

Members' Library Service Request Form

Date of Document	18/12/20
Originator	Anna Robertson - Principal Officer (Staffing)
Originator's Ref (if any)	
Document Title	File 669 - Creation of Early Years Outreach Officer

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Designation	Exec Director
Date	18/12/2020

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STAFFING REPORT – NEW POST

REPORT TO: Members' Library Service

BY: Executive Director – Council Resources

DATE:

SUBJECT: Creation of the new post of Early Years Outreach Officer

1 PURPOSE

- 1.1 To seek Executive Director of Council Resources approval under delegated powers for the introduction of a post to provide support for the 0-3 ASN provision.

2 RECOMMENDATIONS

- 2.1 To agree to the proposed changes to the staffing structure as outlined in the report.

3 BACKGROUND

- 3.1 The 0-3 Provision provides support for children aged 0-3 years, assessing their personal and additional support needs and working alongside healthcare and educational professionals, to identify the most suitable placement for the children as they move to Early Years Settings across the Authority.
- 3.2 This new role of Early Years Outreach Officer has been developed and evaluated as a Grade 9. The new post holder will report to the ASL Team and will work closely with staff across East Lothian schools, healthcare and educational professionals and East Lothian private providers of Early Years care to assess children's needs and identify the most appropriate placement for children aged 0-3 with additional support needs.

4 POLICY IMPLICATIONS

- 4.1 None

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 DISCLOSURE SCOTLAND REQUIREMENT

- 6.1 This post is considered as regulated work with vulnerable children, as specified in the Protection of Vulnerable Groups (Scotland) Act 2007.

7 RESOURCE IMPLICATIONS

- 7.1 The costs for this new Grade 9 post will be met through the ASL Admin budget and the budget for 1140 hours. The role in the ASL Admin Budget is currently based on a teacher 0.5fte vacancy (cost centre 5-55-537-1-11-005) and the remaining costs will be met from budget code 5-55-537-1-13-005. The shortfall will be transferred from 1140hrs to this cost centre.
- 7.2 Personnel – This post has been formally evaluated and will be advertised in accordance with the Council's Recruitment & Selection Policy.

8. BACKGROUND PAPERS

- 8.1 Job Details Form

AUTHOR'S NAME	Anna Robertson
DESIGNATION	Principal Officer - Staffing
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DATE	1 December 2020

JOB DETAILS FORM

JOB OUTLINE	
JOB TITLE: Early Years Outreach Officer	JET CODE: 7377
SERVICE: Education	
DIVISION: Resources & People Services	
REPORTING TO: Depute Head Teacher	
RESPONSIBLE FOR: N/A	
<p>JOB PURPOSE:</p> <p>To oversee the specialist outreach service supporting children under three years of age with Additional Support Needs (ASN) and their families across East Lothian Council, working collaboratively with relevant education, health and social care services to ensure positive outcomes and identify appropriate pathways in order to meet children’s needs.</p>	
<p><u>Planning, Assessment & Monitoring</u></p> <ul style="list-style-type: none"> • Plan and deliver appropriate evidence-based practice, using both local and national guidance in order to promote play-based learning and sensory experiences for children with ASN. • Identify, assess and provide for children’s ASN using East Lothian’s Child’s Planning Framework in line with GIRFEC, demonstrating an understanding of statutory timescales with regards to transitions to an early years setting. • Collaborate with relevant professionals and families to assess, plan and report on children’s needs in order to support their development • Manage and assess referrals to the service using East Lothian’s Child’s Planning Framework of Universal, Additional and Targeted support to monitor caseload and provide appropriate provision to meet the needs of children. • Collaborate with relevant professionals and agencies in order to collate reports to be presented at local authority panels e.g. multi agency panels such as East Lothian’s Education Resource Group which will inform early year’s placements and therefore, transitions to next stages. • Engage with and develop the monitoring and evaluating of the service delivery in order to measure impact and support continuous improvement 	
<p><u>Child and Family Support</u></p> <ul style="list-style-type: none"> • Facilitate home visits to model evidence-based practice with families including Augmentative & Alternative Communication (AAC) and play-based learning for children with ASN, underpinned by nurture principles. 	

- Lead small group learning with families and staff to model practice and facilitate the sharing of advice, experience and guidance with parents, developing an empathetic peer network.
- Advocate and model a nurturing approach to practice with staff and families.
- Provide advice and guidance to parents to ensure the best outcomes for their child in relation to health and wellbeing, language and communication and appropriate legislation accessible to them
- Signpost to other multi-agency services including third sector, requiring a current knowledge of local area contexts and relevant stakeholders.

