

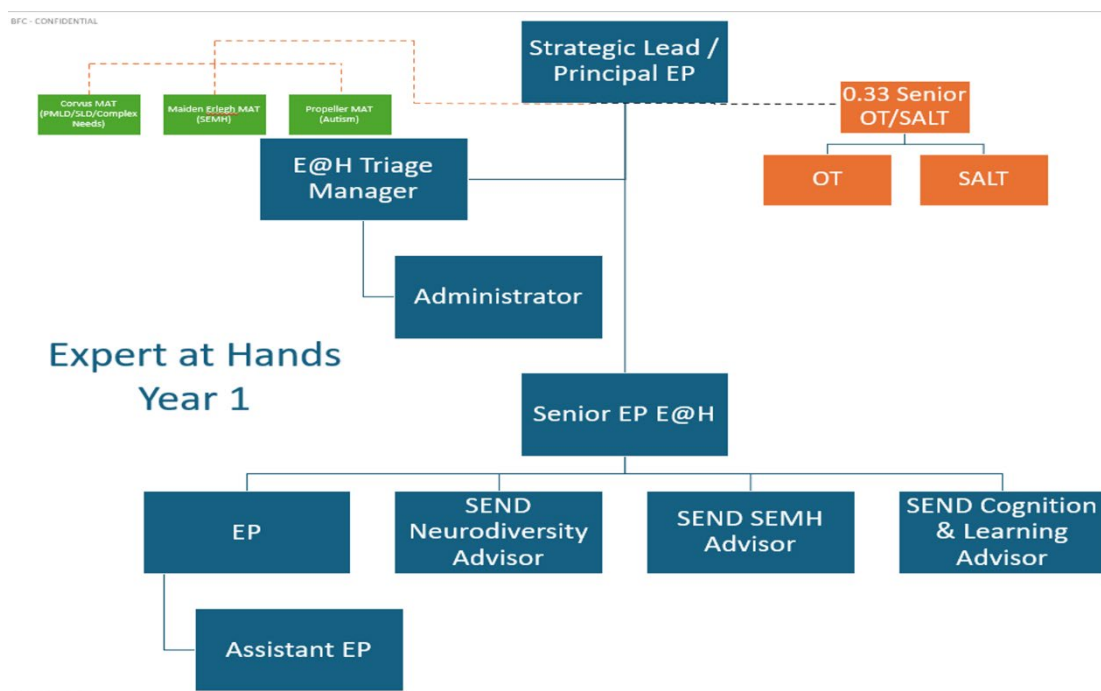
JOB DESCRIPTION

Job Title:	SEND Social, Emotional and Mental Health (SEMH) and Emotional Barriers to School Attendance (EBSA) Advisor – Experts at Hand team		
Directorate:	People	Salary:	£45,723 – £51,357 per year Plus £970 Soulbury London Weighting
Section:	Education and Learning - Experts at Hand	Grade:	Soulbury EIP 3 – 7
Location:	Child Development Centre	Work Style:	Hybrid

Key Objectives of the role

- **Build systemic capacity through Experts at Hand:** Work as an Experts at Hand (E@H) specialist to support Bracknell Forest's SEND reform and system transition. Deploy directly into early years settings, mainstream schools and post-16 providers to strengthen local capacity, align the graduated approach with National Inclusion Standards, and equip educators with effective SEMH and EBSA strategies.
- **Strengthen early identification and intervention:** Support education settings to identify social, emotional and mental health (SEMH) needs and emotionally based school avoidance (EBSA) at the earliest opportunity. Help schools develop strong universal and targeted approaches, reducing reliance on statutory Education, Health and Care Plans and crisis-led responses.
- **Promote inclusive practice and high standards:** Collaborate with mainstream settings and Specially Resourced Provisions (SRPs) to baseline current practice, build capacity and embed inclusive provision in line with National Inclusion Standards, the Graduated Approach and the Ordinarily Available Offer.
- **Provide training, coaching and professional reflection:** Design and deliver training aligned with BFC recommended approaches. Enable professional reflection, coaching and mentoring so education staff can confidently support children and young people with SEND, SEMH needs and dysregulated behaviour.
- **Embed evidence-informed strategies:** Model and support the use of evidence-informed approaches, including adaptive teaching, relational practice, emotional regulation, de-escalation and other BFC recommended strategies.
- **Facilitate networks and shared learning:** Develop opportunities for networking, collaboration and shared knowledge across BFC education settings to promote consistency, confidence and sustainable inclusive practice.

