

<b>Job Title</b>		<b>Early Years SEND Support Officer</b>
<b>Department</b>	Children, Young People, Education and Skills	
<b>Section</b>	Education	
<b>Reports to</b>	Team Manager for the Early Years Inclusion Team	
<b>JE Ref</b>	CYP1069.1	
<b>Grade</b>	CS08	
<b>JE Date</b>	24/06/2022	
<b>Job purpose</b>		
Provide specialist guidance and practical support to parents and professionals in working with pre-school children with special educational needs and disabilities both within the home and delivering group-based interventions to achieve the best outcomes for children and families, under the direction of the EYIT team manager.		
<b>Job specific outcomes</b>		
<ol style="list-style-type: none"> <li>1. Manage a caseload of children, assessing their holistic development, independently plan, prepare for and implement work programmes that ensure positive and successful developmental outcomes in preparation for requirements at statutory school age.</li> <li>2. Set social, cognitive, emotional, physical, self-help, behavioural and communication targets for children and families to ensure appropriate developmental progress.</li> <li>3. Monitor and evaluate children's responses to learning activities through planned observation and recording of achievements against pre-determined targets, to ensure progress is maintained.</li> <li>4. Organise, catalogue and maintain learning resources in order to deliver a high-quality service.</li> <li>5. Work directly with parents in their home, following Portage Principles, to help them build an understanding of their child's strengths, developmental needs and how to support them.</li> <li>6. Co-produce teaching targets with parents and model activities to upskill and empower parents to confidently support their own child's development.</li> <li>7. Plan and deliver targeted group work for children and their families that provide social support and engagement opportunities that build confidence, resilience and understanding.</li> <li>8. Take responsibility for supporting parents to access other services and engage positively with other professionals that will benefit their child's development and family wellbeing.</li> <li>9. Arrange, in conjunction with parents, transition visits to schools or nurseries to ensure appropriate, timely and effective arrangements are made in order to meet the individual child's needs when moving to a new setting.</li> </ol>		

10. Model to pre-school staff appropriate strategies that will enable them to support children with additional needs more effectively and confidently.
11. Establish and sustain collaborative relationships with other specialist organisations, in order to meet the needs of children and families, through attending Team Around the Child meetings, multiagency clinics and any other relevant meetings, contributing to the discussions and sharing information that will benefit the child and family.
12. Maintain up to date and accurate reports and records that ensure service delivery is transparent, accountable and effectively supports learning, development and transition, in line with Data Protection requirements.
13. Undertake a range of professional development opportunities to maintain and develop specialist skills, knowledge and experience so that children and families receive a high-quality service.
14. Take responsibility for identifying and responding to safeguarding concerns in line with Government policy and procedures to ensure children and families safety is maintained.

