London Borough of Bexley - Job Description Template for GLPC Grades (Bexley01-09)

Job Title: Portage Home Teaching Worker

Grade: Bexley07

Management Group: Children's Services

Department: Early Intervention and Specialist Advice Service (EISAS)

Section: Portage

Reports to: Senior Portage Worker and Senior Educational Psychologist

Responsible for: No line management responsibilities

Functional links with: Portage team are based within the Early Intervention and Specialist Advice Service (EISAS)

Main purpose of the job:

- To provide home teaching to enable families to enhance the development of their children who are under 3 years of age and who have complex additional needs.

Major Duties and Responsibilities:

- To visit parents/carers and children referred to the service and using Portage and appropriate developmental checklists, assess the child's skills and behaviour.
- Devise and implement an appropriate programme of goals and teaching activities for the child and parents/carers. Provide appropriate advice and support to parents and carers in connection with this service.
- To report regularly to the Senior Home Teaching Worker (Portage) concerning the progress on cases. To maintain timely and accurate records of assessment, progress and services provided.
- To act as keyworker for a child who is going through the Education, Health and Care Needs Assessment process and to support parents in completing Section A of the plan.
- To liaise concerning the progress of cases with professionals of other agencies as appropriate.
- To support the transition of children known to the service into a pre-school / nursery setting, through visits to the setting and by providing advice to staff.
- To advise on volunteer and staff training needs and to assist in providing programmes which meet those needs (for example, delivering workshops for pre-school staff).
- To support the work of the Senior Home Teaching (Portage) Worker and contribute to the smooth running of the service.

Resources:

- ICT and play resources linked to the role.

Job Activities:

- Cleaning, preparing and safety checking resources at start and end of each day
- Liaising with health care/ education services/ social care via telephone / emails, where appropriate, at start and end of each day regarding children on caseload

- Devising resources such as symbols/photographs, etc.
- Completion of home visit forms for every visit (noting down achieved targets /areas to work on)
- Completion of detailed developmental summary reports every six months
- Conducting home visits/ joint visits with professionals (including taking out trainee professionals on visits)
- Supporting families who are not visited that day but require advice / support
- Supporting the organisation and running of the weekly Fun Time group sessions
- Supporting the planning and delivery of the workshop training sessions
- Completing referrals to other services, e.g. Educational Psychology service; Disabled Children's Service; High Needs Funding requests
- Completing grant/ funding applications as advised/ requested
- Attending meetings with professionals, e.g. CDCS planning meeting; Child in Need meeting
- Feeding back any issues/concerns/ updates to senior portage worker about the days visits
- Acting as keyworker and supporting families with completing section A of their Education, Health and Care Plan
- Attending and using regular supervision effectively
- Attending and contributing to monthly team meetings and biannual Portage Steering Group meetings

Person Specification

Management Group: Children's Services

Department/Section: Early Intervention and Specialist Advice Service (EISAS) / Portage

Job Title: Portage Home Worker

Selection Criteria	Essential/ Desirable (E/D)	Method of Assessment (see key)
(a) Education and formal training		
Teaching or Childcare qualification	**D**	**A**
(b) Relevant technical experience, knowledge & skills/abilities		
Knowledge of children's developmental needs and direct experience in meeting them.	E	A/I/PE
Knowledge and experience of the Portage model of supported learning for children with additional needs.	D	A/I
Experience of working with young children who have additional needs and their families.	E	A/I
Experience of multi-agency and multi-professional working.	D	A/I
Knowledge of issues of equal opportunities as they affect children with additional needs.	E	A/I
Ability to communicate clearly and effectively, both verbally and in writing.	E	A/I/PE
Ability to recognise and deal appropriately with confidential and sensitive information.	E	A/I
The ability to establish constructive relationships with children, their parents/carers and professionals in statutory and non-statutory agencies.	E	A/I
The ability to work effectively and methodically, using initiative when required.	E	A/I
Ability to work as a member of a team.	E	A/I
Ability to work to appropriate standards and performance targets.	E	A/I

Ability to manage work load effectively and flexibly, including meeting deadlines for reports / referrals	E	A/I
Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.	E	A/I
Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation.	E	A/I
Ability to listen to families and professionals and understand their needs.	E	A/I
Ability to tailor your approach to each conversation appropriate to the person, responding clearly even in complex situations.	E	A/I
(c) Other Additional Requirements		
Ability to travel around the Borough	E	A
Appointment to this post will be subject to the outcome of an Enhanced Disclosure obtained through the Disclosure and Barring Service.	E	DBS

KEY:

I = Interview, A = Application Form, AT = Ability Test, PQ = Personality Questionnaire,

P = Presentation, PE = Practical Exercise, DBS = Disclosure & Barring Service, DL = Driving Licence

Applicants will be assessed against these criteria and the following high-performance indicators throughout the recruitment process.

High Performance Indicators

Values	Behaviours for staff	Behaviours for managers
Innovation	I respond flexibly and adapt to changing demands I am prepared to take managed risks to achieve better outcomes	I routinely look for innovative and cost-effective ways to improve performance and customer service I champion change and deal successfully with ambiguity,

	I ask 'What if…? to develop fresh thinking and innovative approaches to generate and implement solutions to improve performance and challenge the status quo	enabling people to see positive and exciting possibilities for the future I take calculated risks based on available evidence and my professional judgement to learn and try new things
Leadership	I demonstrate a clear sense of purpose and direction, in line with organisational objectives I am willing to take difficult decisions My personal actions promote a positive image of Bexley	I take responsibility for my service and for making things happen to make a difference to my service users I create an environment where staff can thrive and show I value and trust staff, give praise and recognise good work I inspire, lead and encourage staff to move forward
Collaboration	I show respect for others and value contributions from internal and external partners and customers I recognise the right solution, regardless of who initiated it I seek out and work with partners who can help me achieve the outcomes and objectives I need to deliver	I encourage the feeling that the team is a collective unit with shared goals I engage with service partners and other areas of the Bexley organisation to understand the demands on others and seek solutions as One Council I network internally and externally
Listening and Responding	I acknowledge other people's viewpoints and work with them to find a win-win solution I prepare and present information anticipating questions and problems I adapt my style to the audience and their needs, using the most appropriate communication channels	I seek regular service user feedback and review customer data to shape service improvements I ask staff for ideas on how to improve our service and how I can improve as a manager, listen to them and act on them

		I empower staff to make decisions and changes to improve value for money, customer service and productivity
Open and Accessible	I see issues from the customer / user perspective	I am accessible to my service users, customers, staff and Members
	I monitor customer feedback and level of satisfaction with the service they receive, and use this to improve and pre-empt customer needs	I communicate and share a clear vision for the bigger picture as well as specific service areas
	I seek to build and maintain positive relationships with customers and partners	I outline what is expected of individuals and their contribution to the whole, and am consistent in my expectations
Impact	I prioritise my activities and resources to focus on those which have the most impact for residents	I design services that provide value for money and deliver our outcomes, informed by evidence
	I take responsibility for making things happen and achieving my objectives	I produce, prioritise and adapt plans to meet changing requirements
	I make decisions and clear recommendations based on my professional opinion and experience, informed by a range of information and evidence	I set interim goals to achieve notable wins on the way to larger objectives I deal with poor performance

These HPI values should not be changed.