

Job Profile comprising Job Description and Person Specification

Job Description

Job Title: Early Years SEND Play and Family Worker	Grade: S02 (£36,432 - £44,147)
Section: SEND and Inclusion Service	Directorate: Children's Services
Responsible to following manager: Aikaterini (Cathy) Koutsika	Responsible for following staff:
Post Number/s:	Last review date: January 2024

Working for the Richmond & Wandsworth Better Service Partnership

This role is employed under the Richmond & Wandsworth Better Service Partnership. The overall purpose of Richmond & Wandsworth is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

Richmond & Wandsworth Better Service Partnership aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

Job Purpose

1. To work closely with other local authority teams, health partners and parents to assess the needs and provide support to children with emerging and complex needs, leading to the admission and inclusion in a local nursery setting.
2. To deliver early intervention and support (based on the Portage model) to children and their families within the Early Years SEND Assessment and Support Hub ensuring full awareness and understanding of this model with parents.

3. To work with families to help them develop a quality of life and experience for themselves and their young children in which they can learn together, play together, participate and be included in their community in their own right as prescribed by the National Portage Association.
4. To work in partnership with other teams within the Early Years SEND Inclusion team to support the training programme to upskill professionals working within the Early Years sector, to ensure settings are set up for children with emerging and complex needs, so that more children can take up their early education places.

Specific Duties and Responsibilities

1. To plan and implement a combination of high quality “targeted” and “drop in” sessions for children with emerging and complex needs within the Early Years SEND Inclusion Hub following the principles of the Portage model.
2. To work as an integral member of the team, creating a safe, constructive and stimulating and equitable environment for children with disabilities and special needs and their families.
3. To be involved in the setting up and clearing away at the start and end of each session ensuring that the venue is clean and safe and that when activities have finished all equipment is clean and tidy and stored away safely.
4. To support the identification of targeted children and families, through discussion with the EY SEND Play and Family Worker Senior.
5. To work collaboratively with other services such as Parent Champions and Family Hubs to identify vulnerable families and provide outreach support to engage these families with the services available at the Early Years SEND Inclusion.
6. To provide home visits where required to undertake initial assessments of needs and to provide direct advice and support to identified families as a bridge towards attendance at the Early Years SEND Inclusion Hub.
7. To support parents/carers, to gain skills and confidence in their knowledge of their child’s needs to extend activities for children so that the child’s individual development can be supported.
8. To give advice on and model to parents the use of key strategies to support their child’s development; particularly in the areas of communication and

behaviour, and support parents to use these strategies both in and away from the sessions.

9. To work collaboratively with other team members to plan and deliver a combination of parental workshops and parental groups to support the understanding of children's needs, based on recognised, evidence-based programmes.
10. Use the Portage model to prepare with parents a record of the child's current skills using a range of developmental profiles and observation and record activities in an individualised way for each family.
11. To support the successful transition of children with SEND to Nursery and/or Reception ensuring a good understanding of the child's needs and successful approaches including sharing of assessment information, advice for staff in settings that children will attend.
12. To maintain accurate records and assessment information for children accessing the sessions including adhering to GDPR.
13. To support families in accessing information about services and support that would be beneficial to them and children with SEND utilising local family information services and knowledge of services.
14. Support the delivery of training on working with children with emerging and complex needs to other professionals including Children Centres, Early Years SENCo network meetings and providing additional advice and support for SENCos to ensure admission and inclusion into local settings.
15. To attend and take part in staff and other relevant meetings and participate and contribute to team supervision sessions.
16. To keep up to date with relevant knowledge in childcare, disabilities and education and to undertake in service training as appropriate.
17. To comply with the agreed assessment frameworks, quality standards and contribute towards meeting the agreed key performance indicators for the service.
18. To contribute towards the effective quality assurance framework for all aspects of service delivery and performance and contribute to the annual service evaluation.
19. To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection

and safeguarding children and young people as this applies to the worker's role within the organisation.

20. To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role.
21. Contribute towards high quality written reports and educational advice for Statutory Assessment when required.
22. To carry out other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibility of the post.

