

Job Profile

Child Development & SEND Advisor Nov 2024)

Grade: 7 Date created: May 2017 (updated Feb 2019 and

New job title **Best Start in Life Inclusion Practitioner**

About the Job

The overall purpose of this role is to enable children aged 0-5 years with additional needs and SEND to learn and develop to their full potential. You will work with a wide range of professionals and parents to support parental confidence and early child development.

You will contribute to the delivery of Best Start in Life priorities, including reducing inequalities in outcomes and improving access to inclusive early years provision

The post holder will be regularly based within Family Hubs and community venues, acting as a visible and accessible point of contact for parents, carers and professionals seeking advice and support regarding child development and SEND.

This is what we need you to do...

- Hold a caseload to include assessing, observing and reporting on a child's ability to learn, support required, and levels of progress made
- Act as a first point of contact for inclusion support within Family Hubs, supporting families who may not yet meet thresholds for specialist services
- Provide early, accessible advice and guidance to parents/carers (including drop-ins and consultations within Family Hubs) on child development, behaviour, communication and emerging SEND needs
- Facilitate group-based interventions and workshops within Family Hubs focused on key areas such as speech, language and
- Work collaboratively with agencies and providers to develop holistic plans for children with SEND
- Work collaboratively with agencies to signpost families and EY educators as required
- Provide advice and guidance to EY educators to promote an inclusive early learning environment
- Support EY educators to enable children to have a good transition to their next educational setting
- Comply with GCC policies and procedures especially about health and safety, fairness and diversity, infection control and lone working
- Take responsibility for professional development and attend relevant training

communication, play, and parenting skills

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- Plan and provide quality play experiences for young children with high level needs using the Portage model of home education
- Using the Portage model, support parents/carers to develop and implement a learning environment within the family home to aid child development.
- Model good practice and developmental activities to parents and educators which promote development, learning and inclusion
- Support the **early identification of SEND** in line with the graduated pathway, ensuring timely intervention and reducing delays in accessing support
- Work collaboratively with all parties in the Team around the Child/Family to identify, plan and implement appropriate targets for individual children

Please note that there may be some evening and weekend working required

Special Conditions:

It is preferable that the post holder has a full, valid driving licence and can use a suitable and insured vehicle. The role will involve working across Family Hubs, early years settings, homes and community venues, including areas not well served by public transport.

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Monitoring and ongoing development of outcomes

As part of the annual appraisal, outcome based targets will be developed in conjunction with the post holder and will supplement this job profile. The job profile will be subject to regular review and the Council reserves its right to amend or add to the accountabilities listed above

The ideal candidate will have...

Experience

- Experience of working with children, young people and their families to include working in the family home
- Experience of a key working role, including identifying children's needs and planning to meet these
- Experience of holistic assessment, planning and review of support for children with additional needs/SEND
- Experience of multi-agency working and working across organisational boundaries
- Experience of supporting Inclusion for children with SEN and disabilities – and creating plans for settings and individual children
- Experience of providing advice and guidance and challenging other practitioners in relation to supporting children with additional or complex needs
- Experience of developing innovative and creative solutions to meet identified needs of cohorts of children
- Experience of working within educational settings and within community-based services (e.g. Family Hubs, children's centres or outreach models)

Knowledge, Skills and Understanding

- Knowledge of relevant legislation and current local developments and strategic priorities, including in SEND and the Graduated Pathway
- Awareness of safeguarding and child protection practice and procedures
- Ability to understand and respond to the education, health and care needs of children with additional needs
- Knowledge of the Early Years Foundation Stage curriculum and child development
- A commitment to an inclusive/enabling response to meet the needs of children with additional needs
- Knowledge of the Equality Act 2010 and skills to provide advice in making reasonable adjustments to safely include children with SEND
- Ability to liaise with and provide support and challenge to other professionals across Education, Health and Care Services
- Knowledge of countywide services and resources to support children with additional needs/SEND
- Excellent communication and observational skills with children with complex needs, including Total Communication
- Ability to develop partnerships and multi agency working

- Excellent communication skills, both written and verbal at all levels
 - Negotiating and influencing skills
 - Knowledge and understanding of diversity of the communities within the county.
 - Ability to produce high quality professional reports
 - Skilled at prioritising and managing workloads
 - Knowledge of current research and the ability to inform and influence practice
 - Understanding of regulations regarding information sharing
 - Ability to accurately read and analyse information – eg professional reports, My Assessments etc
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- Understanding of **Best Start in Life / Family Hub delivery model** and the role of inclusion within early help systems
 - Knowledge of **early intervention approaches** to reduce inequalities in speech, language and communication and social development
 - Good IT skills, Microsoft, outlook, email and internet

Behavioural attributes

- Demonstrates Gloucestershire Leader/Employee Behaviours.
- Able to communicate effectively and sensitively with children, families and other professionals
- Able to make and maintain positive and supportive relationships with families and other professionals – taking an empowering approach
- Able to use initiative and be proactive
- Excellent interpersonal skills, able to work independently and as part of a team
- Positive attitude to problem solving; innovative and flexible approach to challenges
- Able to empower others, ability to provide expert advice and guidance to increase skills and confidence in others
- Maintain confidentiality and professional boundaries
- Committed to achieving the best outcomes for children and young people – taking responsibility, being professionally curious and holding self and others to account

- Good IT skills, Microsoft, outlook, email and internet.

- Personally credible with parents, schools and partners (EYIP)
- Demonstrates an enquiring mind, an ability to question appropriately.
- Excellent organisational skills with the ability to meet tight timescales
- Resilient and a positive attitude to issues of change
- Ability to take on and accept new practices including the skills to deal with matters calmly and professionally in stressful situations.
- Visible and approachable, able to engage families early and build trust within community settings such as Family Hubs
- Committed to early help, prevention and inclusion, with a focus on reducing inequalities

Education & Qualifications

Essential

- A good level of education e.g GCSEs at grade C or above
- Minimum NVQ Level 3, Early Years/Education professional or equivalent
- National Portage Basic Workshop training or willing to undertake training within 12 months
- Qualification in SEND or disability related subjects or equivalent training
- Training or professional development related to early intervention, Family Hub delivery or inclusion practice