



Role Profile

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| Job Title: Specialist EY SEND Family Support Worker | Role Profile Number: PCDN103 |
| Grade: N Salary: | Date Prepared: June 2022 |
| Directorate/Group: Children, Families and Community Health | Reporting to: Specialist EY Centre Manager |
| Structure Chart attached: | No |

Job Purpose

The Post holder will work with the Specialist Early Years Centre (SEYC) Manager and the SEYC Practice Lead & SENCO to ensure that there is effective support for children in EY with Special Educational Needs and their families. This will include working with families to undertake Early Help Assessments and Plans and taking on the role of Lead Professional in order to coordinate services.

Alongside the SEYC manager and Practice Lead and SENCO the postholder will review applications, meet families and children and contribute to the decision making about the appropriate support offer. The Specialist EY SEND Family Support Worker will contribute to development of the criteria for children to access services and induction and transition processes for families, taking responsibility for seeking feedback from families and practitioners to inform quality assurance for the service.

The postholder will be responsible for liaising with Children's keyworkers in the specialist provision and mainstream settings as well as colleagues from other agencies to support communication and ensure the best possible support is in place for families. The postholder may provide outreach support for mainstream settings and contribute to the development and delivery of the EY training program across SBC.

Alongside the Senior Specialist EY Practitioner, SEYC manager and SEYC Practice Lead and SENCO and other SEYC staff, the postholder will contribute to the development of the EY provision, ensuring it is a safe and stimulating environment in which children with Special Educational Needs and Disabilities (SEND) can learn and develop. The postholder will be expected to spend time in the playroom working alongside practitioners and parents to support the development of children.

Key Accountabilities

The postholder will work under the direction of the Specialist EY Centre (SEYC) Manager

- To contribute to the development of the request for service process, criteria for support and entry and exit pathways for children and families accessing the service.
- To review applications for the service, meeting families and children, through home visits and taster sessions, contributing to decision making processes around the most appropriate support to offer.
- To work closely with parents and carers, exchanging information about their child's progress and achievements and ensuring that parents are fully involved with all decisions made about provision for their child. This is likely to involve taking on the role of the Lead Professional and coordinating support for the child and family through the Team Around the Child (TAC) process.
- Contribute to guidance and CPD to Early Years settings in order to plan for effective and personalised support for children with SEND and/or disadvantaged, and to support general good practice.
- To provide advice for parents and practitioners on appropriate early support strategies for children with SEND and additional needs, including signposting to relevant resources and support services.
- To provide advice and support to Early Years SENCo's and setting managers in order to follow early intervention procedures, including effective partnership working with parents.
- Alongside children's keyworkers, to support settings to plan for effective transition to school for children with SEND.
- To establish and maintain relationships with early years and childcare providers. Promote a positive and professional approach with setting managers and SENCo's.
- Promote opportunities for joint working with other agencies and groups to achieve the overall aims of the service.
- To carry out safeguarding requirements and procedures as outlined in the SEYC safeguarding policy, including undertaking regular safeguarding training and keeping up to date by accessing relevant materials e.g. Swindon Safeguarding Partnership newsletter and website.

Supplementary Accountabilities

- 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.
- To participate in working alone and report to line manager (SEYC Manager) as necessary.
- Attend evening/weekend meetings outside normal working hours as necessary.
- Ability to travel across the borough for appointments, visits and meetings.

Knowledge & Experience

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

- Significant and recent experience of successfully working as a practitioner within the Early Years Foundation Stage,
- Significant and recent experience of successfully working in partnership with parents, including a good working knowledge of the services available for children with SEND and their families.
- Experience of the Early Help processes including experience of taking the role of lead professional in order to coordinate services around children & families.
- Recent knowledge and experience of Early Years SEND procedures and revised SEND Code of Practice.
- Experience and knowledge of early interventions and SEN processes.
- Experience of successfully working as part of a team and the ability to motivate people.
- Experience of working within high quality Early Years provision.
- Experience of planning for individual and specific needs of children in order to provide appropriate personalised provision. For example, Individual Education/Play Plan.
- Knowledge of safeguarding requirements and procedures relevant to the role.
- Experience of dealing and handling sensitive and complex information

Qualifications

- A full DFE recognised level 3 qualification in EY and Childcare or other equivalent qualification or relevant A level qualifications.
- English and maths at GCSE.
- Substantial experience of working within the Early Years Foundation Stage.
- Evidence of continuing professional development relevant to post.

Decision Making

- Making decisions regarding how to interpret and best summarise information gathered.
- Can actively identify and introduce improvements linked to areas of accountability.
- Is purposeful in evaluating practice, identifying priorities, and providing clear advice and recommendations.

Creativity and Innovation

- Ability to present information in a variety of ways.
- Is able to both support and challenge in order to help improve perceptions and bring about improvements.
- Flexibility to meet the varying demands of the role.

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| <p><u>Job Scope</u></p> <p>Number and types of jobs managed</p> <ul style="list-style-type: none"> • N/A • <p>Typical tasks supervised/allocated to others</p> <ul style="list-style-type: none"> • N/A • • | <p>Budget Holder</p> <p>Responsibility</p> <p>Asset Responsibility:</p> | <p>No</p> <p>.</p> <p>N/A</p> |
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Contacts and Relationships

(how the role relates to the work of others i.e. officers, groups, committees, general public, members, partner organisations, internal and external contacts of the council)

- Working closely with the SEYC team and reporting to the SEYC manager and SEYC Practice Lead and SENCo.
- Working closely with members of the Early Years Quality and Inclusion Team and other members of the Specialist EY SEND Family Support Worker team.
- Liaising with other services within SBC such as The SEND service, The Early Help Hub and Advisory/Outreach teams
- Working in a collaborative manner with private, voluntary and independent (PVI) providers of Early Years Education and Childcare and maintained nurseries.
- Ability to recognise and respect the contributions that others, including parents, can make to the development and well being of young children.

Other Key Features of the role

(working environment / emotional / conditions i.e. regular outside work, unpleasant or hazardous conditions, practical demands such as standing, carrying or working in constrained positions, potential verbal abuse and aggression from people, or risk of injury).

- Requires use of IT, for example, word processing, report writing, e-mail.
- Requires access to mobile phone and computer/laptop (provided for work use).
- Involves lone working and travel.
- Enhanced DBS check will be essential.
- Requirement to work across wider early years and childcare team as appropriate.
- Requires visiting families and children in their homes.

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| Employee Signature: | Print Name: |
| Date: | |
| Line Managers Signature: | Print Name: |
| Date: | |