#### Statutory responsibilities

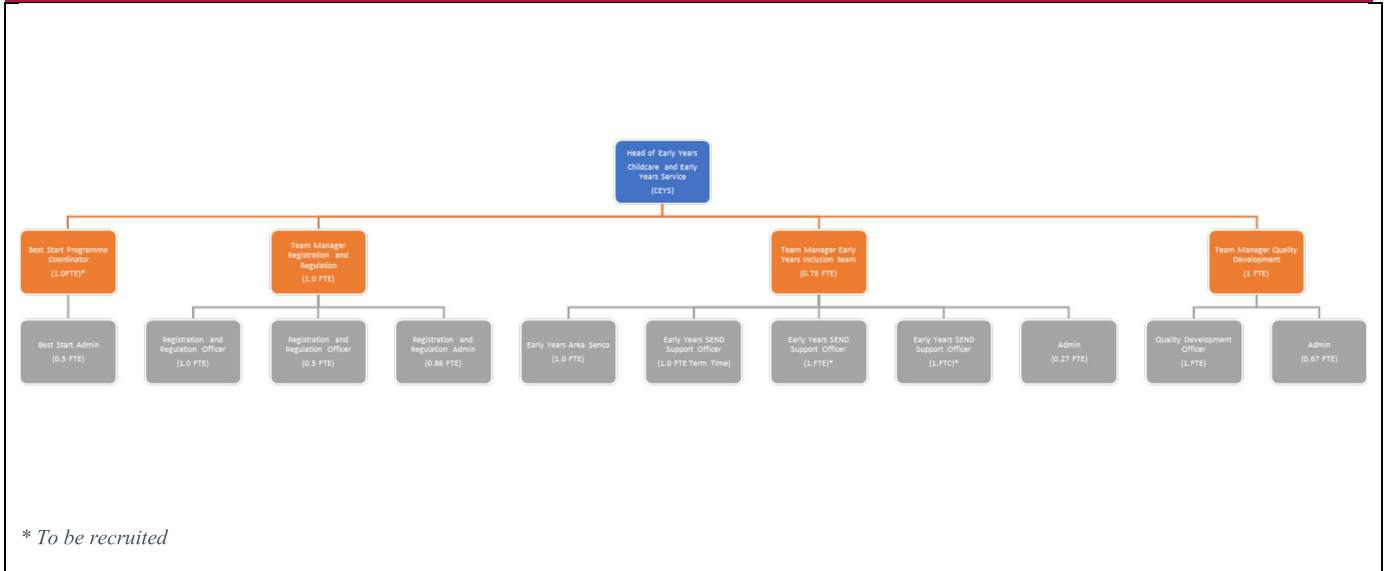
Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

## Organisational structure

### One Government Departments



## Organisation chart



## Person Specification

### Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<p>Level 3 qualification in childcare</p> <p>National Portage Association training in the UK (this will be provided to successful applicant)</p>	<p>A qualification in Special Educational Needs and Disabilities</p> <p>Specific training in Autism and social communication needs</p> <p>Makaton training</p>
<b>Knowledge</b>	<p>A thorough working knowledge of child development for under 5's</p> <p>A good working knowledge of current curricular and assessment tools used with the Early Years</p> <p>Knowledge of the principles of inclusion and inclusive practice</p>	<p>Knowledge of a range of Special Educational Needs and Disabilities</p> <p>Knowledge and understanding of effective support strategies and interventions for children under 5 with SEND</p> <p>Knowledge of specialist services for young children and their families</p> <p>Up to date knowledge of safeguarding practices and procedures</p> <p>Knowledge of the National Portage Association principles</p>
<b>Technical / Work-based Skills</b>	<p>Ability to work confidently, positively and cooperatively with parents and other professionals</p> <p>Confident user of ICT to support efficient and effective working within a professional role including working knowledge of Word and Outlook</p>	

	<p>Ability to keep excellent records of work.</p> <p>A full driving licence and ability to travel island-wide</p>	
<b>General Skills/Attributes</b>	<p>Good written and verbal communication skills and the ability to provide written professional reports</p> <p>Self-motivated and ability to work autonomously</p> <p>Excellent organisational skills with the ability to plan and prioritise workload</p> <p>Ability to work as part of a team</p> <p>Ability to work flexibly and adapt and evolve practice</p> <p>Able to develop and learn using reflective practice</p> <p>Confidence to work with families in their home and lead group sessions</p> <p>A resilient disposition</p> <p>A flexible approach to working hours</p>	<p>The ability to engage and motivate 'hard to reach' families</p> <p>The ability to create and maintain positive relationships and professional boundaries</p>
<b>Experience</b>	<p>Recent and substantial experience of working with children aged 0-5 years old</p> <p>Recent experience of working with children with SEND</p>	<p>Experience of working with children with developmental delays, Autism and social communication needs, emotional and behavioural needs.</p>

	<p>Experience of collaborating with parents and families</p>	<p>Experience of collaborating with parents and families</p> <p>Experience of providing support to families in the community and in their own homes</p> <p>Experience of supporting parents/carers in managing young children's behaviour</p>
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### Personal Attributes

Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the States of Jersey tier 5 core accountabilities attributes and behaviour indicators.