

### **Job Profile Information: *Inclusion Teacher/Area SENCO***

**This supplementary information for *Inclusion Teacher/Area SENCO within Inclusive Intervention Team* is for guidance for Teachers Grade, Teachers Terms and Conditions. MPS or UPS 1-3, +TLR2b +SEN1**

**It is for use during recruitment, setting objectives as part of the performance management process and other people management purposes. It does not form part of an employee's contract of employment.**

#### **Role Purpose:**

Camden's vision for all those with special educational needs and disabilities is that they achieve well in their early years, at school, in adolescence and go on to lead happy and fulfilled lives in adulthood. To achieve our ambitions for children and young people with SEND, we will continue to focus on taking actions to reduce inequalities and closing the gap between those who already do well and those who may need extra support to thrive. Where possible we believe that every Camden child and young person should be able to access the support they need in the community near where they live. Camden is committed to early intervention and prevention, providing early help in a timely way so that the needs of local children and young people are met at the right time with the right support. Making sure that we identify needs early and provide the right support, is key to improving outcomes for children and young people with SEND. **Camden's SEND strategy 2016-2020**

The role of inclusion teacher in the Inclusive Intervention Team is integral to Camden achieving its aims for children in the Early Years. Inclusion teachers work as part of a multidisciplinary team providing specialist advice, guidance and support to Early Years Settings, supporting them to meet the needs of children with special educational needs and disabilities. The role combines the responsibilities of the Area

#### **Example outcomes or objectives that this role will deliver:**

1. A high quality service which provides specialist advice, guidance and support to Early Years (EY) settings to help them identify and meet the needs of children with SEND, so that they make progress from their starting points, and are effectively supported to access mainstream education settings.
2. 2. Effective collaboration with parents, staff in EY settings, members of the Inclusive Intervention Team and colleagues in SEIIS, Camden CDT, and the Integrated Early Years Service (IEYS) in order to effectively identify, plan for, and meet the individual needs of children with SEND. This will involve supporting parents and staff in settings to understand and effectively contribute to the 'Asses, Plan, Do, Review' cycle for individual children.
3. 3. High quality support to EY settings in order to enable setting SENDCOs and EY staff to understand their legal responsibilities under the Children and Families Act 2014 and its associated regulations and statutory guidance, support their understanding of Camden SEND

processes, support the development of inclusive environments, and develop their understanding and skilled use of evidence-based strategies and interventions for children with SEND in the Early Years.

**People Management Responsibilities:**

*N/A*

**Relationships;**

- The post-holder will work in collaboration with other Inclusive Intervention Team members to achieve the team's overall objectives.
- The post-holder will work in collaboration with parents and staff in early years settings, and also colleagues in health, social care and education, (e.g. Camden MOSAIC, colleagues in the Special Education and Inclusive Intervention Service and the Integrated Early Years Service) in order to identify, plan for and meet the needs of children.

**Work Environment:**

- Although this job is based at 5PS the post-holder is required to visit settings and agencies across the borough on a regular basis. The post holder is required to undertake home visits as necessary
- This post reports to the Inclusive Intervention Team manager
- The post-holder will need to be positive, innovative, flexible and have an ability to adapt to changing and challenging requirements as they occur
- The post holder may be required to work outside of normal hours, on occasion, with due notice

**Technical Knowledge and Experience:**

- To have qualified teacher status, DFE teacher reference number, and a minimum of 5 years recent teaching experience with a least 2 in the early years.
- Evidence of continuing professional development in SEN. This may be in relation to a specialism (e.g. Autism/social communication/Down's syndrome/ PMLD), specific programmes of intervention (e.g. PECS, Makaton, TEACCH), or an academic qualification in SEN (e.g. Masters level study).
- An Enhanced DBS check is required.

- A detailed understanding of child development, the Early Years Foundation Stage, SEND Code of practice 2015, Children and Families Act 2014 and other associated legislation applicable to early years.
- Knowledge and understanding of the range of early years provision across all sectors
- A detailed understanding of inclusive practice and provision. In depth knowledge of a range of evidenced-based interventions for children with SEND in the early years, and experience in applying these at a whole class, group and individual level.
- Ability to integrate a range of assessment information, including direct observation of children with information provided by parents/carers, nursery staff and other professionals, and to use this as a basis for collaboration with others to plan next steps for a child.
- The ability to take a strategic oversight of children's individual programmes over time, supporting staff in settings to understand how to keep accurate records of children's responses to interventions and how to monitor progress over time
- The ability to demonstrate interventions to early years staff, and support/coach others to build on their skills and learn to adapt interventions to individual children's rate of progress.
- Excellent written communication skills for communication with others about children. (e.g. experience in writing reports and IEP/Behaviour Support Plans or equivalent documents).
- Strong interpersonal skills and the ability to establish and maintain constructive and open working relationships, in order to work effectively with parents, other team members, nursery staff, and other education, health and social care colleagues, achieving positive shared outcomes.
- To have excellent training and presentation skills and confidence to communicate effectively and with confidence in group situations  
Ability to utilise ICT equipment and manage electronic recording, filing and storage systems
- Ability to plan, organise and prioritise own workload and organise time effectively
- To have a full understanding of confidentiality and its importance in the workplace and in the protection of client information  
Evidence of a commitment to inclusive practice and equality of opportunity for young children with SEN and disabilities.
- An understanding of health and safety in the workplace and an understanding of how to implement health and safety measures in a nursery setting
- To have knowledge of the ethnic, religious, and cultural diversity with Camden's community, and an understanding of how this influences family experiences and understanding of special educational needs.
- An understanding of child protection procedures and an ability to use this knowledge in practise
- Ability to work flexibly within and beyond designated service areas

## **Camden Way Five Ways of Working**

*In order to continue delivering for the people of Camden in the face of ever increasing financial pressure, we need to transform the way we do things. We call this the Camden Way. The Camden Way is a key part of our transformation strategy often referred to as the transformation triangle which links the Camden Plan, the Camden Way and the Financial Strategy together.*

The Camden Way illustrates the approach that should underpin everything we do through five ways of working:

- Deliver for the people of Camden
- Work as one team
- Take pride in getting it right
- Find better ways
- Take personal responsibility

For further information on the Camden Way please select the attached [HERE](#)