Communication and Partnership Working

- Participate in Child's Planning meetings to review progress and advise on the development of short and long term planning, particularly with regards to transitions to an early years setting.
- Liaise with and provide information for relevant agencies, including acting as a service representative at school and local authority meetings/panels as required.
- Support and advise school staff across East Lothian in order to develop knowledge and experience amongst early years staff, including modelling evidence-based practice for children aged 0-3 with ASN to support positive transitions into an early years setting.
- Lead Professional Development with school based staff to support inclusive practice for children with ASN across the authority.
- Support education staff across the authority with regards to appropriate resources and/or equipment to accommodate the children's support needs

Other

- Keep abreast with developments within education, and relevant policies and procedures including local and national guidance.
- Take responsibility for the suitability of resources and equipment including ordering new resources and equipment where appropriate.
- Participate in professional learning as a key to improving practice and actively seek opportunities to maintain own professional development.
- Any other appropriate duties, as requested by Management, commensurate with the grade for the post.

ESSENTIAL REQUIREMENTS FOR THIS ROLE

Qualifications/Experience:

- Must hold Degree level qualification in education, Childcare, Social work or equivalent, or equivalent qualification enabling registration with the SSSC, with extensive experience of working with children with additional needs in an early learning and childcare setting; or GTCS registered

Disclosure Scotland:

- This role requires **PVG clearance** for regulated work with children. ELC will submit a PVG application on behalf of the preferred candidate and receipt of the subsequent PVG certificate will be **required prior to commencement**.

Scottish Social Services Council:

- Must be able to meet criteria to register as a “Manager” with SSSC and Care Inspectorate

PERSON SPECIFICATION		
Attributes	Essential	Desirable
Education, Registration & Training	<p>Must hold a BA Childhood Practice or equivalent qualifications that meets the SSSC Registration requirements for this post.</p> <p>PVG Membership (Children) is an essential requirement of this post.</p> <p>Attendance at recent training courses with a focus on Additional Support Needs</p>	<p>First Aid Certificate</p> <p>Child Protection Certificate</p> <p>Relevant teaching qualification</p> <p>Additional qualification in support for learning</p>
Previous Experience (Paid & Voluntary Work)	<p>Working with children in an early learning and childcare setting.</p> <p>Planning activities using appropriate curriculum guidance to ensure the best possible learning outcomes for young children</p> <p>Recording observations and planning next steps</p> <p>Working as part of a team, including multi-agency.</p> <p>Supporting other team members with the planning of activities</p> <p>Working with a wide range of professionals</p> <p>Develop high quality learning experiences to enhance learning for children.</p> <p>Experience of supporting children with complex additional support needs in a range of settings.</p>	<p>Leading Learning</p> <p>Team Leadership or Management</p>
Knowledge/ Skills /Competencies	A comprehensive understanding of child development	

	<p>Knowledge and understanding of Building the Ambition, Curriculum for Excellence (Early Level and complex needs Milestones) and GIRFEC</p> <p>Working knowledge of the National Care Standards and UNCRC</p> <p>Knowledge of recent legislation with regards to Additional Support Needs</p> <p>Sound knowledge of authority and national policy in the field of disability, equality and Additional Support Needs (ASN)</p> <p>Knowledge of staged interventions and ability to set realistic targets for pupils</p> <p>Skilled in the use of Augmentative & Alternative Communication (AAC) and must hold or be willing to work towards Signalong, BSL qualifications</p> <p>Sound knowledge of the nurture principles and evidence of this embedded in practice</p> <p>Ability as a member of the team to contribute to the development of good practice.</p> <p>Ability to advise staff and parents/carers in supporting individual children.</p> <p>Evidence of planning and organisational skills.</p> <p>Current driving licence and car available.</p>	
<p>Personal Qualities</p>	<p>Effective verbal and written communication skills.</p>	<p>Evidence of ability to carry through development to an acceptable conclusion</p>

