

<b>Job Title:</b> Portage Teacher	<b>Role Profile Number:</b> PCDH131
<b>Grade: Q</b> <b>Salary:</b>	<b>Date Prepared:</b> June 2022
<b>Directorate/Group:</b> Children's services	<b>Reporting to:</b> Specialist EY Centre Manager
<b>Structure Chart attached:</b>	No

**Job Purpose**

- To advise and support families whose children have disabilities and /or special educational needs by providing an individualised home teaching package, using the inclusive Portage model and the Early Years Foundation Stage for pre-school children
- to work in partnership with parents to empower and enable them to support their child's development
- to work collaboratively with the SEYC leadership team and a range of professionals to support pre-school children who are delayed in their development
- to include children into school and pre-schools, offering advice and support to teachers /practitioners on the management and learning of children who are delayed in their development, to enable a smooth transition for identified children into mainstream schools.
- On the request of the family to act as Lead professional as part of the Team around the child process.

**Key Accountabilities**

1.To follow team practice relating to receipt and caseload allocation of referrals from other professionals and parents for children with special educational needs and disabilities.

- Managing an agreed timetable of visits for a caseload of children who will be visited weekly in their homes in the most time effective and professional manner.
- Gathering and recording relevant information regarding a child and families needs to ensure appropriate provision is in place to enhance the child's development.

2. Attend regular caseload supervision in relation to daily lone working adhering to the SBC lone working policy.

3. Work sensitively with families in a range of different circumstances to empower and enable them to support their child's development by;

- Establishing relationships with parents creating a positive environment where Portage Teachers and parents /carers learn from each other and actively share their respective knowledge and skills on an equal basis.
- Maximising the potential of each child in all areas of his /her development by carrying out ongoing holistic assessments of the child's needs within the context of the family.
- Gathering and disseminating information to families about support networks, benefits, relevant services and early years provision within their community.

4. To prepare for, provide and review individual programmes that lead to the effective education of the children in your charge and to develop with their parents responsibility for their children's learning using the Portage and Early Support materials plus the Early Years Foundation Stage curriculum through;

- Recording observations of children as appropriate, line with the framework of the EYFS.
- Writing 6 monthly summary reports on individual children in line with the framework of EYFS, using ICT for parents and professionals within a deadline.
- Instigating and writing reports for the Education Health Care Plan process, interim and annual reviews or supporting a setting to do so.
- Maintaining visit records after each visit and ensure that accurate records are kept up to date at all times and are accessible to appropriate other professionals (in line with SBC data sharing policies).

5. To work one session a week in the playroom alongside the SEYC practice lead & SENCO, Senior Specialist EY practitioner and other practitioners supporting children and families to empower and enable them to support their child's development by;

- Establishing relationships with parents creating a positive environment
- Maximising the potential of each child in all areas of his /her development by carrying out ongoing holistic assessments of the child's needs within the context of the playroom.
- Providing feedback to the teacher and/or senior practitioner in relation to the child's development enabling future individual planning.
- Gathering and disseminating information to families about support networks, benefits, relevant services and early years provision within their community.

6. Provide information and data as requested by the SEYC Manager and Swindon BC.

7. To work in a Team Around the Child with any relevant professional to ensure appropriate activities are

planned and family needs are met with parental consent. By;

- Acting as lead professional for children if parents request it, including organising and chairing Team Around the Child Meetings and completing Early Help Assessments.
- Visiting other early years settings which the child may be attending to advise and support with appropriate strategies.

8. Supporting inclusion into school for children, enabling a planned transition for identified individual children.

9. To attend weekly team meetings and training identified through supervision and the SBC appraisal process including regular Local Safeguarding and Disability equality training. To cascade learning from relevant training to other team members.

10. To take responsibility and participate in achieving the ongoing development implementation and monitoring of the service quality and outcomes.

11. To adhere to integrated guidance on information sharing.

12. To contribute to safeguarding by following the SEYC safeguarding policy and the Swindon Safeguarding Partnership Procedures including the recording and reporting of safeguarding concerns.

### **Supplementary Accountabilities**

- To undertake any other reasonable duties, in accordance with the setting aims and objectives.
- To participate in training, information briefings and events as and when required as part of continuous professional development.
- To promote equality and diversity best practice in all areas of work.

### **Knowledge & Experience**

*Candidates must have substantial knowledge and experience in the following areas of business and will be required to provide evidence of this:*

#### **Essential**

- Substantial post qualification experience in foundation stage.
- Evidence of continuous professional development and experiences relating to early years, special needs or home visiting
- Knowledge of child development

- Experience of using Early Years Foundation Stage
- Awareness of relevant current Legislation e.g. Children and Families Act 2014, SEND code of Practice 2014.
- Experience of working with parents in partnership
- Understanding of the need to respect and value the every day lives and uniqueness of every family
- Understanding of safeguarding procedures
- Excellent organisation skills
- Ability to use IT to write reports and maintain records meeting service deadlines.
- Good listening skills
- Good communication skills with parents, children and colleagues
- Understanding of the need to work to standards of confidentiality within the service
- Ability to travel across the borough to visits and meetings
- Ability to form good working relationships with schools, settings, other professionals, parents, carers and children.
- Work constructively as part of a team understanding roles and responsibilities and own position in the team
- Work collaboratively with colleagues and other staff.
- Communicate sensitively and clearly to a high standard both orally and in writing for a variety of audiences.
- To work as part of a team, willing to discuss cases and share ideas.
- Ability to work within an integrated multi disciplinary context and make a positive contribution.

#### Desirable

- Understanding of Lead Professional role
- Knowledge and experience of strategies to support children with varied special needs e.g. signalong PECS
- The principles and practice of effective integrated working.

#### Qualifications

- DFE approved degree level training e.g. Qualified teacher status in early years, Early Years Professional Status, BA Hons in early years and education.
- Portage Basic Workshop certificate or willingness to complete this.

#### Decision Making

- To be able to work alone with initiative and decide on appropriate strategies and actions to be used to support the child's education and family circumstances.
- The ability to assess situations and make informed judgement and decisions instantly based on relevant legislation and best practice
- Good organisational skills regarding the planning and delivery of work
- To be able to help schools and settings manage inclusion more effectively by offering sound advice, practical support and appropriate strategies.



- Enhanced DBS check will be essential.

<b>Employee Signature:</b>	Print Name:
<b>Date:</b>	
<b>Line Managers Signature:</b>	Print Name:
<b>Date:</b>	