

Early Years Outreach Intervention Service Lead

School Mission: Children and young people at the heart of all we do.

School Ethos: Work Hard, Be Kind, Have Fun, Stay Safe.

Reporting to: Headteacher or delegated ELT member

Salary Grade: Kent Scheme D + SEN Allowance

Hours: Term-time, 33.5 hours per week.

Job Description

Purpose of the Role

To deliver a specialist outreach support to children with Special Educational Needs and Disabilities (SEND) in Early Years settings. Enabling inclusive practice and improved outcomes for children and their families. The role involves leading the service, modelling best practice, delivering targeted interventions, supporting practitioners, Outreach Assistants, and working collaboratively with families, and multi-agency professionals.

Key Responsibilities

Direct Support & Intervention

- Devise and deliver focused intervention programmes for children with SEND, including: wellbeing, emotional regulation, and social and communication skills and sensory support.
- Model effective strategies and approaches for Early Years staff and supporting implementation in local nursery environments.
- Provide one-to-one and small group sessions for children and families to model best practice, this may include supporting the most complex children onsite if required.
- Support transition for children with SEND into mainstream schools and/or specialist settings.
- Provide line management, support, and coordination for Specialist Intervention Nursery Outreach Assistants, including overseeing their performance, professional development, and day-to-day activities. This includes leading on specialist intervention planning and ensuring consistent delivery across settings.
- Provide class-based support onsite as required.

Collaboration & Communication

- Work collaboratively with nursery managers, teachers, therapists, and other professionals to develop and review personalised plans and strategies.
- Support Early Years settings, by providing advice, support and training, in increasing their capacity to meet the needs of pupils with SEND



- Record, monitor and evaluate support and advice provided to Early Years settings.
- To be a core member of the 'Early Years Professional Resource Group', a multi-agency approach to ensure every child needing additional support, has timely access to the most effective and appropriate interventions. The Early Years Outreach Intervention Service Leader is expected to attend the Early Years Professional Resource Group meetings and contribute to discussions on support for children, with support from Line Manager.
- Provide detailed feedback and reports on pupil progress to settings and families.
- To review and contribute to personalised plans for children, including short and long term outcomes.
- To provide evidence, upon request in relation to the support and interventions delivered to the child, and any identified impact of that support.
- To develop effective partnerships with main stream Early Years settings within their locality to play an effective role in supporting the Councils' SEND strategy and the priorities set out in the Countrywide approach to Inclusive Education.
- Establishing and maintaining good relationships with colleagues on each setting.

Safeguarding & Wellbeing

- Promote and sustain a safe, inclusive environment for children.
- Understand and comply with safeguarding, child protection, health and safety, confidentiality, and data protection policies.
- Attend to children's personal care and medical needs as required, following appropriate training.

Professional Development & Best Practice

- Maintain up-to-date subject knowledge of Early Years Foundation Stage, current processes, SEND strategies, and relevant legislation.
- To learn to implement a variety of support strategies to communicate clear learning objectives and high expectations.
- Participate in training, CPD, and reflective practice.
- Contribute to the continuous improvement of outreach services and the wider school community.
- To model best practice by professionally representing Oakley in all settings.

Administration

- Maintain accurate records of interventions, assessments, and outcomes.
- Undertake general administrative duties as required.
- Make materials and resources to support the child within their setting and to share with settings.

The post holder will be expected to work flexibly across multiple Early Years settings, including travel within the Tunbridge Wells district, Kent. A full driving licence and use of your own vehicle is essential.

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. Appointment to posts exempt from the ROA will be subject to the successful candidate obtaining an enhanced disclosure from the Disclosure and Barring Service (DBS) to KCCs satisfaction. Oakley School is committed to the fair treatment of its staff, potential staff or users of its services regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background. Where applicants have declared a criminal record, the relevance and circumstances of the offences will be considered in relation to the post applied for. Having a criminal record will not necessarily bar that person from working with us.

Oakley School is committed to safeguarding children and young people; a commitment we expect all staff to share and uphold.



Person Specification

| Qualifications & Experience | |
|---|--|
| <ul style="list-style-type: none"> • Educated to GCSE standard (or equivalent) with grades A to C in Maths and English and a good standard of skills including ICT. (As a routine procedure, all staff must provide evidence of their qualifications claimed on application to the school.) • Experience of working with children, and knowledge and understanding of children's learning and developmental needs. • An awareness of Child Protection policy, procedures and safeguarding of young people. • Qualifications in the field of childcare, education and SEN (NVQ3). • Experience of supporting pupils with SEN in a range of settings and knowledge of a range of SEN and their impact and consequences in the classroom. • Experience of working within the caring or education profession in a voluntary or paid capacity. • Experience of training and supporting staff resulting in improved confidence and skill as well as improved outcomes for children. • Experience of managing and delivering a highly personalised and differentiated provision • Ability to support and lead consistently with flexibility, sensitivity, tact, fairness, integrity, warmth and openness and to demonstrate confidentiality as required • Ability to lead and manage decisively with a collaborative ethos | <ul style="list-style-type: none"> • Essential • Essential • Desirable • Desirable • Desirable • Desirable • Desirable • Desirable • Essential • Essential |

| Personal Qualities & Abilities |
|--|
| <ul style="list-style-type: none"> • Good interpersonal and effective communication skills with colleagues, parents, outside agencies and children, both individually and in groups. • A self-motivator with good organisational skills, initiative, optimism, common sense, empathy and a sense of humour. • Discretion in dealing positively with confidential, sensitive or difficult information and situations • The ability to follow instructions and accept and act on advice. |

- A willingness to improve own performance and undertake further training.
- The ability to work as a member of a team(s) in a variety of teamwork and collaboration roles.
- Commitment to school development, improvement, inclusion and equal opportunities.
- Good level of general physical fitness and agility to carry out the full range of duties for this post.
- Flexibility, the ability to multi-task/work under pressure and demonstrate personal resilience
- An ability to speak English fluently and clearly.
- Suitable to work with children and vulnerable adults.