	<p>Effective organisational and time management skills.</p> <p>Ability to prioritise a varied and complex workload.</p> <p>Ability to use own initiative.</p> <p>Ability to work under pressure and meet deadlines.</p> <p>Ability to work effectively with others</p> <p>Ability to work flexibly as part of a team.</p> <p>Ability to develop effective relationships with stakeholders.</p> <p>Ability to work to a high degree of accuracy, paying close attention to detail.</p> <p>Ability to work with and explain detailed legislative information.</p> <p>Ability to respect dignity for children when carrying out tasks of a personal nature</p> <p>Demonstrate confidence and be approachable to staff, pupils and parents/carers.</p> <p>To participate as an active team player and work in co-operation with others.</p> <p>Demonstrate enthusiasm and commitment.</p> <p>Sensitivity to the needs and anxieties of families.</p>	<p>and influence others to change practice.</p> <p>Experience of using inclusive/assistive technology to meet learners' needs</p> <p>Experience in managing change</p>
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FACTOR LEVEL DESCRIPTORS

WORKING ENVIRONMENT:

The Jobholder will work in a school environment that conforms to Health & Safety Standards and also in family homes. S/he will be required to travel to other school establishments for meetings and to childrens homes. S/he will also meet with other educational professionals/ parents/carers/other family members to promote engagement.

PHYSICAL CO-ORDINATION:

In the course of their duties s/he interrogates a number of corporate systems i.e. SEEMIS. Keyboarding skills need to be proficient but there is no requirement to type at speed.

S/he will type and produce reports and guidance in relation to the needs of the children. These reports may be on set templates and the detail may be specific.

S/he will analyse reports and legislative documents and produce guidance for staff and families. S/he will interrogate records/systems to produce management statistics and information.

S/he will also produce planning documents and detailed reports for the relevant Agencies and professionals involved in the children's care and for families and provide these at meetings to consider the needs of the children

When engaging with the children s/he will source and utilise equipment and resources where necessary and train staff and produce guidance for staff in the use of this equipment

The Jobholder typically uses a car most days to travel to the numerous venues where work is carried out (ie other nurseries, meetings, conferences, training sessions, family homes etc). Without a car, public transport would have to be utilised.

PHYSICAL EFFORT:

The Jobholder will work in homes, assessing childrens additional support needs and how these can be supported in a nursery setting. This may involve observation, trialling equipment, working with the child at floor level, lifting the child and the equipment and sitting, standing and kneeling for long periods.

The Jobholder will also work in Early Year's settings, assessing the support for a child and demonstrating techniques for handling children and equipment for Early Years staff.

S/he may also attend meetings and be seated for long periods of time and sit at a desk to complete work on a computer for long periods at a time.

S/he is not included in the class ratio but will work with the children aged 0-3 and will therefore be physically active in the home, classroom, outdoors, demonstrating techniques, and working

regularly at the child's level. S/he will also spend time standing, bending, walking about and generally engaging with children, their families/carers and colleagues and other professionals.

S/he will also spend a lot of their time seated behind a desk analysing information, producing reports, developing programmes/plans etc.

MENTAL SKILLS:

S/he must be aware of the relevant government legislation and policies that relate to ASN and early learning and childcare in order to take the lead in the 0-3 ASN service provision and effectively liaise with agencies, healthcare professionals, school staff and families in order to ensure the best support is in place for each child and their needs identified, accounted for and supported by all those involved in each child's support

S/he will utilise and incorporate the principals and guidance relating to pre-birth to three/building the ambition/curriculum for excellence/GIFREC etc. S/he must be aware of the relevant government legislation and policies that support children in their early years to develop a programme of support for each child.

S/he must have the ability to guide, support, train and influence others and take account of their views whilst developing and implementing a programme of support for each child that ensures each child is treated fairly and their support needs are assessed, accounted for and accommodated in the relevant settings. S/he must ensure practice and support is in adherence with local and national guidelines for 0-3 children and for early year's settings.

S/he plays a lead role in developing, assessing and implementing the 0-3 ASN provision of service. The needs of each child are to be effectively identified, assessed agreed and accounted for and in leading the service S/he will co-ordinate all the relevant parties involved in the care of each child..

S/he will work closely with relevant healthcare professionals, school EY teams and management staff, Educational Psychologists, ASN staff and families to ensure the needs of each child are identified, supported and consistent in the setting and at home

The main responsibility of this role is to take a lead on assessing the additional support needs of children aged 0-3 and identifying the most appropriate early years placement, whilst co-ordinating the support of the other relevant agencies and professionals and school staff

S/he will work with parents/carers to support the link with home and support staff in developing a consistent link with home and develop the most appropriate means of supporting each child, reporting on each child's needs and continuously assessing the support in place at home and in the setting.

