

JOB DESCRIPTION

POST DETAILS

Job Title:	Early Years SEND Outreach Worker
Grade:	Grade 6 Subject to JE
Location of Work:	New Time Square
Directly Responsible To:	Early Years Area SENCo
Responsible for:	N/A
Hours of Duty:	37 hours per week, inclusive of weekends, worked flexibly; in accordance with service requirements

Primary Purpose and Scope of the Job-

To provide advice and support about the inclusion of children with special educational needs and disabilities (SEND) to early years providers in the maintained early years, private, voluntary and independent sector (PVI sector).

To identify, contribute to and deliver training on all aspects of inclusion of children with SEND for SENCOs and staff in early years settings, in close liaison with other WBC education, health and social care colleagues.

WORKING RELATIONSHIPS-

- To work as part of the Early Years Inclusion Team, Early Help including Area SENCo and Portage Team
- All sections within Families and Well-Being Directorate
- SENDIASS Team,
- Health, Early Years Team, Children Centres, Education and Family Support
- Parents/Carers
- Children and Young People
- Schools, Nurseries, Childcare Settings and Childminders

KEY TASKS AND ACCOUNTABILITIES-

To support and assist maintained early years setting and PVI SENCOs and staff:

1. To have regard for the Special Educational Needs Code of Practice 2014, the Equality Act 2010, Early Years Foundation Stage (EYFS) and other recent legislation relating to early years and disability and to be aware of their roles and responsibilities.

2. To develop policies and practices to support the inclusion of children with SEND in all early years settings. This will include encouraging early identification of children with SEND and supporting the implementation of a individual support plan.
3. To support practitioners to plan and evaluate the impact of individual/group-based interventions focused on supporting children's early learning and development
4. To observe and assess children with SEND in the early years maintained and PVI sector and provide a written report on actions and strategies to use when working with that child.
5. To support early years practitioners to complete Early Help Assessments and act as lead professional when required
6. To develop good practice and strategies for relationships with parents, including effective communication, working in partnership and sharing information.
7. To promote opportunities for early years practitioners across various settings to engage parents in their children's early experiences.
8. To recognise the importance of developing an holistic approach to supporting children with SEND and to support staff in understanding their contribution to organising effective provision.
9. To liaise about individual children's specific needs with parental permission in order to support best inclusive practice.
10. To liaise closely with education and early years colleagues to identify and contribute to and deliver appropriate training and support for SENCOs and staff in maintained and non-maintained early years settings on all aspects of work with children with special educational needs and disabilities.
11. To support the Area SENCO with the facilitation of the early years practitioner SENCO networks in partnership with PVIs, schools, children centres and the Early Years Team across Warrington, promoting the sharing of good practice, quality improvement and ensuring provision is effective in reaching those most in need.
12. To support the Early Years Inclusion Manager with information and reports as required
13. To support, encourage and challenge practitioners with the implementation of local quality frameworks and focused improvement plans.
14. To develop, disseminate and promote good practice at a local level.

15. To uphold equal opportunities in all aspects of the role.
16. To carry out all duties with due regard to confidentiality and data protection regulations.
17. The post holder will be responsible for safeguarding and promoting the welfare of children and/or vulnerable adults.
18. To undertake such additional duties as are reasonably commensurate with the level of this post.

REVIEW ARRANGEMENTS

The details contained in this job description reflect the content of the job at the date it was prepared. However, it is inevitable that over time, the nature of the jobs may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the council will expect to revise this job description from time to time and will consult with the post holder at the appropriate time.

Date Job Description prepared/revised: May 24

Prepared/revised by: Louisa Archer Hill

PERSON SPECIFICATION

JOB TITLE: Early Years SEND Outreach Worker
GRADE: Grade 6 Subject to JE
DIRECTORATE: Families and Well-Being Directorate
SERVICE: Early Help Division

CRITERIA	NECESSARY REQUIREMENTS	* MOA
EXPERIENCE (Required to do the job) Consider type, paid, unpaid; emphasis is on range and depth rather than length	1. Significant recent experience of direct work with children who have complex learning and medical needs (E)	A/I
	2. Experience of implementing strategies in early years settings to support positive behaviour (E)	A/I
	3. Experience of working with children and young people with SEND in an early years environment (E)	A/I
	4. Experience of planning, monitoring and evaluating the delivery of the Early Years Foundation Stage (E)	A/I
	5. Experience of working as part of a multi-agency team (E)	A/I
	6. Experience of Quality Assurance schemes, Ofsted standards, plus contributing to service plans and self-evaluation formats (E)	A/I
	7. Experience of communications with parents, community groups and other agencies (E)	A/I
SKILLS AND ABILITIES Consider level and type, eg,	1. Ability to engage, demonstrate duties, practices, advice and guide and consult with service users, parents, employees, students, trainees and equivalent (E)	A/I

CRITERIA	NECESSARY REQUIREMENTS	* MOA
	<ul style="list-style-type: none"> 4. Qualified Teacher Status (D) 5. Evidence of on-going professional development in SEND(E) 6. Knowledge of EYFS Statutory Framework (E) 7. Knowledge of SEND Code of Practice and the duties placed on early years settings (E) 8. Knowledge of current legislation with regards to statutory/non statutory requirements within Children and Young People's Services (E) 9. Knowledge of best practice in respect of quality early years and childcare provision for children aged 0-16 (E) 10. Knowledge of health and safety issues and legislation and a working knowledge of safeguarding practice (E) 	<ul style="list-style-type: none"> A/I A/I A/I A/I A/I A/I A/I
OTHER REQUIREMENTS Hours of work, rota patterns, working conditions, location and the requirement to drive should be stated if essential to the job; specify if standard or enhanced DBS clearance is required	<ul style="list-style-type: none"> 1. Flexible working patterns with occasional evening and weekend work required (E) 2. Ability to work as a member of a team, demonstrate leadership skills and accept guidance from other staff members (E) 3. Flexible approach to work with an ability to respond to varied requirements, prioritise accordingly and work effectively to tight deadlines (E) 4. Able to organise oneself and act on own initiative (E) 5. The post holder will be required to apply for and obtain an Enhanced DBS disclosure (E) 	<ul style="list-style-type: none"> A/I A/I A/I A/I A/I
COMMITMENT TO EQUAL OPPORTUNITIES	<ul style="list-style-type: none"> 1. Ability to understand and demonstrate commitment to equality and diversity (E) 	<ul style="list-style-type: none"> A/I

CRITERIA	NECESSARY REQUIREMENTS	* MOA
Consider the level of understanding and knowledge required	2. Commitment to inclusion and a good understanding of effective, inclusive practice (E)	A/I
COMMITMENT TO SERVICE DELIVERY/CUSTOMER CARE Consider level of knowledge required	1. Exercise high levels of confidentiality and integrity around service users and partner relationships (E) 2. Able to undertake appropriate training as necessary (E) 3. Proven customer service skills, working sensitively and appropriately with a wide range of stakeholders (D)	A/I A/I A/I

NOTE TO APPLICANTS:

Whilst all points on the specification are important, those marked 'E' (essential) are the key requirements. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

Methods of Assessment key

A = application form, C = Certificate, E = Exercise, I = Interview, P = presentation, T= Test, AC = assessment centre