

<b>Post Title:</b> Portage Home Visitor	<b>Director/Service/Sector</b> SEND & Vulnerable CYP		<b>Office Use</b>
<b>Grade:</b> 6	<b>Workplace:</b> County Hall Morpeth Work carried out in Family Homes, Pre-school settings and Children's Centres		JE ref: 1395 HRMS ref:
<b>Responsible to:</b> Portage Lead	<b>Date:</b>	<b>Manager Level:</b>	
<b>Job Purpose:</b> <ul style="list-style-type: none"><li>• To support the Local Authority in providing an effective and efficient home based teaching service for pre-school children with significant special educational needs</li><li>• To work in partnership with parents/carers to enable and empower them to support their child's learning</li><li>• To ensure that the educational needs of pre-school children with significant learning difficulties and disabilities are met so that each child can achieve their full potential in an inclusive setting.</li><li>• To provide support and training to other professionals</li><li>• To fulfil the statutory duties of the Local Authority</li></ul>			
<b>Resources</b>	<b>Staff</b>	<b>None</b>	
	<b>Finance</b>	This post has no direct financial control but the post holder will contribute to the decision making process, in which resources are allocated to children who have special educational needs. These decisions result in the allocation of additional resources to children for whom the Local Authority has a statutory responsibility.	
	<b>Physical</b>	Shared responsibility for the careful use of Portage resources and office equipment. Lifting, handling and transporting specialist teaching resources i.e. multi-sensory equipment and assessment materials into family homes to enable parents/carers to carry out the Portage teaching programmes/activities	
	<b>Clients</b>	Children with significant special educational needs. Parents/carers, teaching staff in Schools and early year's settings and partner agencies involved with the children concerned.	
<b>Duties and key result areas:</b> <ol style="list-style-type: none"><li>1. To work in collaboration with parents/carers to develop, prepare and deliver individual written teaching programmes within the home for pre-school children identified as having significant learning difficulties and disabilities. This will include:<ul style="list-style-type: none"><li>• Complete an initial baseline assessment of the child's educational needs in collaboration with parents and other professionals through discussion, observation and recording, using appropriate and developmental assessment tools and resources.</li><li>• To observe and record the ways in which parents/carers and other agencies approach and interact with children.</li><li>• Agree suitable Long Term Goals with the parents/carers and other professionals based on the baseline assessment and prepare detailed written task analyses of agreed Long Term Goals to be used as a guide for the weekly teaching activities.</li><li>• To provide weekly teaching activity targets/charts in consultation with parents/carers to be carried out on a daily basis, enabling the recording and response of the child to the teaching and monitor progress made.</li></ul></li></ol>			

- To provide the appropriate resources/equipment required to support the weekly teaching activities.
  - Provide training for parents/carers and other professionals by modelling with the child the precise way in which each teaching activity is to be taught.
  - To monitor and record children's progress and provide comprehensive reports for parents/carers and other involved professionals identifying progress, emerging skills and future objectives.
  - Provide comprehensive discharge reports on the child's progress over the period of involvement and current stage of development.
2. To provide advice and emotional support to parents/carers when appropriate. To include such times as point of diagnosis, transition phase stages, baseline assessments, health and wellbeing, bereavement.
  3. To signpost families when required to access funding i.e. Disability Living Allowance, charity funding and appropriate support groups provided by the Local Authority and the National Portage Association.
  4. To take responsibility for making referrals to other agencies as the needs of the children/families are identified.
  5. To jointly lead and implement planned activities and individual teaching programmes in Pre-school multi-disciplinary teaching groups e.g. physiotherapy group sessions, speech & language group sessions and autistic spectrum disorder based group sessions.
  6. To liaise with pre-school teaching staff, sharing information and written accounts of progress, long term goals and teaching targets. Providing training within the pre-school setting which will allow staff to understand and utilise effective teaching techniques based on individual children's learning styles **and skills**.
  7. To initiate the Early Help Assessment process, adopting the role of Lead Professional and co-ordinating 'team around the family' meetings when required.
  8. To attend and provide reports for multi-agency and support forum meetings as well as reviews for individual case load. To include child protection, multi-disciplinary clinics and transition meetings.
  9. To work in partnership with other professionals involved, through regular liaising, joint home visits and sharing of information
  10. To provide educational advice for children requiring top up funding/ request for an education health care plan. To provide educational advice for children requiring an educational health care plan.
  11. To promote inclusive learning environments and attitudes in pre-school setting/s through liaison, modelling good practice and training to early year's practitioners to ensure smooth transition for children/families.
  12. To take responsibility for and manage individual caseloads as assigned by Portage Lead.

