



INSPIRE

Connected Communities Trust

ELPSS – Early Learning PORTAGE WORKER

GRADE: G5

REPORTS TO: Portage Coordinator / CEO

1. PURPOSE OF JOB:
To deliver Early Learning and Portage Programme to parents/carers of pre-school children with SEN in their homes, as well as the delivery of group sessions within children centres. Under direction, deliver appropriate training as required to stakeholders.

2. MAIN RESPONSIBILITIES, TASKS AND DUTIES

1. School Related

- i. Act in accordance with Trust policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management
- ii. Assess and implement the Portage Programme for individual children
- iii. Hold a caseload and prepare long term goals for children
- iv. Undertake domiciliary visits on a regular basis in order to implement the Programmes
Lead groups within a children's centre
Work with other colleagues through the Early learning services to deliver groups to parents.
- v. Regularly report progress of individual children and complete required reports and attend reviews with other professionals
- vi. Liaise with parents/ carers / other professionals over future objectives
- vii. Maintain and order equipment for delivery of Portage
- viii. Attend training/professional development courses as required and liaise with other Portage Workers
- ix. Support in the maintenance and reporting on KPI' s as directed by the senior and / or executive head.
- x. Co - Delivery of relevant training to parents and colleagues, i.e. Early Bird / EarlyBird Plus / Portage Worker Accreditation

3. MANAGEMENT OF PEOPLE

SUPERVISION OF PEOPLE

This role does not require supervision of people.

4. CREATIVITY & INNOVATION

Required to follow policies and procedures but may need to be creative when making suggestions to resolve a child centred problem and when assisting with developing activities. Postholder required to be creative within the guidelines of the Portage Programme to enable pre-school children with SEN to attain their full potential

5. CONTACTS & RELATIONSHIPS

Regular contact with pre-school children with SEN and their parents/carers

	Head Teacher and other professional colleagues Liaison with other Portage workers
6.	DECISIONS
	<p>a) Discretion</p> <p>Required to act in accordance with Trust policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management. Postholder has discretion, within the Portage Programme, to make recommendations with regard to a child's development and future well-being.</p>
	<p>b) Consequences</p> <p>Impacts on future education/well-being of a child with SEN</p>
7.	RESOURCES
	Portage equipment and other equipment required to deliver the programme, Learning resources
8.	WORK ENVIRONMENT
	<p>a) Work Demands</p> <p>Postholder subject to interruptions but should not impact on the overall delivery of the Portage Programme</p>
	<p>b) Physical Demands</p> <p>Postholder required to work with pre-school children (0-5 years old) and is required to interact with the child at their level, including working on the floor</p>
	<p>c) Working Conditions</p> <p>Majority of work carried out in parents/carers homes</p>
	<p>d) Work Context</p> <p>Lone working and Postholder required to work in client's homes Contact with parents/carers could also potentially expose the postholder to physical/ verbal abuse.</p>
9.	KNOWLEDGE AND SKILLS
	<p>NNEB/NVQ 3 or equivalent Portage qualification Previous experience of working with children with SEN</p>
10.	GENERAL
<p>Other Duties - The duties and responsibilities in this job description are not exhaustive. The postholder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the postholder.</p>	
<p>Equal Opportunities - The postholder is required to carry out the duties in accordance with Trust Equal Opportunities policies.</p>	
<p>Health and Safety - The postholder is required to carry out the duties in accordance with the Trust Health and Safety policies and procedures.</p>	
<p>All school staff have a responsibility to safeguard and promote the welfare of children and young people within the school.</p>	

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATIONS & TRAINING	<ul style="list-style-type: none"> • NNEB/NVQ 3 or equivalent Portage qualification • Current Paediatric First Aid Qualification 	<ul style="list-style-type: none"> •
EXPERIENCE	<ul style="list-style-type: none"> • Previous experience of working with children with SEN 	<ul style="list-style-type: none"> • Experience of delivering learning activities across Key Stages EYFS, integrating developmental core skills • Experience of working with students with learning difficulties such as MLD, SLD, ASD, ADHD & SEMH • Experience of working with students with challenging behaviour • Experience of delivering learning activities to students with additional needs, including ASD, speech, language and communication difficulties, BESD...
KNOWLEDGE & UNDERSTANDING	<ul style="list-style-type: none"> • Working knowledge of relevant policies, procedures, codes of practice and legislation including data protection, child protection and safeguarding 	<ul style="list-style-type: none"> • Knowledge of first aid • Knowledge of communication development, including augmentative systems and autism • Knowledge of behaviour management strategies • Knowledge of inclusion and additional needs • Ability to motivate and inspire students • Have knowledge of the appraisal system (PLJ) as it relates to support staff • Knowledge and understanding of current issues in the field of education to allow for greater contribution to the effectiveness of the school • Knowledge of developmental Curriculum.

SKILLS	<ul style="list-style-type: none"> • Excellent communication, organisational and ICT skills • The ability to handle sensitive and confidential information and issues appropriately • The ability to self-evaluate learning needs and actively seek CPD • Good time management skills • Ability to produce plans, resources to meet the range of additional needs etc. • Ability to support the delivery of learning activities across a range of developmental areas • Ability to record to support assessment for developing individual plans and setting long term goals 	
PERSONAL CHARACTERISTICS	<ul style="list-style-type: none"> • To be able to demonstrate initiative and intuition • Punctual • Approachable and professional • Present smart appearance • A desire to have a positive impact on outcomes for children and young people • Ability/desire to work collaboratively to effect school improvement • Commitment to enhancing teaching and learning in the schools in the Federation • Enthusiasm • Flexibility • Commitment • Sense of humour • Ability to work as part of a team and work alone 	<ul style="list-style-type: none"> • Be able/willing to drive school minibus

	<ul style="list-style-type: none"> • Ability to communicate effectively with parents/carers/outside agencies under agreed systems of supervision/direction. • Willingness to take a full part in the life of the Federation / trust 	
SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> • An Enhanced Disclosure and Barring check will be required • Two references will be required, one of which should be the most recent employer 	

Examples of evidence that could be provided in support of the Personal Learning Journey:

- Key Performance Indicators
- Case studies
- Questionnaire feedback
- Evidence of personal learning

(this list is not exhaustive and is to give examples only)

I confirm that I have received a copy of this job description and person specification:

Signed

Name

Date