

## Job Profile comprising Job Description and Person Specification

### Job Description

<b>Job Title:</b> EY SEND Play and Family Senior	<b>Grade:</b> PO3
<b>Section:</b> SEND and Inclusion Service	<b>Directorate:</b> Children's Services
<b>Responsible to following manager:</b> Lead Early Years Inclusion Advisor	<b>Responsible for following staff:</b> 2 x EY SEND Play and Family Worker 1 x EY SEND Play and Family Assistant 1 x Receptionist/ Triage
<b>Post Number/s:</b>	<b>Last review date:</b> January 2024

#### 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 line manage the centre staff and provide day to day leadership and management of the centre including safety, safeguarding and financial management.
2. To work with the Senior Portage Inclusion Advisor around the identification of children using agreed referral processes, ensuring full GDPR compliance.
3. To oversee the planning and promoting of sessions and evaluating the work of the centre in line with agreed quality assurance frameworks.

4. To lead the delivery of 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.
5. To ensure that all team members 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. To work in partnership with other teams within the Early Years Inclusion Advisory team to plan and deliver a training programme to upskill professionals working within the early years sector, to monitor the impact on settings ability to meet the needs of children with emerging and complex needs, so that more children can take up their early education places.

### **Specific Duties and Responsibilities**

1. To lead and monitor the planning and delivery of high quality “targeted” and “drop in” sessions for children with emerging and complex needs within the Early Years SEND Assessment and Support Hub following the principles of the Portage model and to evaluate the impact of the work.
2. To ensure all safeguarding and health and safety policies and procedures are in place, reviewed and followed to create a safe, constructive and stimulating and equitable environment for children with disabilities and special needs and their families.
3. To implement and monitor an efficient and effective referral system in conjunction with other EY Inclusion services so that children with emerging and complex needs are assessed and supported in a timely way.
4. To work with the Lead EY Inclusion Advisor and Senior Portage Inclusion Advisor to implement a programme of support, including home visits where required, and a combination of targeted and drop in sessions to meet the needs of the identified cohort of children.
5. To provide regular supervision to team members including appraisal processes and ensure all team members have clear direction around their roles and the necessary training and support to carry them out effectively.
6. To oversee an outreach strategy and programme to work collaboratively with other services such as Parent Champions and Family Hubs to identify vulnerable families and engage these families with the services available at the Early Years SEND Assessment and Support Hub.

7. To lead, plan, deliver and evaluate a combination of parental workshops and parental groups to support the understanding of children's needs, based on recognised, evidence-based programmes.
8. To review and monitor the impact of support to parents/carers, so that they 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.
9. To oversee and quality assure the assessment and recording of each child's current skills using a range of agreed developmental profiles and observation activities.
10. To lead the work of the centre in supporting 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.
11. To ensure collection of accurate records and assessment information for children accessing the sessions including adhering to GDPR.
12. 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.
13. To work with other seniors within the EY Inclusion team to plan 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.
14. To attend and take part in staff and other relevant meetings and participate and contribute to team supervision sessions including senior Inclusion team meetings.
15. To keep up to date with relevant knowledge in childcare, disabilities and education and to undertake in service training as appropriate and disseminate information to other team members.
16. To ensure compliance with the agreed assessment frameworks, quality standards and report accurately on the services progress towards meeting the agreed key performance indicators.
17. To contribute towards the effective quality assurance framework for all aspects of service delivery and performance and contribute to the annual EY Inclusion service evaluation.
18. 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.

19. To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role.
20. Contribute towards high quality written reports and educational advice for Statutory Assessment when required.
21. 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. Provide clear oversight and reporting to the Service Manager for Inclusion and the Lead Early Years Inclusion Advisor in direct relation to the centres budgets and associated SEND budget strands as required. To support the development and monitoring of team budget plans demonstrating effective budgetary control and monitoring procedures and support any service reviews as necessary to generate improvements in service delivery.

### **Generic Duties and Responsibilities**

- To contribute to the continuous improvement of the services 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 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.

## 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 the SSA 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
Substantial knowledge of the National Portage Association Principles and Models related to Service delivery	x		C
Sound, demonstrable knowledge of safeguarding and child protection policy and practice	x		A,I
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	x		A,I

Regulations linked to the Children and Families Act (2014), including Ofsted requirements.			
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 knowledge of current Government entitlements for 2, 3 and 4-year old children, as well as the 30 hour Childcare offer and applied model of delivery		x	A,I
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Substantial experience of working with Early Years children with emerging and complex SEND and a wide professional understanding of the 'plan, do and review' graduated response to improve outcomes	x		I
A successful track record of experience as a senior/lead in a service for Early Years children with special educational needs and disabilities	x		I
Substantial 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 and understanding of special educational needs provision; duties, training, statutory process and functions		x	I
Experience of involving the community; specifically parents/ families, children and young people and other stakeholders in supporting children with severe and complex needs	x		I
Experience of leading a staff team including recruitment, supervision, work and case work allocation, assessment, and professional development needs.		x	A
Experience of ensuring work is recorded and evidenced to demonstrate impact for children, young people, and their families.	x		A,I
Experience of financial/budget management, demonstrating accountability and decision making to maximise value for money.		x	T
Successful experience of planning, developing, setting up, monitoring, and evaluating new systems and services.		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		I
Ability to motivate, challenge and support team members to ensure the best possible services are provided to meet the needs of Early Years children with SEND	x		I,T
Ability to lead change and commitment and drive to achieve the best possible outcomes for Early Years children with SEND	x		I,T
Ability to use systems to provide management information to improve service outcomes	x		I,T
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		C
Full registration with the National Portage Association	x		C

**A – Application form / CV**

**I – Interview**

**T – Test**

**C - Certificate**