

<b>Job Description</b>	<b>Support Staff</b>
<b>Role:</b>	<b>Family Support &amp; Engagement Officer</b>
<b>Salary/Grade:</b>	<b>Band 8 SCP 17 - 22</b>
<b>Introduction &amp; Prime Objectives of the Post:</b>	
<p>We are looking to recruit a dynamic individual to work with families, parents/carers and engage them in the learning process to support their child's placement at Chellow Heights Special School.</p> <p>The post holder will support the work of the school in raising achievement and aspirations of vulnerable children and families in particular by:</p> <ul style="list-style-type: none"> <li>• Strengthening the links between the school, parents, families and the wider community in order to reduce the impact of disability and disadvantage on educational attainment.</li> <li>• Supporting families through interventions at the preventative and protective stages. The role aims to drive improvements to family support – reducing the number of families developing more complex needs and requiring more intensive and costly interventions</li> <li>• Working closely with parents and carers to help overcome pupils' barriers to learning, whether inside or outside school. This will involve maintaining regular communication, putting interventions in place, and liaising with relevant staff and professionals to ensure parents and carers are consistently engaged in pupils' development and progress</li> <li>• Promoting the safeguarding and welfare of children and families where social and emotional issues are proving to be barriers to the child's educational progress</li> <li>• Monitoring and reporting 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</li> </ul> <p>Ideally, the successful candidate will be accustomed to working with students with disabilities and their parents / carers, families and schools.</p> <p>This role involves engaging with pupils in regulated activity relevant to children.</p>	
<b>Key Duties &amp; Responsibilities:</b>	
<p><b>Working with parents and carers</b></p> <ul style="list-style-type: none"> <li>• Act as a lead point of contact for the parents/carers of pupils receiving additional support</li> <li>• Maintain regular communication with specific parents/carers and provide personalised support for families through issues as they arise</li> <li>• Put interventions in place to encourage parents/carers' involvement in supporting pupils' development and progress</li> <li>• Keep up to date on the latest services available in the local area so you can promote and signpost parents/carers to these via a range of communication channels (e.g. social media, newsletters, in meetings, etc.)</li> <li>• Carry out home visits, where required, implement and monitor progress of action plans, working with parents/carers to make adjustments to support as necessary</li> <li>• Provide personalised support for parents/carers to help manage transition for their child</li> </ul>	

- Support parents/carers through the application process for accessing local services and help them attend relevant meetings
- Build positive relations with parents/carers to encourage family involvement in their child's attendance
- Conduct research of the needs of families by working alongside families in a variety of contexts, on the school gate before school, drop in sessions, attending parent/teacher meetings etc. and providing a clear needs analysis and provision map to support needs
- Provide parenting skill building to families on issues such as parent-child interaction, child development, discipline and guidance and behaviour management
- Provide emotional support to children through individual or group mentoring sessions
- Provide emotional support and feedback to parents/carers

#### **Working with staff and other professionals**

- Work with relevant staff to identify and bring on-board pupils and parents/carers that would benefit from personalised support
- Develop action plans in consultation with relevant staff and professionals, where necessary
- Liaise and build relationships with external agencies and professionals, following up on actions where necessary
- Maintain regular communication with relevant staff to update them on progress of individual pupils
- Assist with carrying out early help assessments
- Initiate and run education programmes for children and families and support those programmes already operating in school
- Assist with developing and reviewing the school's transition programme, contributing insights around the needs of parents/carers and pupils during this process
- To collaborate with the Community & Family Liaison Officer, Class Teachers and the Senior Leadership Team in order to support the implementation of strategies to reduce barriers to learning
- Attend all relevant meetings
- Perform any reasonable duties as requested by the Headteacher

#### **Record keeping**

- Maintain accurate records of interventions and relevant meetings
- Facilitate the transfer of relevant pupil information inside and outside the school
- Complete relevant paperwork required by external agencies

#### **Attendance**

- Ensure daily attendance registers are accurate and complete, and following 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
- Monitor poor attendance as well as promoting good attendance
- 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

#### **Monitoring and reporting**

- Produce and interpret attendance reports for school leaders, identifying key statistics, reasons for absence and any patterns of concern
- Benchmark attendance against schools nationally
- Track attendance of vulnerable groups of pupils and share information with school leaders
- Work with school leaders to identify appropriate interventions to improve attendance for particular groups or individual pupils

#### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent), and our child protection and health and safety policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school
- Report all concerns to an appropriate person.
- To conduct home visits when necessary and with the agreement of the Headteacher
- Work as part of the Safeguarding Team and be conversant with CPOMs
- Attend Child in Need (CIN) and Child and Family (CAF) meetings when appropriate and with support from the DSL
- Support the admissions of new pupils
- Be a presence in the front playground from 9.00am and at 2.30pm
- Liaise with the School Nurse and Health Care Unit as appropriate
- Keep up to date with relevant information from agencies
- Register late children in morning and after school.

#### **Professional development**

- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Proactively participate in the school's appraisal procedures

#### **Effort Demands:**

- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary, e.g. dealing with a sick, injured or distressed child.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Will be willing to work over two school sites.

