



## Family Support / Attendance officer with Deputy Designated Safeguarding responsibilities.

Salary / grade range	SO2 point 26-28
Reports to	Designated Safeguarding Leader (DHT) and Headteacher

**Purpose of role:** Deputy Designated Safeguarding lead and to lead a team to engage parents and families to support their children's full access to educational opportunities in schools and other educational settings. To help children, young people and families overcome barriers to learning and participation. To encourage and empower children, young people and families to take responsibility for their welfare and development through education and learning.

### Key accountabilities (and specific duties / responsibilities):

- Lead a small to team to support families to ensure children attend school and can access the education provided
- Mentor and provide supervision for members of the team including: Community translator, attendance lead etc.
- Maintain an excellent understanding of safeguarding procedures and practices and have well-developed assessment skills.
- Have a good awareness of integrated tools and processes, and the role of the lead professional, and the team around the child concept.
- Understand the importance of support and appropriate challenge and communicate this effectively.
- Build effective professional relationships and understand the need for and maintain boundaries and exercise professional judgement in sometimes complex situations.
- Demonstrate assertive behaviour with the ability to empathise with colleagues
- Work with families to assess learning and development needs and signpost to appropriate training.



- Carry out day to day Deputy Designated responsibilities.
- Support the development and implementation of the school's child protection policy and procedures
- Identify any school training needs relating to child-protection and Early Help processes – keep thorough records of training provided
- Deliver appropriate training or work with DSL to identify appropriate training bodies
- Promote high quality 'at home' parenting, encouraging assertive, consistent discipline.
- Work in partnership with families, schools and other professionals to identify and address early signs of issues in children's social, emotional, health and/or behavioural development.
- 'Signpost' or make available to parent's information on local support services.
- Work in partnership with stakeholders to identify parent support groups and self-development or parenting classes with the purpose of enhancing family relationships.
- Encourage good relationships and positive dialogue between parents and school to develop mutual respect, understanding and confidence.
- Actively promote parents' and families' appreciation of the importance of education and learning.
- Participate in self-development, partnership and network programmes and events in order to maintain awareness and knowledge of current local, regional and national progress relevant to the role and to provide such relevant information for partners.
- Keep records and appropriate documentation pertaining to any contact and work with children, young people and families. Assist appropriate officers and advisers to collect and use statistical and other relevant data.
- Have a working knowledge Trust policies linked to Child Protection, Equal Opportunities, Health and Safety, etc.
- Work in partnership with the Attendance Strategy Team and schools to identify and address absence patterns and truancy at an early stage.
- Work in partnership with other schools and families to address issues surrounding the young persons' exclusion or risk of exclusion from school.
- Being prepared to conduct home visits, where safe and appropriate, in order to promote good attendance and behaviour at school.
- Working in partnership with schools and parents to create action plans to address attendance and/or behaviour issues.
- Working in partnership with schools and parents to encourage and ensure proper provision of schoolwork, supervision and reintegration through a period of exclusion.
- Working closely with Extended Services, SENCo, Learning Mentors, Attendance Officers, Family Support Workers, etc., to build structured support programmes, with clearly defined responsibilities, to enhance children's learning at home and school.



- Providing support for planned transfer information sessions/events for parents at all key stages of a young person's statutory education.
- Actively engaging parents to participate in appropriate self-development and/or parenting programmes to enhance and develop positive family relationships and appreciation of the importance of learning and education.
- Work in partnership with stakeholders to ensure that the voice of children, young people and parents count in school decision making processes.
- Promoting the parents' attendance at parents' evenings and other activities, and positive involvement with governing bodies and parents' associations.
- Lead the Early Help process in school and be a key link between the family and other agencies. To be a lead professional when appropriate.
- Analyse and report on appropriate data linked to child protection/attendance etc.
- Maintain records, receipts and documentation in relation to expenditure in order to facilitate appropriate auditing.
- Coordinate First Aid and insure appropriate documentation is in place (Health Care Plans, EGRESS etc.)

## Personal attributes required (based on job description):

### Attributes

#### Experience

- Family support experience in school
- Designated safeguarding qualifications
- Experience of working with a range of stakeholders including social care, healthcare professionals, police etc.
- Knowledge of key legislature including Keeping Children Safe in Education

#### Skills, Ability, Knowledge

- Strong Communication skills for working with professionals and families
- Good organisational skills
- Ability to maintain professional confidence

#### Personal Qualities

- Resilient
- Reflective



- Determined
- persistent

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.