

Crane Park Primary School Job Description

Contractual Details

Post Title	Attendance/Family Support and Community Outreach Worker				
Responsible To	SBM/ SLT				
Contract Type	Permanent ✓	Term-time only ✓	Fixed Term	Full time ✓	Part time ✓
Salary	Grade SO2 FTE £37443 - £39264 pro rata according to agreed hours				
Contractual Hours	Term-time only – 39 weeks per year – hours to be agreed with successful candidate				

Job Purpose

- To monitor and report on whole-school attendance data, analysing data to identify key areas of concern. To work closely with pupils, staff, parents and carers to reduce levels of absence, and act appropriately when persistent absence becomes a safeguarding issue.
- Support the Headteacher/Deputy Head in the delivery and development of family support and community outreach activities to enable all children to have full access to educational opportunities and to overcome barriers to learning and participation.
- Work collaboratively as part of a multi-disciplinary team with internal and external stakeholders to promote an inclusive support model which has at its heart the learning needs and life outcomes of every child.
- Lead universal family support and outreach work as well as managing a caseload delivering more intensive support to specific pupils and their families.
- Provide support and training to parent/carers and school staff relating to family support and outreach.

Post Holder's Responsibility

Attendance	<ul style="list-style-type: none"> • Ensure daily attendance registers are accurate and complete, and follow up with staff members about any incomplete data • Follow up on any unexplained absences with parents/carers, escalating issues as appropriate in line with school procedures Initiate and oversee the administration of absence procedures, for example letters home, attendance clinics and engagement with local authorities/other external agencies and partners • Manage attendance returns for the school census • Manage the process of issuing penalty notices to parents • Maintain accurate records of communications with parents/carers and relevant interventions • Build and refresh knowledge of the school's MIS and other relevant systems
Family Support	<ul style="list-style-type: none"> • Work directly with children, parents and schools to deliver a programme of Family Support to address the specific needs of the schools, parents and children and which contributes to the achievement, progress and engagement in learning of pupils.

	<ul style="list-style-type: none"> • Design and/or facilitate a flexible range of programmes of intervention to support parents/carers of children identified as vulnerable. • Participate in / lead support groups established for parents and / or children. • Work intensively with parents on an individual basis, in school and in the home (as agreed with AHT) to support pupils engagement in their own learning. • Undertake outreach work which may include home visits, to offer a flexible support service in accordance with the school's lone worker policy, in order to improve parental engagement with the school and with the child's learning. • Offer support, guidance and practical help to children, parents and school staff on issues relating family support and outreach. • Ensure access to opportunities for children, by helping families to engage in services or by offering services tailored to specific needs. • Support the monitoring, tracking and outreach support given to pupils and families for whom attendance at school has been identified as an issue and bring about improvements through identifying and tackling underlying issues and where necessary undertake targeted activities to address persistent absenteeism. • Provide practical support, assistance and advice to families including parenting skills, budgeting, benefits information and guidance on how best to promote the educational, social and health development of children. • Provide parents with direct advice and assistance with their parenting skills or other areas through individual or group work methods. • Undertake direct work with children on an individual or group work basis. • Where appropriate to provide internal transition support between our primary and secondary schools as well as supporting external transitions between local mainstream and other SEND schools, including mid-term admissions. • Advise and inform parents/carers about relevant local services and where appropriate to make referrals to other agencies. • Attend planning and review meetings as requested.
Community Outreach	<ul style="list-style-type: none"> • Ensure effective communication between the school, parents/carers and external agencies and to understand the school's culture and ethos. • Develop links with other agencies and local community groups, to ascertain their views on services and ensure these are reflected in any service development. • Represent the schools at local, regional and national events as required. • Provide informal opportunities for all parents/carers to access specialist support in the school and local community to increase their capacity to independently support the child's learning. • Act in accordance with the school's child protection procedures and remain boundaried and confidential in challenging situations. • Attend and contribute to child protection conferences, reviews, core group meetings, pastoral support plan meetings school reviews as requested.
Monitoring and evaluation	<ul style="list-style-type: none"> • Produce and interpret attendance reports for school leaders, identifying key statistics, reasons for absence and any patterns of concern • Track attendance of vulnerable groups of pupils and share information with school leaders

	<ul style="list-style-type: none"> • Identify pupils that need additional support to improve their attendance • Work with school leaders to identify appropriate interventions to improve attendance for particular groups or individual pupils • Lead daily or weekly check-ins to review progress and the impact of support/interventions • Work with school leaders to develop and revise the school's attendance policy • Implement children missing education (CME) procedures when appropriate • Provide regular reports to attendance organisations to raise awareness of emerging at-risk pupils • Keep accurate electronic daily records and all documentation pertaining to interventions, casework, training sessions and all meetings/contact with children and young people and their families. • Maintain records in relation to any courses or projects involved with. • Produce a written annual report before the end of each summer term with case studies. • Take ownership and fully participate in termly work plan reviews and the annual appraisal to determine priorities for the school's family support and community outreach work.
Training	<ul style="list-style-type: none"> • Collaborate with education and therapy colleagues, external stakeholders and parents/carers to assist in devising, delivering and evaluating training courses for parents/carers and school staff as required. • Work alongside other colleagues to effectively plan, prepare and run high quality, outcome focused informal and formal parenting groups, workshops and courses, in line with the schools strategic plans. • Be responsible for the production and periodic review and updating of training materials, training packages and presentations as required.
Professional & Other Duties	<ul style="list-style-type: none"> • Maintain professional status and competence at a specialist level, taking responsibility for keeping own knowledge and skills up to date by engaging in continuing professional development and maintaining a portfolio of CPD. • Be a First Aider or be willing to undertake the necessary training. • Attend any mandatory training and induction courses as requested by the school. • Hold a current and clean UK driver's licence. • Collaborate with other members of therapy and interventions team by way of regular peer supervision and joint planning. • Represent the school at multi agency meetings where appropriate. • Recognise and respond effectively to equality issues as they arise, including challenging stereotyped views, bullying or harassment. • Flexibility in meeting the demands of a challenging working environment including unpredictable events, deadlines and frequent interruptions. • Participate in the whole staff performance management process. • Contribute to the creation and development of an organisation in which all staff recognise that they are accountable for the success of the school.

