

Greenwich Children's Services

JOB DESCRIPTION

DEPARTMENT: Children's Service

POSTHOLDER:

SECTION: Inclusion Learning and Achievement

GRADE: SO1

POST DESIGNATION: Senior STEPS Outreach Worker : Assistive technology

Responsible to: Head of STEPS Service

MAIN PURPOSE OF THE POST

1. To provide high quality support to staff in relation to the raising of educational achievement developing the learning of pupils with Complex needs through the provision of specialist knowledge and skills via initial literacy assessment, individual dyslexia teaching programmes, and groups, as appropriate.
2. To support the development of resources, expertise and training available to meet the needs of students with complex needs with a particular focus on Assistive technology and act as a central resource within the STEPS team.
3. To support and mentor the induction and development up to 8 Outreach Workers within the team.
4. To be a part of the team delivering Complex needs training and support for staff and parents with the co-ordinators of the Complex needs team.

SPECIFIC DUTIES:

1. To carry out initial literacy and complex needs assessments for individual children and make an assessment about next steps for the child and whether a dyslexia assessment would be appropriate, referring on within the team as needed.
2. To set targets and develop programmes, to be carried out by the STEPS Outreach Workers, for individual children with complex needs, based on assessment, and monitor and provide support to the STEPS Outreach Workers as necessary.
3. To organise, plan and lead parent support groups for families of pupils using assistive technology

4. To promote the inclusion of pupils with complex needs, including those using assistive technology, through termly training sessions for school staff
5. To set targets, plan and evaluate individual programmes, adjusting activities according to pupils' responses and needs, in discussion with team and staff.
6. To be responsible for a caseload of children/young people with dyslexia/specific literacy, handwriting and numeracy difficulties and complex needs, being responsible for reporting on children's progress and seeking advice and support on their management as appropriate.
7. To support staff, such as Learning Support Assistants, teachers and Special Educational Needs Coordinators (SENCOs), in the implementation of learning programmes for pupils with complex needs and those outlined in the specialist Dyslexia Advisory Teacher reports for individual students, promoting strategies to support the child's dyslexic, handwriting and numeracy needs and independence.
8. To provide structured specialist individual teaching sessions, as well as programmes for complex students at risk of exclusion or being re-integrated via the Fair Access Panel, and to support students in understanding their diagnosis.
9. To lead on delivering interventions for pupils with complex needs in schools to support skills with a focus on assistive technology.
10. To lead in the sourcing and development of new inclusive teaching resources (particularly ICT based) for the service and develop resource packs for schools targeted by the outreach team, tailored to the needs of individual children
11. To initiate discussions with STEPS teachers on issues relating to children's placement/level of support. As appropriate, support families in transition visits to prospective mainstream and special schools.
12. To contribute to the assessment of children through keeping detailed records and write reports on each child's progress based on careful observations and assist in the assessment of the child's special education needs according to the Special Educational Needs (SEN) Code of Practice.
13. To ensure confidential, accurate and up to date records, providing evidence of progress in a range of situations including video/photo evidence, and data sheets to record the child's progress within specific interventions.
14. To set up, demonstrate and develop, a wide range of agreed learning activities and specialist intervention strategies to mainstream staff building their capacity to continue to support children with complex needs including modelling lessons etc
15. To plan input to support students to make transitions across key stages via an enhanced level of support as needed.
16. To be part of the delivery of parent/staff support sessions with senior staff within the team, with a particular focus on assistive technology.
17. To lead on the delivery of training for small groups of education staff on specific interventions for children with complex needs, with a focus on assistive technology.

18. To be part of the induction programme for other Outreach Workers within the complex needs team and provide mentoring to staff.
19. To report regularly on issues relating to a child's placement and/or other professional matters.
20. To work with the allocated specialist dyslexia teacher to ensure all interventions are embedded within the National Curriculum/EYFS Framework and staff are supported in this area.
21. To initiate multi-disciplinary planning and review meetings and give advice on child protection issues (to support pupil's emotional well-being and development.) for designated children, including Team Around the Child meetings (TAC), safeguarding meetings, child protection conferences, moving forward meetings and transition meetings, often as the sole Outreach Service representative.
22. To meet with parents to support pupils e.g. to support the relationships between school and home where there has been a breakdown and supporting home based interventions
23. To make referrals to other services, to ensure the well-being of the child and support for the family as appropriate (i.e. Children with Disabilities Team, CAMHS, social care and other outside agencies)
24. To create resource packs to support curriculum learning and transition across key stages and for parents to use within the home setting giving the opportunity to mirror the strategies set in place at school.
25. To undertake such other duties as are required and are commensurate with the level of responsibility of the post-holder.
26. To promote Greenwich Council's policies on anti-racist practice, social inclusion and equality of opportunity in a manner compatible with the duties of the post ensuring pupils interests, language and cultural backgrounds are considered.
27. To be aware of the council's obligations under relevant Data Protection legislation and the right of individuals about personal data held. To identify any misuse of personal information.
28. To be aware of the Council's Child Protection Procedures and to take all necessary steps to ensure the safety and well-being of children. To attend and contribute to child protection conferences and core groups (often as the sole Service representative) when needed and contribute to decision making as appropriate.
29. In discharging the duties of the post to have due regard to the provisions of Health and Safety at work.

