

ROYAL BOROUGH OF GREENWICH

JOB DESCRIPTION

Department	Children's Services	Postholder	
Section	SEND	Grade:	PO3

Post Designation (Title) Experts at Hand Navigator

Purpose of the Role

The Experts at Hand Navigator is a key role within the Experts at Hand programme, acting as the primary relationship holder and point of contact for schools and settings within an allocated cluster(s).

The postholder will work alongside schools and settings to understand challenges and facilitate timely access to the most appropriate support. Through strong relationships, professional SEND knowledge and effective coordination, the Navigator will help schools and settings access expertise that strengthens inclusive practice and builds capacity to meet the needs of children and young people within mainstream provision.

The Navigator will support schools and settings throughout their journey with the Experts at Hand service, ensuring requests are responded to efficiently, communication remains clear and support is coordinated effectively. The role combines professional judgement, relationship management, problem-solving and case coordination to ensure schools receive the right support at the right time.

Main Duties and Responsibilities

School Partnership and Relationship Management

1. Act as the primary point of contact for schools and settings within an allocated cluster(s) of the Experts at Hand programme.
2. Develop and maintain trusted professional relationships with Headteachers, SENCOs and other school leaders, acting as a consistent and responsive source of support.
3. Lead regular check-in conversations with schools and settings to understand emerging needs, identify challenges and ensure schools are aware of available support.
4. Promote understanding of the Experts at Hand offer and support schools and settings to access services appropriately and effectively.
5. Ensure schools and settings are kept informed throughout all stages of support requests, providing clear communication regarding actions, timelines and outcomes.

Triage, Advice and Coordination

1. Use professional knowledge, curiosity and structured triage processes to understand requests from schools and settings and identify appropriate pathways for support.
2. Resolve Tier 1 requests through the provision of information, signposting, guidance and coordination.
3. Coordinate support requests from schools and settings to specialist colleagues and services, ensuring all relevant information is available and accurately recorded.
4. Provide operational oversight of at least 12 experts across the cluster (spanning SALT, OT, EP, Autism Outreach, STEPS, and Early Years), ensuring request progress is monitored, quality of delivery is maintained, and experts are supported and accountable within the EAH model.
5. Prepare and coordinate cases requiring multi-disciplinary discussion or escalation and provide administrative support throughout relevant decision-making processes.
6. Monitor progress of open requests and ensure agreed actions are completed in a timely manner.

Information, Analysis and Quality Assurance

1. Maintain accurate records of all contacts, requests, actions and outcomes using agreed systems and processes.
2. Collect and analyse information relating to service activity, themes and outcomes.
3. Produce reports and performance information to support service monitoring, evaluation and continuous improvement.
4. Contribute to the development of service improvements through feedback, learning and reflective practice.

Meetings and Communication

1. Chair the weekly MDT, facilitating discussion of Tier 3 requests, ensuring the tier and expert(s) for each request are agreed, and recording actions and outcomes on the Navigation Tool.
2. Organise, facilitate and coordinate meetings relating to school support requests and service delivery.
3. Prepare agendas, reports and supporting documentation as required.
4. Record actions and outcomes accurately and ensure follow-up activity is completed.
5. Support effective communication between schools and settings, services and professionals involved in providing support.

Professional Responsibilities

1. Maintain knowledge of SEND legislation, inclusion practice and relevant education guidance.
2. Participate in supervision, professional development and training activities.
3. Work in accordance with safeguarding, GDPR, health and safety and all Council policies and procedures.
4. Promote equality, diversity and inclusion in all aspects of practice.
5. Undertake any other duties commensurate with the nature and level of the post

Designation of the Post to which the Post-Holder normally reports to: Experts at Hand Strategic Navigator.

Person Specification



Job Title	Experts at Hand Navigator
Grade	PO3, Grade 32-35
Service/Section	SEND
Directorate	Children's Services

Shortlisting Criteria: Essential criteria assessed via application form should be used to shortlist.

Criteria	Essential / Desirable
Knowledge	
Knowledge of SEND legislation, processes and support systems	E
Knowledge of inclusive practice and approaches that support children and young people within mainstream settings	E
Knowledge of education services and specialist support available to schools	E
Understanding of early intervention and graduated approaches to support	E
Understanding of multi-agency working and partnership approaches	E
Skills and Abilities	
Ability to build trusted and effective relationships with a wide range of stakeholders	E
Excellent communication and interpersonal skills, with the ability to adapt communication for different audiences	E
Ability to gather, analyse and interpret information in order to identify appropriate support pathways	E
Ability to use professional judgement to make informed decisions within agreed frameworks and processes	E
Strong problem-solving skills and ability to explore solutions collaboratively with schools and professionals	E
Ability to coordinate complex activity and manage multiple priorities effectively	E
Ability to facilitate productive discussions that support decision-making, action planning and collaborative problem-solving	D

Ability to maintain accurate records and produce clear reports and correspondence	E
Strong organisational and time management skills	E
Proficient in Microsoft Office and digital case management systems	E
Ability to maintain confidentiality and handle sensitive information appropriately	E
Experience	
Experience of working within SEND, inclusion, education or children's services	E
Experience of supporting schools, professionals, children or families to access services and support	E
Experience of coordinating support across multiple stakeholders or agencies	D
Experience of working in a role requiring professional judgement and decision-making	E
Experience of maintaining accurate records and case information	E
Experience of partnership working across services and organisations	D
Personal Attributes	
Commitment to improving outcomes for children and young people	E
Commitment to inclusion and high aspirations for all learners	E
Professional, approachable and solution-focused	E
Resilient and able to work effectively in a changing environment	E
Demonstrates initiative and a proactive approach to problem-solving	E
Commitment to continuous learning and improvement	E
Commitment to the Council's values and behaviours	E
Equal Opportunities	
Understanding of and commitment to the Council's equal opportunities policies and ability to put into practice in the context of this post. Understanding of and commitment to achieving the Council's staff values and ability to put into practice in the context of this post.	E