This job description is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. It is expected that the post holder may, if required, carry out any relevant additional duties, which the Headteacher may, from time to time, deem appropriate and necessary.

Personal Specification

Qualifications & Experience		Essential / Desirable	Assessed at A/I
1	Degree or equivalent qualification in family support, child development, social care or community development etc. or equivalent significant work/voluntary experience	E	A
2	Post-graduate qualification in related discipline	D	A
3	Experience of working in a school environment or other educational setting and of identifying interventions to raise attendance of pupils	D	A & I
4	Significant experience of working and engaging with parents/carers, children and young people through individual and/or group-based support	E	A & I
5	Significant experience of effectively dealing with the social and emotional factors which affect a child's capacity to learn and develop	E	A
6	Significant experience of working with families from diverse communities and/or situations	E	A & I
7	Experience of working in partnerships and relationships with a wide variety of organisations to support the needs of vulnerable young people and adults as part of a multi-disciplinary team	E	A & I
8	Experience of working within an educational environment	D	A & I
9	Experience of working with pupils with complex learning difficulties	E	A & I
10	Experience of working with ASC/MLD pupils with challenging behaviour	D	A & I
11	Experience of safeguarding children, young people and adults.	E	A & I

Knowledge & Understanding		Essential / Desirable	Assessed at A/T/I
12	Understanding of the role that family support and community outreach has in a school setting	E	A & I
13	Understanding of wide range of physical, perceptual and sensory difficulties associated with pupils with ASC and MLD and associated behaviours and their impact on learning	D	A & I
14	Understanding of issues facing pupils and families of school aged children with SEND and knowledge of how to deliver individualised intervention plans in a joined up sensitive manner	E	A & I
15	Knowledge of a range of standardised and functional assessment tools relevant to client group to help measure and track outcomes	E	A & I
16	Knowledge of a range of different approaches to engage with different groups of stakeholders and the sensitivity to engage with them in a way that it will promote strong working relationships both for you and on behalf of the school.	E	A & I
17	Knowledge of the National Curriculum across all Key Stages and an understanding of a Needs-Led Curriculum	D	I
18	Sound knowledge of the standards of record keeping	E	A & I
19	Knowledge of and adherence to casework audit/compliance principles	E	I
20	Knowledge of conflict management in challenging situations	E	I
21	Genuine commitment to multi-disciplinary 'blended' provision and collaboration with all members of the schools staff team	E	I
22	Excellent organisational skills including managing caseload, planning, time management, report writing and target setting with a flexible approach	E	A & I
23	Knowledge of school information systems such as SIMS	D	A & I

Professional Values & Practice	
<ul style="list-style-type: none"> • Be committed and consistent. • Have a flexible and adaptable approach to work, be willing to go the extra mile to get the job done for the benefit of our pupils, our colleagues and for yourself. • Whilst being willing to work hard for the success of the school and its pupils, ensure that you and your team have a work life balance that enables health, happiness and wellbeing. • Have a happy and positive attitude to the work you undertake. • Be positive and respond to situations in a calm, professional manner at all times. • Be collaborative, working in partnership with colleagues (both internally and externally) as part of an inclusive team. • Have a thirst for excellence and a relentless drive to achieve the best outcomes for our pupils. • The capacity and enthusiasm to learn, be self-motivated, reflective, creative and innovative in order to continuously improve. • Be emotionally resilient. • To have a strong awareness of professionalism and respect for confidentiality. • At all times model good relationships, attitudes, behaviour. • To be able to self-evaluate your own and your teams performance, keep own knowledge and skills up to date, and participate in relevant training and CPD opportunities as required. • Smart, professional appearance. • Willingness to work flexible hours and to attend meetings outside of normal office hours. • A high level of commitment to safeguarding, inclusion and equality. • Understand and respect social, cultural, linguistic, religious and ethnic backgrounds. • Support the Headteacher and SLT in their duty to ensure that the school meets its educational aims to deliver the best possible educational outcomes for pupils. • Act as a positive ambassador for the school and make a meaningful contribution to the school community. 	

Summative Agreement	
---------------------	--

Confidentiality	<ul style="list-style-type: none"> • I will treat all information about children, families and staff discreetly with regard to confidentiality and data protection, and will report all concerns to the appropriate person(s).
Code of Conduct	<ul style="list-style-type: none"> • I will adhere to the school's Professional Code of Conduct.
Safeguarding	<ul style="list-style-type: none"> • I will comply with all school policies and procedures related to equality, safeguarding, and e-safety and will report any concerns to the appropriate person(s).
Health & Safety	<ul style="list-style-type: none"> • I agree to take care of my own and other's safety at all times and to carry out my duties in accordance with the school's Health & Safety Policy and procedures.
Induction	<ul style="list-style-type: none"> • On joining the school I agree to attend Induction Sessions and complete all related tasks as required.

This job description is provided to assist staff to understand and appreciate the work content of their post and the role they are to play in school. It does not comprise a full and comprehensive list of all the tasks that the post holder will undertake in fulfilling their responsibilities, and may also be subject to amendment or modification at any time in consultation with the post holder.

Agreed by post holder _____ Date _____

Date of this review: March 2024	Date of next review: September 2024
---------------------------------	-------------------------------------