S/he will be required to spend time attending meetings, developing support packages, implementing appropriate legislation and guidance, setting up procedures, assessing support needs and matching these to the provision of a service in an EY setting. S/he will liaise with families/carers and analyse information and produce detailed reports for example for agency staff, professionals involved in a child's care, families, school staff and for high level meetings to discuss and assess a child's support.

S/he will also develop policy and procedures in relation to the 0-3 provision and advise staff on implementing these strategies and advise families on the detail of the processes and monitor/assess the impact on children's development.

CONCENTRATION:

S/he will work closely with colleagues and use a variety of informed observations and other strategies to record children's additional needs, their development and ongoing progress. The Jobholder will then use their knowledge of EY settings to identify the most appropriate setting for the child to be placed in and identify the most appropriate resources needed.

S/he will liaise with school staff, parents/carers, healthcare professionals and other professionals. The Jobholder must have an awareness of each child's support needs and assess the most effective means and location to provide this support for the children when they start in an early years setting. The Jobholder must accurately record observations ensuring the safety, security of each child. S/he will then work with the Early Years team to develop strategies to improve practice and provision for each child, enabling them to reach their full potential. S/he will maintain appropriate records of intervention and prepare reports for discussion at relevant sharing forums.

The greatest pressure facing the Jobholder is balancing the support needs of each child with finding the most appropriate setting – interrogating all relevant information and seeking input from health care professionals and linking this to the support available for the child in a setting before recommending their placements.

COMMUNICATIONS SKILLS:

The main emphasis of the role for the Jobholder is to communicate with families and healthcare professionals to identify each child's needs. The Jobholder then assesses these needs and identifies the most appropriate setting for their placement along with the support required and resources needed to ensure each child has the best possible support package in place. S/he will advise, guide, support and explain options and support measures to families, healthcare professionals, school staff all to enable them to support the children as part of the nursery group and ensuring a safe and stimulating nursery environment taking account of the individual needs of the children.

The Jobholder will be required to communicate effectively and knowledgeably in matters concerning the children's support needs and development. S/he must develop effective and appropriate communication strategies to engage with families, staff, professionals involved with the child's support and with children using GIFREC principles and outcomes, promoting and valuing each child to support their social, emotional and personal wellbeing and each child's specific support needs.

S/he will be responsible for identifying any concerns in relation to child development or developmental delays and encourage, support and upskill nursery staff to find creative solutions to enhance the child's experience by supporting staff in their contribution and ideas/suggestions and thoughts and turning these into practice within the playroom.

S/he will liaise with parents/carers, school staff/management, central early years staff and various educational and healthcare professionals as well as a network of early years professionals in other settings in order to effectively support each child and identify their supports and the best placement for the child. This will require very strong links with each nursery setting, with families, with professionals involved in children support and at times with the community to provide the highest quality of support for each child.

S/he must be sensitive to the needs of the children and parents/carers/other family members when discussing the support needs of their child and the social, emotional and behavioural needs.

Parents are regarded as partners in their child's development and as such are encouraged by the Jobholder to be active participants in line with the Parental Engagement Strategy 2017.

Through direct dialogue, and written reporting completed by the Jobholder they will receive feedback on their child's support needs, how these will be met, the child's development and progression and this will be linked to their child's plan. In addition, discussion will take place if there are concerns regarding emerging concerns about support needs not being met and the child's development and behaviours. Parents will be encouraged to continue support at home that follow on from within the early years setting.

DEALING WITH RELATIONSHIPS:

The Jobholder will not directly manage any staff however they will have daily contact with early years staff, parents/carers, school staff, visiting professionals and Council employees. The Jobholder may on occasion work with parents who are distressed or abusive or experiencing challenging life circumstances which may impact on their children's care and support needs ie parents whose own emotional needs have not been met resulting in their inability to meet the needs of their own children.

S/he will also have daily contact with children aged between 0 and 3.

S/he will interact daily with nursery staff, working closely with them to ensure a link between the child's needs and the provision of support available.

S/he will also be the sole point of contact for families, professionals involved in children's care and nursery staff in terms of the provision of support for children aged 0-3 with additional support needs. The Jobholder will lead on providing advice and guidance to all involved in a child's support and take the lead on agreeing placements and support needs along with appropriate resources and staff training to make each child safe, supported and involved in their placement setting.

