi-agency working (setting or child focused)	<b>E</b>
Vulnerable groups	Evidence of enabling the achievement of children from vulnerable groups	<b>E</b>
Equality, Diversity and Inclusion (applies to all roles.	Ability to demonstrate awareness and understanding of equality, diversity and inclusion and how this applies to this role.	

<b>Safeguarding</b> (include for roles working with children/vulnerable adults)	Demonstrate an understanding of the safe working practices that apply to this role. Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults.	<b>E</b>
<b>Special Requirement</b>	The post holder will need to be able to travel to appointments in schools/settings/family hubs in any part of the county. Some evening and weekend work may be required	<b>E</b>

#### Disclosure level

What disclosure level is required for this post?	None	Standard
	Enhanced	Enhanced with barred list checks ✓

#### Work type

What work type does this role fit into? (tick one box that reflects the main work type, the default work type is hybrid)	Fixed	Hybrid ✓	Field	Remote	Mobile
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