

Greenwich Children's Services

JOB DESCRIPTION

DEPARTMENT: Children's Service

POSTHOLDER:

SECTION: Inclusion Learning and Achievement **GRADE:** APT&C Scale 6 (TTO)

POST DESIGNATION: STEPS Outreach Worker

Responsible to: Head of STEPS Service

Purpose of Job:

- I. To implement the work of the Greenwich STEPS Service in a designated group of mainstream schools through intensive advisory, developmental and follow-up work and training
- II. To empower colleagues in mainstream schools to run tailored teaching programmes

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 developmental learning needs with an emphasis on literacy and numeracy skills through the provision of specialist knowledge and skills via individual teaching programmes, literacy and numeracy assessments and groups, as appropriate.
2. To promote the awareness of the needs of pupils with developmental learning needs within schools, supporting them to become disability friendly settings.
3. To prepare and provide person centred appropriate resources to support the inclusion of pupils.
4. To deliver training to staff and parents with senior staff in team.
5. To identify a range of imaginative solutions or responses for pupils with developmental learning needs, in order to promote inclusion, attainment and for positive outcomes.

SPECIFIC DUTIES:

1. To set targets and plan programmes for designated individual children. To be responsible for a caseload of children/young people with developmental learning needs, being responsible for reporting on children's progress and seeking advice and support on their management as appropriate.
2. To support staff, such as Teaching Assistants, teachers and Special Educational Needs Coordinators (SENCOs), in the implementation of learning programmes for individual pupils, promoting strategies to support the child's developmental learning needs and independence.
3. To provide structured specialist support for running groups and individual teaching sessions, as well as programmes for complex pupils at risk of exclusion,
4. To evaluate individual programmes and adjust activities according to pupils' responses and needs, in discussion with team and staff.
5. To contribute to the assessment of pupils, provide information and reports as required, on the achievements of pupils and monitor progress against pre-determined learning objectives.
6. To participate in the sourcing and development of new inclusive teaching resources (including ICT based) for the service and develop resource packs for schools targeted by the outreach team, tailored to the needs of individual children
7. To initiate discussions with the STEPS complex needs team leader on issues relating to children's placement/level of support. As appropriate, support families in transition visits to prospective mainstream and special schools.
8. To keep 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.
9. To ensure confidential, accurate and up to date records, that may be used for providing evidence of progress in a range of situations e.g.in parental appeals and disputes. To include video and photo evidence, data sheets to record the child's progress on specific interventions and personal profiles.
10. To set up, demonstrate and develop, a wide range of agreed learning activities and specialist intervention strategies to staff building their capacity to continue to support children with developmental learning needs, including modelling lessons etc... to mainstream staff.
11. To plan input to support pupils to make transitions across key stages via an enhanced level of support.
12. To support the delivery of parent sessions with senior staff within the team.
13. To lead on the delivery of training for small groups of education staff on specific interventions e.g. specific literacy interventions.
14. To report regularly on issues relating to a child's placement and/or other professional matters.
15. To work with the allocated specialist teacher to ensure all interventions are embedded within the National Curriculum/EYFS Framework and staff are supported in this area.
16. To attend multi-disciplinary planning and review meetings and provide professional input in child protection meetings (to support pupil's emotional well-being and development.) for designated

children, including Team Around the Child meetings (TAC), annual reviews, safeguarding meetings, child protection conferences, and transition meetings.

17. To communicate effectively with parents/carers about their children in a supportive manner to facilitate their involvement.
18. To recommend referrals to other services, either through discussion with the school SENCo, or where this is not possible, directly, to ensure the well-being of the child and support for the family as appropriate (i.e., CAMHS, social care and other outside agencies)
19. To be responsible for creating resource packs to support curriculum learning and transition across key stages. To provide resources for parents to use within the home setting giving the opportunity to mirror the strategies set in place at school.
20. To be fully conversant with all relevant legislative frameworks and guidance, Council policies and development plans, service guidelines and standards.
21. To undertake or contribute to other tasks, projects or initiatives relevant to the project and commensurate with the duties and responsibilities of the post.
22. To undertake any other work appropriate to the level and general nature of the post's duties.
23. To undertake all duties with due regard to the provisions of health and safety regulations and legislation, the Council's Equal Opportunities and Customer Care policies, and Technology.
24. To ensure that all policies and procedures are followed regarding safeguarding of children and young people.
25. To ensure that the council's GDPR policy is adhered to in all communications with all stakeholders.