

Job Description and Person Specification

SEND Early Years Team Leader

| Job Details | |
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| Grade | Teachers Leadership Scale 13-16 |
| Service | SEND |
| Location | Cannon Park Annex |
| Job Evaluation Code | |

| Coventry City Council Values |
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| <p>We expect everyone who works for us to be committed to our One Coventry values and to share our commitment to becoming a more diverse and inclusive organisation:</p> <p>Open and fair: We are open, fair and transparent.</p> <p>Nurture and develop: We encourage a culture where everyone is supported to do and be the best they can be.</p> <p>Engage and empower: We engage with our residents and empower our employees to enable them to do the right thing.</p> <p>Create and innovate: We embrace new ways of working to continuously improve the services we offer.</p> <p>Own and be accountable: We work together to make the right decisions and deliver the best services for our residents.</p> <p>Value and respect: We put diversity and inclusion at the heart of all we do.</p> |

| Job Purpose |
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| <p>The purpose of the job is to lead a specialist Early Years Team, within the Integrated 0 to 25 SEND Service, supporting children from birth into Reception.</p> <p>This is achieved by: ensuring that the team is highly effective and accountable for securing good outcomes for children and families referred to the service for assessment intervention and support, implementing the service systems and processes, monitor team compliance and effectiveness though, promoting accountability and supporting the further development of an integrated early years pathway working in partnership with the Family Hubs, health and other relevant stakeholders</p> <p>As a result, early years children with SEND will achieve good outcomes and they an their families will have a positive experience of using Council services.</p> |

Main Duties & Key Accountabilities

Being an excellent role model, exemplifying high standards and promoting high expectations for all staff and stakeholders, especially when implementing change and improvements in standards.

Promoting a culture of inclusion within the team and across the service, where all views are valued and taken account of. This includes children, young people and their families; and key personnel within schools/settings and the wider City Council.

In conjunction with the SEN Support Manager and service Team Leaders, developing effective joined-up working practices across all aspects of SEN, as set out in the SEN Code of Practice.

Quality assuring the learning outcomes, analysing and reviewing the team's impact on academic progress, attainment, social and emotional development and access to the curriculum.

Monitoring compliance of all service systems, processes specifically in respect of team activity, impact and outcome measures

Rectifying any service shortfall in delivery, or customer satisfaction. Respond to any complaint or service user dissatisfaction, formal or informal immediately in order to secure and improve service reputation.

Providing robust and supportive line management, including staff induction, performance management, risk assessment; complying with all corporate requirements.

Delivering training, specialist advice, support and intervention for a small caseload

Administering the Early Years SEND Inclusion Fund, including reporting on and projecting demand financial implications.

Acting as Deputy Designated Safe Guarding Lead SEND Support Service and complying with all safeguarding requirements and ensure that all Sensory Team staff are fully trained and vigilant in practice

Interpreting and analysing data and provide summary reports to the SEN Support Service Manager and Head of SEND & Specialist Services, senior leadership team, staff and elected members as appropriate.

Ensuring the provision of statutory advice within prescribed time-scales, when requested and providing specialist professional advice and support to the statutory team as required, including contributing to conflict resolution, mediation and SEND Tribunal

Key Relationships

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| External: | Nurseries, PVI's and Schools, Health colleagues. | Internal: | SEND and Education Services; Children's Services |
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Standard Information

Post holders will be accountable for carrying out all duties and responsibilities with due regard to Code of Conduct, Safeguarding, Health & Safety and the City Council's Workforce Diversity and Inclusion Policies.
Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

Training

The postholder must attend any training and undertake any development activities that are identified as mandatory/beneficial to their role.

Responsible for

Specialist Teachers
HLTAs
Portage Workers

Person Specification

Requirements

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| Knowledge | Substantial knowledge and understanding of the key strategic and policy issues in education, with particular reference to SEN and Inclusion, the SEN Code of Practice, Equal Opportunities/Disability discrimination and other relevant legislation |
| Knowledge | Substantial knowledge of special educational needs and disabilities in relation to children's learning and of strategies and interventions associated with effective teaching for children with significant SEND |
| Knowledge | Substantial knowledge of Child Protection, with particular regard to the Early Years. |

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| Skills And Ability | Ability to lead and manage specialist educational support; promoting a positive culture and encouraging staff development. |
| Skills And Ability | Ability to support, monitor, challenge and evaluate the effectiveness of interventions provided by the service and by other providers |
| Skills And Ability | Excellent inter-personal skills in order to deal effectively with a wide range of service users and situations |
| Experience | Successful experience of managing and/or developing the practice of others, including organising and delivering staff development training, induction and performance management |
| Experience | Substantial and successful experience of working in close partnership with families and contributing to a multi-agency model of support. |
| Experience | Demonstrable success in working collaboratively with parents, colleagues, schools and/or settings and the local community |
| Qualification | Qualified Teacher Status |

| Declaration | | | |
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| Reviewed/Created By: | James Gillum | | |
| Job Title: | Head of SEND | Date: | 11/4/25 |