

## **JOB DESCRIPTION**

<b>Post:</b>	Transitions Development Worker, SPECS Initiative, Part time (20 hours per week).
<b>Employer Body:</b>	Bray Area Partnership (BAP).
<b>Reporting to:</b>	SPECS Coordinator.
<b>Location:</b>	The SPECS Initiative operates in the greater Bray area and environs.
<b>Terms and Conditions:</b>	Fixed-term contract position up to December 2019 with extension subject to funding, having a starting salary between €34,325- €38,031 (pro rata) depending on experience.

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### **Job Function:**

SPECS (Supporting Parents and Early Childhood Services) is an initiative in the greater Bray area funded under the ABC Programme through Tusla Child and Family Agency. SPECS aims to implement an evidence based approach to achieving positive outcomes for children and families. The main job function of the Transitions Development Worker will be to operate as a key member of the SPECS staff team to develop and implement a transitions programme focusing on the 0-6 age group aimed at improving outcomes for children at key transition stages. This is a new position within SPECS and would suit a self-starter who is a flexible and proactive team player.

### **Principal Duties and Key Tasks:**

- Overall coordination and development of transitions programme supporting the role of parents, early years practitioners, teachers and children at key stages
- Building links and foster relationships with services and families
- Developing and implementing a transitions programme and resources for preschools and the primary schools system
- Keeping up to date with national developments around transitions and utilising this in implementing supports
- Supporting Aistear training and developing mutual learning opportunities for early years practitioners and primary school teachers informed by current evidence
- Delivering evidence based programmes and linking with other SPECS programmes
- Supporting services to refer children and families to other relevant supports as necessary
- Undertaking outreach and other methods of engagement in order to foster strong links with target group parents and families in geographical communities and communities of interest.

- Collecting and maintaining data and prepare reports on progress, outputs and outcomes achieved.
- Exploring innovative ways of meeting the needs of families in the local area taking a participatory approach.
- Performing such other duties or tasks as may be required from time to time as appropriate to the post.

### **Person Specification:**

- Proactive self-starter who is capable of influencing, motivating and facilitating at local level
- Ability to build relationships that enable effective outcomes
- Excellent communication skills
- Have the ability to work independently and as part of a team
- Be flexible and able to adapt to new and developing situations
- Experience of supporting and engaging with a range of stakeholders including parents and practitioners
- Possess analytical planning and organisational skills
- Be committed to the principles of area based approaches to address local needs
- Understand and operate within the ethos of Bray Area Partnership and SPECS practices

### **Qualifications:**

The SPECS Transitions Development Worker will have operated within a relevant field or social inclusion context and have the necessary skills and experience to undertake the role and complete the key associated duties/tasks including:

- A relevant 3<sup>rd</sup> level qualification in areas such as early childhood education, teaching, family support, community development, health, social work, etc.
- Knowledge and understanding of developing and progressing evidenced based and informed work with families to improve outcomes for children
- Experience/ knowledge of transitions process and/or Aistear and Síolta desirable
- Experience working in early years or school settings desirable
- A clean driver's licence and the use of a car
- Flexibility in relation to work hours with some evening work necessary from time to time

The position is subject to the Garda Vetting process.

