Royal Borough of Greenwich

Job Description

Department Children's Services **Postholder**

Section Inclusion, Learning, and Achievement

Grade PO8, Grade 49

Post Designation (Title) Experts at Hand Strategic Navigator

Purpose of the Role

The Experts at Hand Strategic Navigator is a key strategic role within the Experts at Hand programme, responsible for supporting with the implementation and embedding of a new approach to inclusion across Greenwich schools and settings.

The postholder will drive system-wide culture change, supporting schools, settings and partners to take collective responsibility of utilising the Experts at Hand offer to strengthen their capacity to meet the needs of children and young people within mainstream provision. Working across multiple school and setting clusters, the postholder will influence leadership practice, challenge barriers to inclusion and ensure that the principles and approaches of the Experts at Hand model become embedded and sustainable.

The role combines transformational system leadership with operational responsibility for a team of Navigators. Through effective leadership, partnership working, quality assurance and performance management, the postholder will ensure the delivery of a consistent, high-quality service that improves outcomes for children and young people and reduces the need for escalation within the SEND system.

The postholder will play a significant role in the development, refinement and expansion of the Experts at Hand model, contributing to the wider inclusion strategy and supporting the successful rollout of the programme across Greenwich.

Main Duties and Responsibilities

Strategic Leadership and System Transformation

1. Lead the implementation and embedding of the Experts at Hand model across multiple school and setting clusters, ensuring that new ways of working become established and sustained across schools, settings and partner agencies.
2. Drive culture change across schools and settings by promoting collective accountability for inclusion and supporting leaders to fully utilise the Experts at Hand offer to strengthen their capacity to meet the needs of children and young people within mainstream provision.
3. Build, maintain and influence strategic relationships with Headteachers, SENCOs, Trust Leaders and system partners, acting as a trusted senior professional who can support and challenge leaders to improve inclusive practice and embed the Experts at Hand offer.
4. Lead on the ongoing development, refinement and scaling of the Experts at Hand model by identifying emerging themes, barriers, risks and opportunities across clusters.
5. Work alongside the Experts at Hand Programme Lead and School Cluster Leads to identify and address system-wide challenges and opportunities for improvement.

Operational Leadership and Navigator Management

1. Lead, manage and develop a team of up to six Navigators, ensuring effective deployment of resources across clusters and settings.

2. Through Navigators, provide operational supervision of up to 50 experts across clusters (spanning SALT, OT, EP, Autism Outreach, STEPS and Early Years), ensuring consistent practice, quality of delivery and accountability across the cluster.
3. Provide supervision, performance management, professional development and wellbeing support to Navigators, ensuring high standards of practice and accountability.
4. Establish and maintain consistent practice standards across the Navigator team through quality assurance, training, coaching and reflective supervision.
5. Create opportunities for shared learning, professional challenge and continuous improvement across the team.
6. Ensure Navigators are equipped to work effectively with schools, settings and families and are delivering services in line with programme expectations.
7. Oversee workload allocation and service delivery, ensuring resources are targeted appropriately to maximise impact.

Performance, Improvement and Accountability

1. Monitor, analyse and interpret key performance indicators across clusters, using data and intelligence to identify trends, measure impact and drive continuous improvement.
2. Hold oversight of cluster performance against agreed outcomes, challenging underperformance and supporting improvement activity where required.
3. Produce and contribute to reports for the SEND Partnership Group, Inclusion Leadership structures and other governance arrangements as required.
4. Use qualitative and quantitative evidence to evaluate the effectiveness of the pilot and inform future development.

Partnership Working and Escalation

1. Act as the Local Authority representative in joint decision-making and escalation processes alongside School Cluster Leads and other system partners where cases require cross-system intervention.
2. Support effective multi-agency working to ensure timely, coordinated and proportionate responses to complex situations.

Professional Responsibilities

1. Maintain a high level of knowledge and understanding of SEND legislation, inclusion policy, safeguarding requirements and national best practice.
2. Promote a culture of learning, reflection and innovation within the team and contribute to workforce development across the programme.
3. Ensure compliance with all Council policies, procedures and statutory responsibilities including safeguarding, health and safety, data protection, equality and diversity and information governance.
4. Contribute to emergency planning, business continuity arrangements and crisis response activity as required.
5. Participate in training and development activities relevant to the role, including those supported through the Council's Apprenticeship Levy arrangements.
6. Undertake any other duties commensurate with the level, responsibility and purpose of the post.
7. Carry out all duties in accordance with the Council's values and behaviours, demonstrating commitment to improving outcomes for residents, working collaboratively, taking ownership, promoting fairness and driving continuous improvement.
8. The postholder may be required to undertake alternative, additional or ancillary duties or transfer temporarily to another service area in response to service demand, emergencies or organisational requirements.

Additional Requirements

- Enhanced DBS check including Children's Barred List.
- Commitment to safeguarding and promoting the welfare of children and young people.
- Responsibility for ensuring relevant emergency planning and business continuity arrangements are understood and implemented within the team.
- Responsibility for mentoring and supporting the development of staff as required.
- Regular travel across schools and settings within Greenwich.

Success Measures for the Role

The postholder will be expected to demonstrate impact through:

- Increased ownership of inclusive practice by schools and settings.
- Improved collaboration between schools, settings and partner agencies.
- Positive feedback from school leaders and stakeholders.
- Reduction in avoidable escalations and more effective use of specialist support.
- Improved outcomes against programme and inclusion performance indicators.
- High-quality, consistent practice across the Navigator workforce.
- Successful rollout and embedding of the Experts at Hand model across Greenwich

Designation of the Post to which the Post-Holder normally reports to: Strategic Lead SEND & Vulnerable Learners