13. To deliver Portage Workshop training as set out by the National Portage Association across the County for parents/carers, early years practitioners and professionals.
14. To undertake and adhere to the policies and procedures of Northumberland County Council and to carry out duties with due regard to equal opportunities and work actively to overcome and prevent discrimination on the grounds of race, gender, sexuality, disability or status.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

#### **Work Arrangements**

Transport requirements:	Driving across the breadth of the County to carry out home visits, attend a variety of meetings and provide training to pre-school/school settings on a daily basis.
Working patterns:	
Working conditions:	With pre-school children in family homes and/or Early Years settings/schools.

#### **PERSON SPECIFICATION**

<b>Post Title:</b> Portage Home Visitor	<b>Director/Service/Sector:</b> People	Ref: 1395
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>

<b>Knowledge and Qualifications</b>		
<p>Good general education, demonstrating competence in numeracy and literacy</p> <p>A professional qualification at or above Level 4 relating to the development and/or education of pre-school children, eg health visiting, nursing, speech therapy, teaching, nursery nursing, physiotherapy, occupational therapy or similar.</p> <p>A current driving licence (be able to meet the transport requirements of the job)</p>	<p>Additional qualifications in the education and/or development of children with special needs including Degree status</p> <p>Completion of an accredited basic portage workshop.</p> <p>Knowledge and understanding of teaching techniques and coping strategies effective with children who have special/additional needs.</p>	
<b>Experience</b>		
<p>Prior experience with providing support and teaching to pre-school children with special/additional needs.</p> <p>Supporting, advising and teaching parents.</p> <p>Experience working in partnership with a wide range of professionals.</p> <p>Advising and supporting Early Years and School settings to deliver inclusive education.</p>	<p>Teaching individual and small groups of children with special/additional needs.</p> <p>Skilled in providing training for parents/adults</p>	
<b>Skills and competencies</b>		
<p>Good interpersonal skills.</p> <p>A commitment to and belief in the importance of early development intervention.</p> <p>Good knowledge and understanding of the Foundation stage curriculum.</p> <p>Ability to plan, organise and prioritise resources and staff including own working time.</p> <p>Ability to deal with confidential material.</p> <p>A commitment to working with parents/carers and extended family as partners in delivery of the service.</p> <p>Ability to communicate effectively and sensitively with parents and other professionals.</p>	<p>Knowledge of the development of Portage Services and their essential components.</p>	
<b>Physical, mental and emotional demands</b>		
<p>Lifting and handling children and carrying teaching resources.</p> <p>Driving and hazard awareness in all weather conditions.</p> <p>Ability to cope with the regular high level of physical and emotional demands involved in working face to face with children who have a wide range of significant special needs, parents/carers, extended family and other professional agencies.</p>		
<b>Other</b>		
<p>Ability to work to strict timetables and deadlines.</p> <p>Willingness to use hours flexibly to meet family needs.</p> <p>Willingness to learn and a flexible approach to work in a multi professional environment.</p>	<p>A willingness to undertake further training leading to accredited relevant qualifications.</p> <p>Ability to contribute fully to the extension and development of the Portage Service.</p>	

<p>Ability to work with minimum supervision apart from that which is supplied to through the weekly staff meeting and supervision.</p> <p>Willingness to undertake further relevant training.</p> <p>Willingness to work as part of a team.</p> <p>Commitment to providing a reliable weekly home visiting service which ensures continuity and consistency for the children and their families.</p>		
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Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits