

**CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOB PROFILE**

<b>DEPARTMENT: Children's Services</b>	<b>SERVICE GROUP: Educational Psychology</b>
<b>POST TITLE: Portage Home Visitor</b>	<b>REPORTS TO: Families SEND Support Team Manager</b>
<b>GRADE: SO1</b>	<b>SAP POSITION NUMBER :</b>

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes.

**Key Purpose of Post:**

- To provide high quality specialist service to children with special educational needs and disabilities and their families.
- To plan and deliver evidence based and effective programmes of support, advice and training, independently or as part of a team to families, teachers and practitioners.
- To identify, monitor, assess and review young children's progress using specialist assessment tools and communicate this clearly and effectively to families, settings, schools and outside agencies.

**Main Responsibilities of Post:**

Children and Families:

- To work independently on a peripatetic basis using professional judgement and initiative to analyse and interpret complex information or situations in order to develop and support provision for children with SEND.
- Visit families on a regular basis according to agreement established with the family, developing good relationships where parents/carers feel confident and empowered to work closely with their Portage Home Visitor and with other colleagues.
- Independently carry out initial and on-going assessments and reviews of child's strengths and needs to support planning and target setting.
- Independently plan and deliver teaching sessions to individuals and groups of children.
- Keep records and produce, fluent, concise and accurate reports using ICT including contribution to statutory assessment.
- To model and mentor appropriate interventions to a variety of setting and schools.
- To deliver specialist training to families, schools and other professionals as part of agreed support package.
- In discussion with families, settings and schools, understand, convey and embed high aspirations for children achievement through clear target setting and focused interventions.
- Expected to exercise a significant degree of initiative and personal responsibility in managing time, prioritising, carrying out duties and being responsible for the use and maintenance of appropriate resources.
- Work closely with settings and schools to support the effective transition of children from Portage.
- A commitment to supporting children and families through transitions between and within phases of education and schools where necessary
- To maintain confidentiality in relation to information about children and their families.
- To comply with and uphold all policies, procedures, guidelines and codes of practice as lay down by the council, Children's Services and the Bradford Safeguarding Board especially equal rights, health and safety and safeguarding, contributing to reviews as required.
- To personally adhere to and at all times act within Child Protection policies and procedures reporting any concerns about individual children's welfare to the named person.

To undertake all duties commensurate to the nature and level of the post at initial place of work, or at any other venue

## Competency Based Job Profile

<b>Special Knowledge Requirement. Will be used for shortlisting.</b>	
	<b>Essential</b>
<b>Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column.</b>	
Due to the Governments Fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet the Advanced threshold level (which will be implemented where the post requires a greater level of sensitive interaction with the public e.g. in children's centres) – where the person is able to demonstrate that they can during the interview: a) Can express themselves fluently and spontaneously , almost effortlessly b) Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language	X
Uses knowledge of Health, Safety and Environmental policies, procedures and regulations including risks in own area of work	X
Uses a range of complex IT packages relating to area of work	X
Ability to adopt a process of continual improvement and suggest ways of working more efficiently and effectively to improve service delivery.	X
Knows and understands how to use, interpret, handle and communicate Information from a variety of sources	X
Detailed and current knowledge of Safeguarding and the Prevent agenda and the ability to advise and respond quickly and appropriately in line with local and national legislation and advice.	x

**Competency Based Job Profile**

<p><b>Safeguarding and promoting the welfare of the child and young person and the needs of children with SEND</b>  This requires understanding what harm or abuse is, recognising it and responding to it proportionately</p> <ul style="list-style-type: none"> <li>• assessing risks and emotional resilience</li> <li>• synthesising and analysing information</li> <li>• reflecting and making informed judgements</li> <li>• acting within local procedures, arrangements and resources</li> </ul> <p>aware of own limits and boundaries and others roles</p>	X
<p><b>Integrated Working-</b> Working with others in the children’s services workforce to put the child at the heart of decision making, offering help at the earliest point</p> <ul style="list-style-type: none"> <li>• communicating well, sharing appropriate, succinct, objective information and analysis to aid joint decision making</li> <li>• being proactive, persistent and prepared to challenge and be challenged</li> <li>• knowing your responsibilities and others roles and joint procedures</li> </ul>	X
<p><b>Gather and share information appropriately to ensure the safety and well being of children and young people</b></p> <ul style="list-style-type: none"> <li>• knowing the limits of consent and confidentiality</li> <li>• distinguishing fact from opinion, appraising information and identifying gaps</li> <li>• being open and honest about information sharing with children, young people and their families.</li> <li>• Contributing to, and writing reports clearly , evaluative and ethically</li> </ul>	X
<p><b>Effective communication and engagement</b> with children with SEND, young people and their families</p> <ul style="list-style-type: none"> <li>• building trust and establishing relationships</li> <li>• listening, building empathy and using clear language appropriate to age, ability, culture and personality</li> <li>• summarising, explaining options, consulting and involving children and young people and carers and colleagues in decisions and courses of action</li> </ul>	X
<p><b>Relevant experience requirement: Will be used for shortlisting</b></p>	
<p>The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet either the Advanced threshold level outlined under Special Knowledge above.</p>	
<p>Experience of working as a Portage home visitor or in a similar capacity working with very young children with special or additional needs, complex health or disabilities</p>	
<p>Completed Portage workshop training.</p>	

## Competency Based Job Profile

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<b>Relevant professional qualifications requirement: Will be used for shortlisting</b>		
<ul style="list-style-type: none"><li>• Level 3 Early Years &amp; Childcare qualification (or equivalent)</li><li>• GCSE Grade 4 (C) or above in English &amp; Maths (or equivalent)</li></ul>		
<b>Core Employee competencies to be used at the interview stage.</b>		
<b>Carries Out Performance Management</b>		
Covers the employee's capacity to manage their workload and carry out a number of specific tasks accurately and to a high standard.		
<b>Communicates Effectively</b>		
Covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships; giving advice and guidance; counselling, negotiating and persuading and handling private, confidential and sensitive information.		
<b>Carries Out Effective Decision Making</b>		
Covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self-effectiveness and any requirements to quality check work.		
<b>Undertakes Structured Problem Solving Activity</b>		
Covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking; developing practical solutions; applying problem solving strategies and managing interpersonal relationships.		
<b>Operates with Dignity and Respect</b>		
Covers promoting equality, treating all people fairly and with dignity and respect, maintains impartiality/fairness with all people, is aware of the barriers people face.		
<b>Working Conditions:</b>		
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions.		
Must be able to work within the requirements of the Council's Mobile and Flexible Working policy.		
<b>Special Conditions:</b>		
No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance Enhanced DBS check required.		
The post holder is required to have a useable car available at all times or as advised by the line manager. The post is designated Casual Class 1 Car User status for the better performance of the duties for which the HMRC rate is payable.		
<b>Compiled by:</b> <b>Lynda Hitchen</b> <b>08.01.26</b>	<b>Grade Assessment</b> <b>Date: N/A</b>	<b>Post Grade: S01</b>