

Job Profile comprising Job Description and Person Specification

Job Description

Job Title: Portage Inclusion Advisor	Indicative Grade: SO2
Section: SEND and Inclusion Service	Directorate: Childrens Services
Responsible to following manager: Senior Portage Inclusion Advisor	Responsible for following staff:
Post Number/s:	Last review date: March 2022

Working for the Richmond/Wandsworth Shared Staffing Arrangement

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement 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.

The Shared Staffing Arrangement 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 develop and promote the Portage model in Wandsworth as described through the National Portage Association guidelines and principles, including encouraging new developments in the delivery of Portage support.
2. To deliver the Portage Model of Support to children and their families in Wandsworth ensuring full awareness and understanding of this model with parents, stakeholders and Early Years practitioners, including Early Years settings.
3. To work closely with Children's Services, Early Years providers and parents to support children with complex needs to make small steps of progress leading to

the identification, admission and inclusion in a local nursery setting. To include supporting the development of effective and timely statutory school transfer arrangements in educational settings for children with SEND, as appropriate.

4. To lead on the effective implementation of Early Years duties to children with SEND in relation to the SEN Code of Practice, Disability Rights legislation and other relevant government Guidance.
5. 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.
6. Play a part in minimising the disabling barriers that confront young children and their families receiving Portage services;

Specific Duties and Responsibilities

1. To manage a caseload of children and families, through discussion with the Senior Portage Inclusion Advisor, who would be visited weekly or fortnightly.
2. To support parents/carers, to gain skills and confidence in their knowledge of child development through play to extend activities for children so that the child's individual development can be supported.
3. Provide emotional support to parents in relation to their child's disability and recognise when it is appropriate to make referrals for additional support.
4. 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.
5. To work together with the wider team supporting children with complex needs. To organise and chair Team Around the Child (TAC) meetings for children on the case load.
6. To support the successful transition of children with SEND from a Portage approach to Nursery and/or Reception ensuring a good understanding of the portage approach to small steps including advice for staff in settings that children on the caseload attend.
7. To act as a champion for children with complex needs ensuring to ensure the Portage Team minimise the disabling barriers that confront children and their families receiving Portage services.

8. Support the delivery of training on Portage models to Early Years SENCo network meetings and providing additional advice and support for SENCos to ensure admission and inclusion into local settings. To provide regular updates for SENCOs to ensure they have access to all relevant information on an ongoing basis related to the Portage offer
9. To contribute towards the effective quality assurance framework for all aspects of Portage Early Years' service delivery and performance and contribute to the annual service evaluation.
10. Provide high quality written reports and educational advice from Portage for Statutory Assessment.
11. Participate and contribute to team supervision sessions.
12. To be responsible for planning and delivering the Portage playgroup with one other colleague on a rotation basis including support for the Portage Inclusion Playworker.
13. 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

1. Maintain accurate records of equipment loans and any costs related to the loaning of toys and equipment.

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the Boroughs of Wandsworth and Richmond.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, 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 role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

Additional Information

- The postholder is required to be able to travel to family homes, nurseries/schools, both in and out of the borough of Wandsworth.
- The role requires lone working in home visits across the Borough of Wandsworth.
- To be able to visit families' homes independently, training through the National Portage Association will be required.

Team structure

Head of SEND Deborah Johnson
Inclusion Manager Andy Fish
Lead Inclusion Advisor Monika Hammel Lobo
Senior Portage Inclusion Advisor Vicki Hall
Portage Inclusion Advisors x 4 and Portage Playworker x 1

Person Specification

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Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

Being open. This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

Being supportive. This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

Being positive. Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a 'can do' attitude and are continuously looking for ways to help each other improve.

Person Specification Requirements			Assessed by A/I/T/C (see below for explanation)
Knowledge	Essential	Desirable	Assessed
Early Years Foundation Stage attainment levels and age related expectations	X		A/I
Knowledge of the 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
Knowledge of the National Portage Association Principles and Models related to Service delivery	X		A/I

Knowledge and understanding of local and national policy and ongoing changes to the landscape in relation to education and special educational needs and disability	X		A/I
Sound, demonstrable knowledge of safeguarding and child protection, policy and practice	X		A/I
Experience	Essential	Desirable	Assessed
A successful track record of experience as a practitioner in Early Years with children with special educational needs and disabilities	X		A/I
Experience and evidence based practice in the Portage model of pedagogy linked to Early Childhood Education and the ability to integrate this into practice, service delivery and partnership working	X		A/I
Substantial experience of working with Early Years children with complex SEND and a wide professional understanding of the 'plan, do and review' graduated response to improve outcomes	X		A/I
Experience and understanding of special educational needs provision; duties, training, statutory process and functions	X		A/I
Experience of involving the community; specifically parents/ families, children and young people and other stakeholders in supporting children with SEND	X		A/I
Experience of partnership working with a wide range of stakeholders from the statutory, private and voluntary sector including education providers and health commissioners/providers	X		A/I
Skills	Essential	Desirable	Assessed
Excellent communication skills verbally and written, including the ability to write concise reports for a wide audience and high level numeracy skills	X		A/I
Ability to challenge and support providers and partners to ensure the best possible services are provided to meet the needs of Early Years children with SEND	X		A/I
Ability to use systems to provide management information to improve service outcomes		X	A/I
Qualifications	Essential	Desirable	Assessed
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

Full registration with the National Portage Association or willingness to complete	X		A/I/C
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A – Application form / CV

I – Interview

T – Test

C - Certificate