

Kent County Council
Job Description: *SEND Inclusion Advisor*

Directorate:	Children, Young People and Education
Unit/Section:	Education and Special Educational Needs and Disability (SEND)
Grade:	KR11
Responsible to:	Area SEND Coordinator

Purpose of the Job:

To support schools in identifying young people with additional educational needs early and supporting the development and implementation of programs or packages of support to enable children and young people (CYP) to be maintained in mainstream settings wherever possible and without the need for an Education Health and Care (EHC) Plan. To work through the local inclusion forum team (LIFT) to challenge and support school inclusion, and to support the development of inclusive strategies and plans for individual students and schools.

Main duties and responsibilities:

- To be responsible for developing effective working relationships with schools including providing challenge, advice, and information as appropriate as well as wider professional and key stakeholders.
- Provide schools with high quality support, and challenge where appropriate, for CYP who have, or may have, SEND to ensure they are included, make good progress, and have good educational outcomes.
- To provide whole school system support and challenge to schools and communities of schools that promotes the inclusion of children with SEND, especially those with EHC Plan's.
- Enable schools to use all available offers in the local area to improve inclusivity, make good progress, and enable best outcomes for CYP with SEND, including initiatives such as Nurture UK and peer to peer support.
- Ensure educational establishments in the local area are clear on the support they have available and how to gain this support when required.
- Identify educational settings early who may require a multi-agency approach and provide support that is well-coordinated.
- Work with educational settings to develop high quality inclusive provision, action planning for change with the settings and working alongside the setting to monitor the impact of changes on pupil inclusion, progress, and outcomes.

- Attend SEND reviews (EHC Plan and SEN Support) in the mainstream schools in their districts especially in circumstances where children and young people, with EHC Plan's, mainstream placement may be at risk of breakdown or change.
- Attend EHC plan annual reviews for children with an education and healthcare plan at key transition points to support planning and where concerns about provision may result in code of practice requests to change placement, including elective home education and children and young people in receipt of tuition.
- Present information at area meetings such as priority schools to co-ordinate a response of support to improve the inclusive offer in the area/district.
- Provide operational support for the transition planning arrangements at Phase Transfer in their area/district, including working to support and integrating children and young people into mainstream settings at primary, secondary, and post 16 phases.
- Work with colleagues such as health and social care to ensure the wider range of outcomes for children and young people who are looked after in Kent have their needs met.
- To communicate, liaise and engage with parents and carers in a collaborative manner in line with directorate customer standards and SEN Code of Practice ensuring timely ongoing communication and swift resolution of any issues- This will require the post holder to develop effective working relationships with young people and the parents and carers of children and young people.
- Ensure any data quality of the databases accessed by the team are alerted to the appropriate personnel for amendment.
- To represent KCC at meetings as required, in relation to the service with partner agencies, schools, colleges and voluntary groups internally and externally.

Footnote: This job description is provided to assist the job holder to know what their main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

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Person Specification: *SEN Inclusion Adviser*

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	CRITERIA
QUALIFICATIONS	<ul style="list-style-type: none"> Degree or Postgraduate Teaching Qualification with Qualified Teacher Status with demonstrable teaching experience of pupils with special educational needs. Managerial qualification or experience. National Award for SEN Coordination or appropriate Post Graduate qualification in SEN.
EXPERIENCE	<ul style="list-style-type: none"> Experience of working as a classroom teacher within a mainstream school. Experience of working in mainstream schools in the post of SENCo or specialist teacher. Experience of directly influencing the development of whole school SEN provision. Experience of reviewing and/or monitoring provision for individual children and young people placed in mainstream provision to meet a range of needs.
SKILLS AND ABILITIES	<ul style="list-style-type: none"> The ability to think clearly, collect and record data and information, analyse issues and assess options and present data and information in a clear concise and user-friendly way. Good organisational skills and the ability to work both independently and as part of a team, with a minimum of direct supervision, taking responsibility for the achievement of agreed team and individual objectives and targets. Effective interpersonal skills and objectivity of approach in working with providers, other professionals, and parents/carers to ensure appropriate and confident influence, support, and challenge as necessary with a view to improving outcomes for children and young people. The ability to communicate at all levels across professional disciplines using the full range of appropriate media and presentation skills as required.
KNOWLEDGE	<ul style="list-style-type: none"> Knowledge and experience of both team and self-review processes to enable the effective performance management of the work of the post holder and team. Knowledge of the Children and Families Act 2014 (Part 3) and SEND Code of Practice.
KENT VALUES AND CULTURAL ATTRIBUTES	<p>Kent Values:</p> <ul style="list-style-type: none"> We are brave. We do the right thing, we accept and offer challenge We are curious to innovate and improve We are compassionate, understanding and respectful to all We are strong together by sharing knowledge

- We are all **responsible** for the difference we make

Our values enable us to build a culture that is:

Flexible/agile - willing to take (calculated) risks and want people that are flexible and agile

Curious - constantly learning and evolving

Compassionate and Inclusive - compassionate, understanding and respectful to all

Working Together - building and delivering for the best interests of Kent

Empowering - Our people take accountability for their decisions and actions

Externally Focused - Residents, families and communities at the heart of decision making