

Redbridge Education and Inclusion Service.

Pre-School Home Visitor, Early Years SEND Support Team (EYSENDST)

Job Description and Person Specification

Job Description

Job Title:	Pre-School Home Visitor
Department:	Education and Inclusion
Function:	Early Years and Childcare
Team:	Early Years SEND Support Team
Post number:	S005682
Grade:	Unqualified Teacher Scale
Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i>	Term time
Base location:	Ray Lodge C.R.C
Reports to: <i>Job title</i>	Team Manager EYSENDST
Responsible for: <i>Job titles of direct reports</i>	

<p>Role purpose and role dimensions: <i>Overview of the job</i></p>	<p>Working with pre-school children with Special Educational Needs, developmental delay and disabilities. Working in partnership with parents/carers to promote children’s progress at home or in group settings.</p> <p>To assess young children’s learning needs, plan appropriate home learning opportunities and activities and to review the outcomes with parents/carers.</p> <p>To support the transition of very young children with complex needs into universal and specialist settings.</p> <p>Reduce the effects of disabilities through specific teaching and by challenging the perceptions which others hold of the children’s disabilities.</p> <p>Support families by providing information and facilitating liaison with all appropriate agencies in both the voluntary and statutory sectors.</p> <p>❖ Carry a caseload of children and maintain regular contact with the family through: -</p> <p>Home Visiting –to deliver an educationally based home teaching service. At times, this may need to be through virtual means.</p> <p>Small Group Work - To participate in planning delivering and monitoring small learning environments to meet the needs of the child and family. At present these include:</p> <p>A Multi-Sensory Group for children with profound and complex needs. Two groups for children with social communication difficulties. A “Splash Session” at Newbridge School – offering a social and swimming session for parents and children. Weekly Drop in Group – To participate in the planning, delivery and monitoring of a weekly Drop In Group open to visited families and those on the waiting list.</p> <p>❖ Visits to Early Years Settings – To work collaboratively with colleagues regarding transition and inclusion issues.</p> <p>❖ Liaison and Joint Working with EY colleagues</p> <p>❖ To carry out Statutory Duties – to contribute to the statutory EHC assessment process, including making the request, where appropriate.</p> <p>❖ Contribution to Wider Service Issues and Activities – this includes attending whole service meetings and participating in working groups</p> <p>❖ Attending meetings on behalf of the team/service, including attending SEYP to deputise for the team lead.</p>
<p>Key external contacts: <i>Organisations</i></p>	<p>Parents Early years settings including schools. Health Colleagues. Third party organisations. Other local authorities</p>

<p>Key internal contacts: <i>Job titles or groups of staff</i></p>	<p>Colleagues within the Early Years SEND Support Service Colleagues from the Early Years Childcare & Improvement Team (EYCIT) Colleagues from the Children's Centre Colleagues from social care and health services Educational Psychology service Special Education and Training Support Service 0 to 11 SEND Assessment team</p>
<p>Financial dimensions: <i>Budgetary responsibility & amount. Equipment, cash, property etc. for which employee is responsible.</i></p>	<p>None</p>
<p>Key areas for decision making:</p>	
<p>Other considerations: <i>E.g. working patterns</i></p>	<p>This post may involve occasional work outside of regular working hours (e.g. twilight sessions for early years providers).</p>

Key accountabilities and result areas:

Key elements:

- 1) To work as part of the Pre School-Home Visiting team and wider Early Years SEND Support Team.
- 2) To provide a timetable of visits, meetings and other commitments. A copy of visitor's timetable will be held online on the Outlook Calendar which is available to all within the Education and Inclusion Service.
- 3) Prepare with parents/carers and relevant professionals a profile of the child's current strengths and needs through detailed history taking observations and assessments based on the individual needs of the child and family and current good early years practice and legislation.
- 4) Prepare tailored individual learning programmes involving task analysis and a small step teaching approach with parents/carers and relevant professionals. Longer term teaching targets will be set in consultation with the family.
- 5) Monitor child's progress at regular intervals and update learning programmes.
- 6) Prepare materials, select and maintain appropriate equipment.
- 7) Liaise and work collaboratively with other professionals involved with the family to facilitate a co-ordinated approach to meet the child's needs, in consultation with parents/carers to meet the child's needs.
- 8) Work in partnership with the family to plan and implement a programme of teaching activities incorporating the elements of practice required by services registered by the National Portage Association.
- 9) Prepare progress reports at regular intervals for individual children.
- 10) Provide Education Advice to the local authority, as required, for the Education, Health and Care assessment and planning process, under the Children and Families Act 2014.
- 11) Provide other reports and data as requested.
- 12) Attend team meetings to review current caseload and waiting list.
- 13) Attend meetings to discuss service issues, liaise with colleagues and multi-agency professionals.
- 14) Provide links with and where appropriate make referrals to other services and providers.
- 15) To support families with medical/developmental appointments as and when necessary.
- 16) Provide information and support when families are considering early years opportunities for their child.
- 17) To arrange and accompany families on visits to early years setting if requested.
- 18) To support the child and family through the transition process into an early years setting/school.
- 19) To co-ordinate, attend and provide information for transition meetings.
- 20) Attend meetings, courses and conferences as part of a planned professional development
- 21) Comply with Health and Safety regulations associated with your employment.
- 22) To partake in The One Brilliant You performance management process as determined by the Local Authority.
- 23) To attend monthly staff meetings of the EYSENDST

General accountabilities and responsibilities	
Green Statement	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council's commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.
Data Protection/Confidentiality	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles. ▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees' access to and use of the Council's databases and systems. Any breaches could result in disciplinary measures. ▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.
Conduct and Whistleblowing	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.
Safer Working	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Council will require a DBS Disclosure check and references will be taken up prior to interview.
Equalities	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the Council's strong commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote Council policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.
Customer Care	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.
Health and Safety	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Being responsible for your own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective and collaborative member of the team	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Taking responsibility for continuing self-development and participating in training and development activities. ▪ Participating in the ongoing development, implementation and monitoring of the service plans. ▪ Supporting and contributing to value for money, service efficiencies and improvements.
Flexibility	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager, and are broadly within the grading level and competence of the post.

Person Specification

Job Title:			
<i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = most important, 2 = least important</i>		A - I, T	Weighting
Minimum education/ qualifications:	Educated to at least NVQ Level 4	A, I	3
	Evidence of personal continuous professional development	A, I	3
Minimum experience/ knowledge/ skills:	Experienced and successful SEN practitioner in the early years	A, I	3
	Experience of working with parents in the area of SEND and Early Years	A, I	3
	In depth knowledge of SEND	A, I T	3
	Awareness of, and ideally experience of, Task Analysis and Precision Teaching	A, I T	2
Minimum behaviours: Customer service	Focus on customer service	I	3
	Having a 'can do' and creative approach to problem solving	A, I	3
Communicating and influencing others	Ability to communicate effectively	I	3
	Strong Listening and reflection skills	I	3
Working together	A strong team player Being flexible, willingness to "step in" as required Willingness to take responsibility for decisions	I	3
Analysis and judgement	Knowledge of SEND Code of Practice Ability to use data to assess young children's needs and measure progress.	I	3
	Ability to use data to support decisions.		2

Driving improvement	Commitment to service improvement Willingness to change practice in light of developments Commitment to CPD	1	3
Adaptability	Creative and flexible approach Evidence of changing approaches in light of events	1	3
Leadership and managing people <i>(for those with line management responsibility)</i>			
Strategic perspective <i>(for senior management posts)</i>			
Special conditions:	This post may involve occasional work outside of regular working hours (e.g. twilight sessions for early years providers).		