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| **Early Years Interventions Officer****SALARY GRADE: HBC5** | Halton Borough Council resourcing@halton.gov.uk |
| Working at Halton |
| All our colleagues at Halton have made a positive commitment to delivering great outcomes for our communities. Whoever joins us will share that passion for outstanding service, and strongly align with the values which define our workplace culture: * Working Together – building fantastic relationships with colleagues and customers
* Continuous Improvement – Keeping great service delivery at the heart of everything we do
* Personal Growth – Learning, growing and developing ourselves
* Accountability – doing what we say we are going to do
* Inspiring leadership – positive roles models and leading by example

*To read more about our values, click* [*HERE*](https://haltoncouncilcareers.co.uk/values/)**We are immensely proud that when asked what’s great about working for Halton, the most popular response from our workforce has been ‘*our colleagues’*.**Aside from working with a great team, our employees have access to a fantastic range of benefits, including:* A generous annual holiday allowance starting at 34 days per year (including bank holidays), increasing with long service
* Membership of our defined benefit, salary-linked pension scheme with generous Employer Contributions
* 3 x Salary Life Cover via Local Government Pension Scheme
* Investment in your personal development
* Free Car Parking at HBC sites
* Flexible / hybrid working arrangements available
* Extensive employee benefits platform including discounted shopping, car leasing, gym memberships, wellbeing hub and Employee Assistance Programme.
* Essential Monthly Car User Allowance

*For further information about all the benefits we offer, please click* [*HERE*](https://haltoncouncilcareers.co.uk/benefits/)*.* |
| About the Job  |
| Halton’s Early Years’ Team works to build capacity within Early Years Education Settings, through the provision of high-quality accessible universal services. In this role you will provide support, advice and guidance to Early Years Providers to ensure they are compliant with the requirements of the SEND Code of Practice (0-5 years) and the EYFS in relation to Special Educational Needs and Disabilities. More specific responsibilities include:* To enable Early Years children who have Special Educational Needs and or a Disability (SEND) to fully access the Early Years Foundation Stage Curriculum (EYFS).
* To model good practice and support Practitioners/ Settings to develop and implement strategies to meet the additional needs of individual children.
* To support Early Years Educational Settings to implement and follow the Graduated Approach (Assess, Plan, Do Review) cycle in line with Early Years SEND Code of Practice, accurately evaluating achievements and progress in line with agreed SEN support plan targets and success criteria.
* To promote positive learning environments using appropriate resources to ensure children with SEND make good progress.
* To encourage inclusive practice to support children to develop independence and promote preparation for the next stage of Education.
* To work effectively in partnership with Multiagency Specialists to ensure Practitioners can meet the identified additional needs of the children in the setting.
* To support educational settings with the appropriate application of and effective use of additional funding in relation to SEND.
* To assist Practitioners/ settings completing SEN support plans and provide reports for the EY SEND funding Panels as required.
* Work alongside the Early Years team and Specialist teaching and advisory service to develop and deliver a range of SEND specific training packages.
* To record involvement with Early Years Providers.
* To participate in staff meetings and learning, training and development activities as required.
* Abide by the objectives and targets of the organisation, following specified procedures and practices, including computerised and manual systems and the maintenance of relevant records.
* Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory. Challenge settings with regards to their responsibilities in line with the Equality Act (2010).
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| About You |
| NVQ Childcare Level 3 or equivalent as a minimum. In addition you will have:* A post qualification work experience with children in the Early Years Foundation Stage and experience of identifying and supporting children with additional needs
* An ability to demonstrate awareness and understanding of equality, diversity and inclusion and how this applies to this role.
* Experience working as part of a team.
* A good understanding of recent statutory guidance, national legislation around early years and SEND that impacts on the sector.
* Am In-depth knowledge of the Early Years Foundation Stage and child development 0- 5 years and what constitutes inclusive good SEND practice.
* Knowledge about different funding streams and their criteria for spend, such as SENIF, Disability Access Fund and monitor its use.
* An ability to use knowledge and experience to challenge settings to meet Ofsted requirements and SEND Code of Practice and provide differentiated and graduated support
* An Ability to builds rapport outside the team, involves all relevant parties across functions. Ability to identify situations which may need additional specialist support or multiagency working for children, families or a whole setting.
* A working knowledge and experience of a range of different types of early years and childcare settings and what constitutes good inclusive practice.
* Good verbal and written skills and the ability to communicate clearly and sensitively with young children/parents/professionals.

As this role involves regular travel across the borough and sometimes further afield, a driving license and access to a vehicle are essential requirements. Where appropriate, reasonable adjustments will be made in accordance with the provisions of the Equality Act.The Council and its schools are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff, workers and volunteers to share its commitment. |
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