RESPONSIBILITY FOR EMPLOYEES:

The Jobholder will not have supervisory responsibility for nursery staff. S/he will report to the Depute Head Teacher and liaise closely with school management and staff as well as health and educational professionals. The post holder will lead on the assessment of each child's needs and the decision on their placement along with putting in place appropriate supports for

each child, training staff, identifying resources, setting up meetings and reviews and leading all staff in terms of this area of the service.

As the lead professional on ASN support for 0-3 aged children, s/he will also provide ongoing support and guidance to other educational staff, outside agencies, parents and pupils.

RESPONSIBILITY FOR SERVICES TO OTHERS:

To take a lead role in the review and implementation of support needs of all children with additional support needs aged 0-3 and identify an early years placement for each child. S/he plays a lead role in assessing the additional support needs of children aged 0-3 and identifying the most appropriate early years placement, whilst co-ordinating the support of the other relevant agencies and professionals and school staff.

RESPONSIBILITY FOR FINANCIAL RESOURCES:

The Jobholder is not directly responsible for a budget but will ensure appropriate staff training and resources are available to meet the children's needs

RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES:

The Jobholder will have access to data of a highly confidential and personal nature and must adhere to relevant legislation and policies in this regard. S/he requires a continual awareness of security, confidentiality and the implications of General Data Protection Regulation (GDPR), Data Protection Act 2018 S/he will make decisions as to when, information can be shared, and adapting it appropriately in order to ensure confidentiality.

The Jobholder is responsible for creating and updating records, completing child planning reports and leading child planning meetings along with the relevant documentation required for each attendee around the children's support needs.

The jobholder will support staff in the review and enhancement of support for children and advise and guide parents on the best support for their child

S/he will take responsibility for the suitability of resources and equipment including ordering new resources and equipment where appropriate.

INITIATIVE & INDEPENDENCE:

The Jobholder reports to the Principal Educational Psychologist. However, the Jobholder is responsible for the 0-3 ASN service and the assessment, support needs, resources and placement of children aged 0-3 with additional support needs.

S/he will lead on the provision of advice and guidance and support for parents and staff and liaise with other professionals in assessing and putting in place the support for each child.

S/he will utilise and incorporate the principals and guidance relating to pre-birth to three/building the ambition/curriculum of excellence/GIFREC etc. S/he must be aware of the relevant government legislation and policies that support children in their early years.

The Jobholder is required to exercise initiative when making day to day decisions in regard to the support needs of children, parental support, and links with other agencies, resources, staff training and ultimately the most appropriate placement for a child. S/he will also recognise and assess the child's needs for support and when to refer to other relevant agencies/services.

S/he will work outside of fulfilling pre-set approved practices where the application of critical thinking and creativity in evaluating and shaping practice is required. Having the ability to evidence the impact of this through a depth of understanding of children's perspectives which are developed as part of the nursery overall pedagogical approach.

S/he will utilise and incorporate the principals and guidance relating to the provision of high quality early learning and childcare and be aware of the relevant government legislation and polices that support children and their families, in order to inform decisions and advise other professionals, nursery and school based staff.

S/he will design and develop approved national practices where the application of critical thinking and creativity in evaluating and shaping practice is required. S/he must have the ability to evidence the impact of this through a depth of understanding of high quality early learning and childcare.

KNOWLEDGE:

The Jobholder must hold a BA Childhood Practice or equivalent qualifications that meets the SSSC Registration requirements of "Manager" for this post. Alternatively be GTCS registered or hold a teaching qualification. S/he should have previous experience of working with children with additional support needs and in an early learning and childcare setting, assessing children's needs and linking with parents and other professionals all in relation to pre-birth to three/building the ambition/curriculum of excellence/GIFREC etc.

S/he must also have an understanding of child support needs and behaviours and the ability to develop strategies in order to enhance the provision of support and ultimately high quality early learning and childcare

S/he should have previous experience of working with children aged 0-3 and proven experience in working with children with additional support needs.

As lead officer for the service, the Jobholder should be up to date with local and national initiatives in relation to additional support needs and early years developments and relevant meetings and working groups

I have read the information contained in this document and confirm that it is an accurate reflection of the duties and responsibilities for this post.

Jobholder*

Signed Date

Line Manager

Signed Date

Service Manager

Signed Date

**Only applicable in a re-evaluation situation. If the Job Detail Form affects more than one employee, please submit a separate signature sheet.*