Designation of post and position within departmental structure



Daily and monthly responsibilities

- **Triage & Assessment:** Participate in central hub triage to review requests for support from schools, identifying whether the immediate need requires a direct E@H response or direction to universal services.
- **On-Site Coaching & Modelling:** Deploy directly into early years settings, mainstream schools, and post-16 provision to model a range of approaches including attachment aware and trauma informed restorative practices, emotional regulation strategies, and de-escalation techniques and relational approaches for educational staff.
- **Strategic System Planning:** –Contribute to termly multi-agency systems-focused planning meetings with designated education settings to evaluate emerging SEMH and EBSA trends and design proactive, individual, small group or setting-wide interventions or environmental adaptations.
- **ISP Development:** Partner with school staff and families to design high-quality, outcome-focused Individual Support Plans (ISPs) that focus on early identification and robust, practical interventions.
- **Collaboration & Integration:** Work closely with spoke partners including CAMHS, Early Help, and Family Hubs to ensure a seamless, multi-agency wrap-around support system for the individual.

Scope of role

- **Budget/Resource Control:** No direct budget ownership, but highly influential in reducing local authority financial pressures by decreasing dependency on expensive out-of-area placements.

- Impact on Community: Directly improves parental confidence in mainstream education and strengthens the capacity of local schools to handle complex emotional needs safely and inclusively.

Commitment to the Council's Equal Opportunities policy at all times

Commitment to working within the bounds of the Data Protection Act and GDPR legislation at all times

Such other duties as may from time to time be necessary, compatible with the nature of the post. It should be noted that the above list of main duties and responsibilities is not necessarily a complete statement of the final duties of the post. It is intended to give an overall view of the position and should be taken as guidance only

PERSON SPECIFICATION

KEY CRITERIA	ESSENTIAL	DESIRABLE
Skills and qualifications	<p>Relevant professional qualification in education, social work, therapeutic practice, or equivalent specialist SEMH credentials.</p> <p>In-depth understanding of the local graduated approach and national SEND legislation</p>	<p>Advanced training in trauma-informed practice, restorative justice, or nurture group leadership.</p>
Competence Summary (Knowledge, abilities, skills, experience)	<p>Significant experience working with children or young people (0–25) experiencing complex SEMH difficulties.</p> <p>Proven track record in coaching, upskilling, or training education staff.</p> <p>Strong understanding of and commitment to the requirements of safeguarding children, young people, vulnerable adults and promoting their welfare.</p> <p>Knowledge of professional and legislative frameworks relevant to SEND.</p> <p>Knowledge of person-centred, relational and systemic approaches.</p> <p>Ability to support inclusive practice, early intervention and the graduated approach.</p> <p>Ability to work collaboratively with schools, families, local authority teams and multi-agency partners.</p> <p>Strong professional judgement, with the ability to work at pace and communicate clearly in writing.</p>	<p>Experience working within a multi-disciplinary hub or integrated health and education team.</p> <p>Experience developing localised inclusion standards or school-wide frameworks.</p> <p>Experience working within or closely with mainstream Specialist Resource Provisions (SRPs), SEND Bases or Units, or specialist school outreach systems.</p> <p>Track record of delivering systems-level pedagogical changes across an educational setting</p>
Work-related Personal Requirements	<p>The post holder must hold a full UK driving licence (or valid equivalent). Non-UK licences must be converted to UK licences in the first six months of employment.</p> <p>Excellent communication and interpersonal skills, with the ability to influence and manage resistance in changing school cultures.</p>	

Other Work Requirements	<p>A satisfactory enhanced Disclosure and Barring Service check. This post is exempt from the Rehabilitation of Offenders Act 1974</p> <p>This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016; the requirement to fulfil all spoken aspects of the role with confidence in English applies</p>
Role models and demonstrates the Council's values and behaviours	<p>Our values define who we are. They outline what is important to us. They influence the way we work with each other – and the way we serve our residents and engage with our communities.</p> <p>We make our values real by demonstrating them in how we behave every day.</p>

All staff should hold a duty and commitment to observing the Council's Equality & Dignity at Work policy at all times. Duties must be carried out in accordance with relevant Equality & Diversity legislation and Council policies/procedures.