#### Environmental Demands/Working Conditions:

- Required to carry out all reasonable duties and responsibilities of the post in accordance with the Councils' policies and procedures and standing orders.
- Enactment of Health and Safety requirements and initiatives as appropriate
- All employees are required to declare any conflict of interest that may arise before or during their employment.
- Any outside activities, either paid or unpaid, must not in the view of the School conflict with or react detrimentally to the Authority's interest, or in any way weaken public confidence in the conduct of the School's business.
- Undergo and meet school conditions for a satisfactory enhanced DBS check.
- Must comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the School's policies and procedures.
- To have due regard for safeguarding and promoting the welfare of children and young people, and to follow the child protection procedures adopted by the Southwark Safeguarding Children Board.
- Ensuring work is line with the School's Green Commitment Policy goals.
- Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained.
- Treating all information acquired through your employment, both formally and informally, in strict confidence
- To demonstrate a commitment to good customer care.
- Any other duties of an appropriate level and nature will also be required
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- The post holder may be subjected to antisocial behaviour from pupils directly or members of the public/parents/site users, including aggressive and anti-social behaviour. You are expected to follow the schools policy and procedures for behaviour management, and any specialist training when dealing with incidents.
- The post holder is expected to be an exemplar of good attendance for pupils. This is important for both the consistency to very vulnerable pupils and to role model for pupils' achievements possible when people have good attendance in work and school.
- To ensure their practice meets the Health and Safety Duty of care that all staff have for each other, the pupils and other visitors within the school or when conducting off site visits
- To ensure their professional practice meets the requirements of the Equalities Act at all times.
- All staff are expected to contribute to and adhere to the policies and procedures for the school. Particularly staff must regularly familiarise themselves with and follow policies and procedures for health and safety, including ensuring the health and safety needs of themselves and others through dynamic risk assessments
- E-safety and the use of social media in order to protect the pupils and the school.
- The use of phones, photographs and videos are prohibited



**Other Considerations:**

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

- This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks. Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Headteacher/Line Manager.
- This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment
- This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**Special Conditions of Service:** No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

**Intermediate Threshold Fluency Duty Required:** In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

**Date:** October 2024

Personnel Specification	Essential	Desirable
<b>Qualifications/ Training/</b>	<ul style="list-style-type: none"> <li>• GCSE Mathematics and English (A-C) or equivalent</li> <li>• NVQ level 4 qualification in Social Care, Education or Health or equivalent and/or equivalent practical work experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Child Protection training (level 3) Safeguarding/Prevent Qualification</li> <li>• Counselling skills</li> <li>• First Aid</li> <li>• Training/qualification to run specific groups for children and parents</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Trained in aspects of emotional literacy including some of the following: emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break up and a willingness to undertake training to develop these further.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of recent CPD in any of the areas in the essential column.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience working in a school environment or other educational setting</li> <li>• Experience identifying interventions to raise attendance of pupils</li> <li>• Experience supporting and working with parents of young people</li> <li>• Experience of working with families and pupils to raise attainment and improve behaviour</li> <li>• Experience working with colleagues, outside agencies and multi-agency teams</li> <li>• Experience of keeping good written records</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of relevant codes of practice.</li> <li>• Experience of running parenting programmes.</li> <li>• Experience of working with diverse communities</li> <li>• Experience of running community events</li> </ul>
<b>Knowledge, Skills &amp; Ability</b>	<ul style="list-style-type: none"> <li>• Good listening skills</li> <li>• Effective written and verbal communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of absence and attendance protocols and policies</li> </ul>

	<ul style="list-style-type: none"> <li>• Effective use of ICT and technology</li> <li>• Knowledge of the barriers to learning that pupils may face</li> <li>• Tailoring plans and interventions to individual pupils</li> <li>• Ability to create good relationships with children, staff, parents and external agencies</li> <li>• Knowledge of available support services in the local area</li> <li>• Safeguarding of children and young people</li> <li>• Experience identifying interventions to raise attendance of pupils</li> <li>• Ability to use IT systems and to conduct analysis and produce reports</li> <li>• Good knowledge of excel</li> </ul>	<ul style="list-style-type: none"> <li>• Training in the relevant strategies for engaging pupils and working with families.</li> <li>• Speak more than one language</li> <li>• Able to run reports in MIS or use other data programmes that track behaviour/attendance</li> </ul>
<b>Character &amp; Values</b>	<ul style="list-style-type: none"> <li>• Patient and calm</li> <li>• Flexibility to cope with the diverse needs of the post</li> <li>• Wants to provide the best possible opportunities for all pupils</li> <li>• Organised, good time management skills, proactive and self-motivated</li> <li>• Upholds and promotes the ethos and values of the school</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Respectful manner, representing the organisation well within and beyond the community</li> <li>• Maintains confidentiality at all times</li> <li>• Committed to safeguarding, equality, diversity and inclusion</li> <li>• Willingness to continue to review own professional development</li> </ul>	
<b>Personal Circumstances</b>	<ul style="list-style-type: none"> <li>• Legally entitled to work in the UK</li> <li>• Able to drive and access to own car is desirable</li> <li>• Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010</li> <li>• In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an advanced threshold Level.</li> </ul>	