

Job Description

Job title:	FAMILY SUPPORT & ENGAGEMENT OFFICER
Grade:	Grade 7, Pt 14 - 21
Hours:	36 hours per week, 8.30am – 4.30pm
Contract type:	Full time, permanent – Term time (including INSET days) plus 5 days
Responsible to:	The Headteacher, members of the Senior Leadership Team and the Governing Body
Supervisory responsibility:	The postholder may be responsible for the deployment and supervision of staff within the Inclusion Team relevant to their responsibilities

General description of the post:

To support the work of the school in raising achievement and aspirations of vulnerable children and families in particular by:

- 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
- 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
- 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
- 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

Duties and Responsibilities

Working with parents and carers

1. Act as the lead point of contact for the parents/carers of pupils receiving additional support
2. Maintain regular communication with specific parents/carers and provide personalised support for families through issues as they arise
3. Put interventions in place to encourage parents/carers' involvement in supporting pupils' development and progress

4. 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)
5. Carry out home visits, where required, implement and monitor progress of action plans, working with parents/carers to make adjustments to support as necessary
6. Provide personalised support for parents/carers to help manage transition for their child
7. Support parents/carers through the application process for accessing local services and help them attend relevant meetings
8. Build positive relations with parents/carers to encourage family involvement in their child's attendance
9. 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
10. Provide parenting skill building to families on issues such as parent-child interaction, child development, discipline and guidance and behaviour management
11. Provide emotional support to children through individual or group mentoring sessions
12. Provide emotional support and feedback to parents/carers

Working with staff and other professionals

1. Work with relevant staff to identify and bring onboard pupils and parents/carers that would benefit from personalised support
2. Develop action plans in consultation with relevant staff and professionals, where necessary
3. Liaise and build relationships with external agencies and professionals, following up on actions where necessary
4. Maintain regular communication with relevant staff to update them on progress of individual pupils
5. Assist with carrying out early help assessments
6. Initiate and run education programmes for children and families and support those programmes already operating in school
7. Assist with developing and reviewing the school's transition programme, contributing insights around the needs of parents/carers and pupils during this process
8. To collaborate with the SENDCO, class teachers and ELSA in order to support the implementation of strategies to reduce barriers to learning
9. Attend all relevant meetings

Record keeping

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

Attendance

1. Ensure daily attendance registers are accurate and complete, and following up with staff members about any incomplete data
2. Follow up on any unexplained absences with parents/carers, escalating issues as appropriate in line with school procedures
3. Monitor poor attendance as well as promoting good attendance

4. Manage attendance returns for the school census
5. Manage the process of issuing penalty notices to parents
6. Maintain accurate records of communications with parents/carers and relevant interventions
7. Build and refresh knowledge of the school's MIS and other relevant systems

Monitoring and reporting

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

Safeguarding

1. Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent), and our child protection and health and safety policies
2. Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
3. Promote the safeguarding of all pupils in the school
4. To conduct home visits when necessary and with the agreement of the Head
5. Work as part of the Safeguarding Team and be conversant with CPOMs
6. Attend Child in Need (CIN) and Child and Family (CAF) meetings when appropriate and with support from the DSL
7. Support the admissions of new pupils
8. Be a presence in the front playground from 8.45 am and at 3.10 pm
9. Liaise with the School Nurse and Health Care Unit as appropriate
10. Keep up to date with relevant information from agencies
11. Register late children in morning and after school.

Professional development

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

General statement

1. Required to carry out all reasonable duties and responsibilities of the post in accordance with the Councils' policies and procedures and standing orders.
2. Enactment of Health and Safety requirements and initiatives as appropriate
3. All employees are required to declare any conflict of interest that may arise before or during their employment.
4. 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.
5. Undergo and meet school conditions for a satisfactory enhanced CRB check.
6. 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.

7. 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.
8. Ensuring work is line with the School's Green Commitment Policy goals.
9. Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained.
10. Treating all information acquired through your employment, both formally and informally, in strict confidence
11. To demonstrate a commitment to good customer care.
12. Any other duties of an appropriate level and nature will also be required.

General duties of all staff

1. To safeguard all pupils and ensure information is forwarded to the lead DSL as appropriate.
2. Establish good working relationships with pupils, acting as a role model and setting high expectations.
3. Promote inclusion and acceptance of all pupils.
4. To attend Pupil Progress Meetings to promote the attainment and progress of all pupils, particular the vulnerable pupils and those with barriers to learning

Other

1. To have professional regard for the ethos, policies and practices of the school, and maintain high standards in your own attendance and punctuality
2. Assist in the smooth running of the school at all times
3. Perform any reasonable duties as requested by the Headteacher

Role review

This job description is not the contract of employment, or any part of it. It sets out the main duties of the post at the time of drafting and cannot be read as an exhaustive list. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation with the post holder subject to the Headteacher's approval. This document must not be altered once it has been signed but will be reviewed annually as part of the post holder's performance review.

Signature of post holder..... **Date**

Signature of Headteacher **Date**

Person Specification: Family Support & Engagement Officer

Evidence will be gathered from letter of application, references, interview and tasks.

Attributes	Requirements	
	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> Educated to a high standard with equivalent of GCSE Grade C in English and Maths or above. Recognised qualification in Social Care, Education or Health or equivalent and/or equivalent practical work experience. 	<ul style="list-style-type: none"> Child Protection training (level 3) Safeguarding/Prevent Qualification Counselling skills First Aid Training/qualification to run specific groups for children and parents
Experience	<ul style="list-style-type: none"> Experience working in a school environment or other educational setting Experience identifying interventions to raise attendance of pupils Experience supporting and working with parents of young people Experience of working with families and pupils to raise attainment and improve behaviour Experience working with colleagues, outside agencies and multi-agency teams Experience of keeping good written records 	<ul style="list-style-type: none"> Experience of relevant codes of practice. Experience of running parenting programmes. Experience of working with diverse communities Experience of running community events
Knowledge and Skills	<ul style="list-style-type: none"> Good listening skills Effective written and verbal communication skills Effective use of ICT and technology Knowledge of the barriers to learning that pupils may face Tailoring plans and interventions to individual pupils Ability to create good relationships with children, staff, parents and external agencies Knowledge of available support services in the local area Safeguarding of children and young people Experience identifying interventions to raise attendance of pupils Ability to use IT systems and to conduct analysis and produce reports Good knowledge of excel 	<ul style="list-style-type: none"> Knowledge of absence and attendance protocols and policies Training in the relevant strategies for engaging pupils and working with families. Speak more than one language Able to run reports in MIS or use other data programmes that track behaviour/attendance

Professional Development	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Evidence of recent CPD in any of the areas in the essential column.
Key skills, qualities and attributes	<ul style="list-style-type: none"> Patient and calm Flexibility to cope with the diverse needs of the post Wants to provide the best possible opportunities for all pupils Organised, good time management skills, proactive and self-motivated Upholds and promotes the ethos and values of the school Ability to work under pressure and prioritise effectively Respectful manner, representing the organisation well within and beyond the community Maintains confidentiality at all times Committed to safeguarding, equality, diversity and inclusion 	