Financial Management

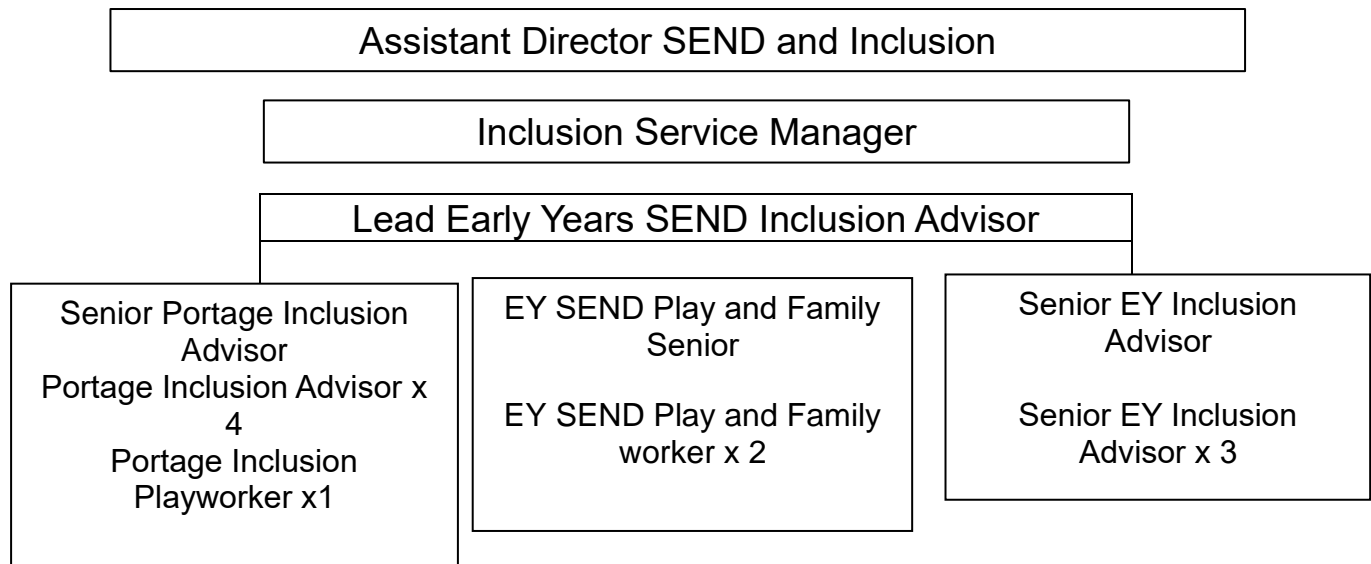
- To maintain accurate records of costs related to activities taking place in the Early Years SEND Inclusion.

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of Richmond & Wandsworth Better Service Partnerships.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection, handling complaints and health and safety.
- To adhere to security controls and requirements as mandated by Richmond and Wandsworth procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the roles within the Councils.
- The profile is not intended to be an exhaustive list of the duties the post holder will carry out. Other reasonable duties commensurate with the level of the post, including supporting emergency and priority situations, will form part of the role.

Additional Information

Team structure



Person Specification

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Our Values

THINK BIGGER

EMBRACE DIFFERENCE

CONNECT BETTER

LEAD BY EXAMPLE

PUT PEOPLE FIRST

Our Values are embedded across Richmond & Wandsworth Better Service Partnership and throughout all roles and responsibilities at all levels of the organisation. Please [familiarise yourself with our values](#) as they are an integral part of our recruitment and selection process.

Person Specification Requirements			Assessed by A/I/T/C (see below for explanation)
Knowledge	Essential	Desirable	Assessed
Sound knowledge of early child development and Early Years Foundation Stage attainment levels and age-related expectations.	X		A/I
Understanding the Portage Model of small steps working in partnership with parents/ carers		X	A/I
Safeguarding and child protection policy and practice.	X		A/I

Legislative and statutory requirements relating to children resulting from the SEND Code of Practice (2015) and relevant Regulations linked to the Children and Families Act (2014), including Ofsted requirements	X		A/I
Experience	Essential	Desirable	Assessed
A successful track record of experience in a service for Early Years children with special educational needs and disabilities.	X		A/I
Substantial experience and evidence-based practice in the pedagogy linked to Early Childhood Education and the ability to integrate this into practice, service delivery and partnership working.	X		A/I
Experience of ensuring work is recorded and evidenced to demonstrate impact for children, young people, and their families		X	A/I
Skills	Essential	Desirable	Assessed
An ability to model and support colleagues to ensure the best possible services are provided to meet the needs of Early Years children with SEND.	X		A/I
Leading small workshops for parents / carers and child practitioners		X	A/I
Qualifications	Essential	Desirable	Assessed
A professional qualification in a related field: A range of specific qualifications could be appropriate such as Qualified Teacher Status, Early Childhood Education or recognised/substantial SEND qualifications.	X		A/I/C

A – Application form / CV

I – Interview

T – Test

C - Certificate