

## JOB DESCRIPTION

<b>Job Title:</b>	<b>SEND Neurodiversity Advisor Experts at Hand</b>		
<b>Directorate:</b>	<b>People / Education and Learning</b>	<b>Salary:</b>	<b>£45,723 – £51,357 per year plus £970 London Weighting</b>
<b>Section:</b>	<b>Experts at Hand</b>	<b>Grade:</b>	<b>Soulbury Scale – Education Improvement Scale SCP 3 – 7</b>
<b>Location:</b>	<b>Child Development Centre</b>	<b>Work Style:</b>	<b>Hybrid</b>

### Key Objectives of the role

The SEND Neurodiversity Advisor is a specialist role embedded within the newly established Experts at Hand (E@H) service, playing a critical part in Bracknell Forest's SEND reform and system transition. Working from the integrated central hub at the Child Development Centre in Great Hollands, the postholder will collaborate with health and education partners to deliver a comprehensive, 0–25 area wide offer of expert advice.

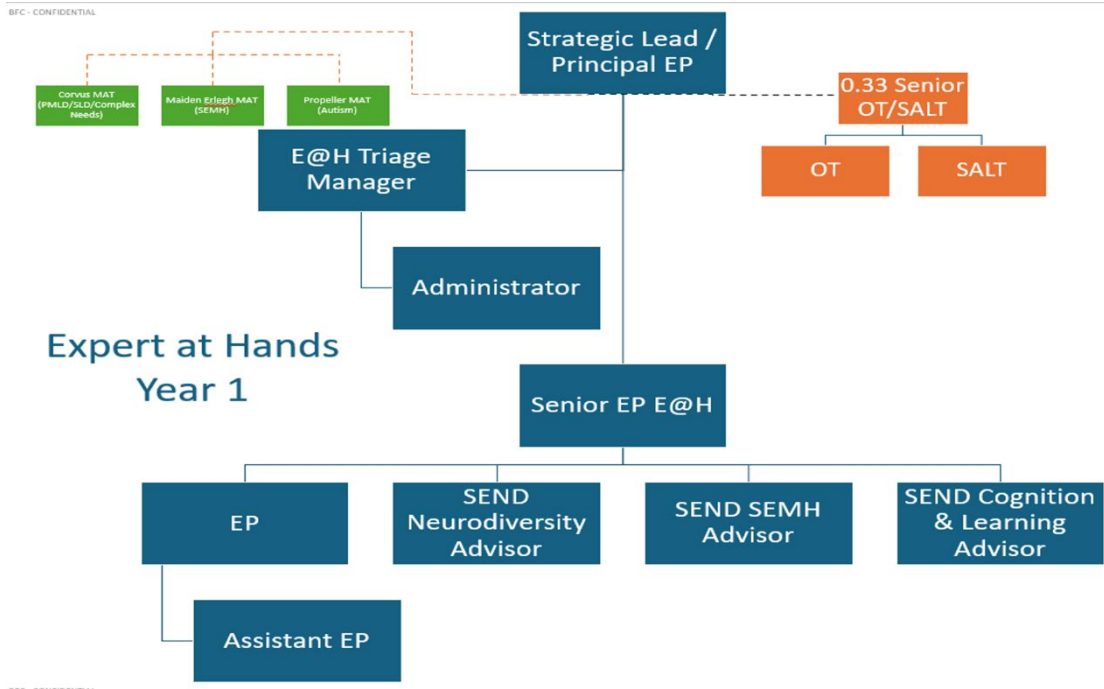
The role is dedicated to empowering mainstream education settings to proactively adapt their physical, communicative, and sensory environments in response to children and young peoples' identified needs, rather than waiting for formal diagnoses. By moving away from reactive crisis responses and towards early, needs-led intervention, the SEND Advisor will build long-term capacity across the partnership, ensuring inclusion becomes a shared, everyday reality.

- **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 neuro-affirming and neuro-inclusive strategies.
- **Strengthen early identification and intervention:** Support education settings to identify neuro-divergent differences 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 Specialist Resource 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 a range of neurodivergent profiles.

- **Embed evidence-informed strategies:** Model and support the use of evidence-informed neuro-affirming approaches, including sensory adaptations to the environment 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**

The postholder reports directly to the Experts at Hand (E@H) Lead Senior Educational Psychologist. The role operates as a key specialist within the integrated hub team at Great Hollands, linking up closely with educational psychologist and health professionals including Occupational Therapists and Speech and Language Therapists, and local specialist school outreach programs.



**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 neuro-affirming approaches for educational staff.

- Strategic System Planning: Contribute to termly multi-agency systems-focused planning meetings with designated education settings to evaluate emerging neuro-divergent need 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
<b>Skills and qualifications</b>	<p>Recognised professional qualification in education, speech and language therapy, psychology, or a dedicated qualification in the field relevant to this role.</p> <p>In-depth understanding of the local graduated approach and national SEND legislation.</p>	<p>Specific certifications in recognised neurodivergent communication and environmental frameworks.</p>
<b>Competence Summary</b> (Knowledge, abilities, skills, experience)	<p>Extensive experience supporting neurodivergent children and young people or individuals with speech and interaction differences (0–25).</p> <p>Demonstrated experience in adult coaching, environmental adaptation, and neuro-inclusive practice development.</p> <p>Knowledge of professional and legislative frameworks relevant to SEND.</p> <p>Knowledge of evidence-based neuro-inclusive approaches.</p> <p>Ability to support inclusive practice, early intervention and the graduated approach.</p> <p>Ability to work collaboratively with education settings, families, local authority teams and multi-agency partners.</p> <p>Strong understanding of safeguarding children, young people, and vulnerable adults, and a commitment to promoting their welfare.</p> <p>Strong professional judgement, with the ability to work at pace and communicate clearly in writing.</p>	<p>Experience working within or guiding mainstream Specially Resourced Provisions (SRPs) or SEND Bases or units or specialist school outreach systems.</p> <p>Experience working within a multi-disciplinary hub or integrated health and education team.</p> <p>Solid understanding of how sensory processing profiles link directly with behavioural expressions.</p> <p>Track record of delivering system level pedagogical changes across an education setting.</p> <p>Experience developing localised inclusion standards or education-setting wide frameworks.</p>

<p><b>Work-related Personal Requirements</b></p>	<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>
<p><b>Other Work Requirements</b></p>	<p>A satisfactory enhanced Disclosure and Barring Service check.</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> <p>This post is exempt from the Rehabilitation of Offenders Act 1974.</p>
<p><b>Role models and demonstrates the Council's values and behaviours</b></p>	<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.**

