

Job Description

Job Role: Portage Worker

Service: Additional Needs

Role Structure	Role Details
Directorate:	Children & Young People
Grade:	HC06
Location:	Widemarsh Children's Centre
Responsible to:	Early Years SEND Senior Lead

Main purpose of the role

- To support children with additional and their families, so that they may reach their potential in education.
- To provide a Portage teaching model to pre-school children with Special Educational Needs and their families, initially within the home environment. To also enable them to access universal services and early years settings.
- To provide support and advice to early years providers on programmes of activities to enhance an individual child's needs.
- To work closely in partnership with social workers in the assessment of families and/or delivery of plans of support to improve the outcomes, which could potentially reduce the number of young children becoming CIC or requiring CIN or CP.
- To support parenting skills, self-esteem and family units.
- To increase nursery attendance and support transitions into nursery/specialist setting.
- To enable parents to become their child's first educator by modelling, discussing, observing and sharing the Portage Model.

Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> • To receive referrals through approved systems from multi agencies and regularly attend meetings. 	<ul style="list-style-type: none"> • Ongoing
<ul style="list-style-type: none"> • To provide families with prepared programmes of fun and learning activities using the Portage teaching model and monitor each child's progress using the most appropriate assessment tool. Prepare and deliver follow up activities according to the progress made and each child's interests. 	<ul style="list-style-type: none"> • Ongoing
<ul style="list-style-type: none"> • To work in partnership with other agencies and professionals, such as health, early years providers, and contribute to the team around the child. Taking the lead professional when required. 	<ul style="list-style-type: none"> • Ongoing
<ul style="list-style-type: none"> • Jointly lead and implement planned activities and individual teaching targets with other settings. 	<ul style="list-style-type: none"> • Ongoing



Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> To manage a caseload of vulnerable children and families who are at risk of negative outcomes, as well as managing a waiting list through triage process and work with other professionals and community groups to ensure families access other services, such as Megan Baker House, Marches Family Network. 	<ul style="list-style-type: none"> Ongoing
<ul style="list-style-type: none"> To work directly with children and families using evidence based therapeutic models, including motivational interviewing, Maslow's hierarchy of needs and attachment theory 	<ul style="list-style-type: none"> Ongoing
<ul style="list-style-type: none"> To deliver Portage workshop training to practitioners, parents and teachers. 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To plan and deliver portage fun sessions for families to attend in the school holidays. 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> Observe and record the ways in which parent/carers approach and interact with the child and record baseline and future long term goals. 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> To have a manageable caseload of children with special educational needs and maintain accurate records, timelines and standards. 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> To assess and record children's current skills using the most appropriate assessment tool. 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To be flexible and creative in our work, depending on the presenting need of the child and family. 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> To signpost families to relevant professionals or services identified through the EHA. 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To provide detailed reports on a child's development to assist with Care Plan reviews and statutory requirements. 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To attend Child Protection Conferences, Planning and Review and Portage team meetings. 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To assist families where necessary in accessing universal and targeted services. 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To keep abreast of developments in theory and practice of all aspects of child development. 	<ul style="list-style-type: none"> As required

Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> To deliver evidence based interventions 1:1 in family homes and other settings on a fortnightly or agreed basis. 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> Establish and maintain relationships with children and families that enable them to engage, support and facilitate all towards positive outcomes using a holistic approach. 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> To advocate on behalf of the children and their families, supporting them in their interaction between themselves and support services. 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To work with parents to identify and implement a range of practical solutions to support families in the home. 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> Work in partnership with parents to provide them with practical and emotional support, within the parameters of the role of Portage worker, particularly around the time of diagnosis and transition to settings. 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> Provide families with information relating to financial benefits, National and Regional support and other agencies which may be able to provide advice and support- eg, DLA/Carers Allowance applications or discussion around housing related needs of their child. 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> Apply for Education, Health Care Plan (EHCP) and/or support the family in understanding the information choices they have through this process, following the SEN Code of Practice (2014) and contribute to appropriate reports accordingly- e.g. visiting settings, liaising with SEN team and appropriate professionals or contributing to the Early Years Panel discussions. 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To undertake a scaled approach which is dependent upon the needs of the child and family, having the ability to adjust and manage the intensity of support required in each individual case 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> Where necessary, supporting families in accessing appropriate medical appointments, e.g. joint visits, supporting with therapy programmes (SALT, Physio, OT), making referrals to other agencies as the needs of the children and families dictate. 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> Support the family by signposting them to other services or where necessary making appropriate referrals for the family. 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> Use ICT to assist administration, data and reporting processes. 	<ul style="list-style-type: none"> Daily



Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> To handle sensitive information regarding children and families. 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> Ensure we are up to date with knowledge of safeguarding procedures. 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> Ensure we are up to date with mandatory training and that we adhere to Herefordshire Council policies and procedures. 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> Attend staff training and development courses as identified through supervisions and staff appraisals. 	<ul style="list-style-type: none"> As required



Person Specification

Requirements	Essential or Desirable	Identified by A – Application I – Interview
Qualifications and Training		
<ul style="list-style-type: none"> A formal Childcare and Education qualification to level 3 	Essential	A, I
<ul style="list-style-type: none"> Full UK Driving license and able to travel across the county of Herefordshire 	Essential	A, I
<ul style="list-style-type: none"> Equal opportunities training 	Essential	A, I
<ul style="list-style-type: none"> Portage trained to the National Portage Association standard 	Essential	A, I
<ul style="list-style-type: none"> Knowledge and understanding of teaching techniques and coping strategies effective with children who have special/additional needs 	Essential	A, I
<ul style="list-style-type: none"> Willingness to undergo further training as required 	Essential	A, I
Experience & Knowledge		
<ul style="list-style-type: none"> Experience of working in an appropriate field of work 	Essential	A, I
<ul style="list-style-type: none"> Experience of child care/child development aged 0-4 years 	Essential	A, I
<ul style="list-style-type: none"> Knowledge and understanding of working in the National Portage Association Guidance 	Essential	A, I
<ul style="list-style-type: none"> Knowledge of working within safeguarding procedures 	Essential	A, I
<ul style="list-style-type: none"> Teaching individual and small groups of children with additional needs 	Essential	A, I

Requirements	Essential or Desirable	Identified by A – Application I – Interview
<ul style="list-style-type: none"> Advising and supporting Early Years and School settings to deliver inclusive education 	Essential	A, I
<ul style="list-style-type: none"> Skilled in providing training for parents/adults 	Essential	A, I
Skills and Abilities		
<ul style="list-style-type: none"> Supporting, advising and teaching parents 	Essential	A, I
<ul style="list-style-type: none"> Prior experience with providing a support and teaching to pre-school children with additional needs 	Essential	A, I
<ul style="list-style-type: none"> To demonstrate sound child development knowledge and the impact of disability on children's learning 	Essential	A, I
<ul style="list-style-type: none"> To manage own caseload and prioritise the need of the family 	Essential	A, I
<ul style="list-style-type: none"> To be able to assess and identify children's development 	Essential	A, I
<ul style="list-style-type: none"> A commitment to and belief in the importance of early development intervention 	Essential	A, I
<ul style="list-style-type: none"> To have the ability to communicate at an appropriate level (verbal and written) with children, families and professionals to an excellent standard 	Essential	A, I
<ul style="list-style-type: none"> To prepare and present formal reports 	Essential	A, I

Requirements	Essential or Desirable	Identified by A – Application I – Interview
<ul style="list-style-type: none"> To have the skills to pass on accurate information to other professionals 	Essential	A, I
<ul style="list-style-type: none"> Ability to work in partnership with families and multi-agencies (In particular health professionals including paediatricians and therapists) 	Essential	A, I
<ul style="list-style-type: none"> Have an organised and flexible approach to your work 	Essential	A, I
<ul style="list-style-type: none"> Maintain high levels of confidentiality and ensure high standards of record management in line with policies and procedures 	Essential	A, I
<ul style="list-style-type: none"> 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 additional needs and life limiting conditions, parents, extended family and other professional agencies 	Essential	A, I
Other Factors		
<ul style="list-style-type: none"> To have or be able to gain knowledge of resources available to families and signpost them accordingly 	Essential	A, I
<ul style="list-style-type: none"> To follow the National Portage Association guidelines 	Essential	A, I
<ul style="list-style-type: none"> To have access to a car and be a car driver 	Essential	A, I
<ul style="list-style-type: none"> To be able to have a flexible approach when working with families 	Essential	A, I

Requirements	Essential or Desirable	Identified by A – Application I – Interview
<ul style="list-style-type: none"> To be confident in lone working with families, providing a weekly/ fortnightly home visiting service which ensures continuity and consistency for the children and their families 	Essential	A, I
<ul style="list-style-type: none"> To be committed to the Principle and Policy of Inclusion 	Essential	A, I
<ul style="list-style-type: none"> Commitment to council's ethos of equality and inclusion 	Essential	A, I



All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.

Our Values and Behaviours

The council's THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. They **help us to achieve our Council Plan vision "do our best for Herefordshire" acting as our DNA and the "way that we do things around here"**. We expect all colleagues to act as a role model by living our values and setting an example for others. Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

Trust - Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

Honesty - Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

Responsibility - Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

Inclusivity - Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

Value - Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

Empathy - Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.

