Role Profile: **Family Support Manager**

Reporting to: **Head of School/ Principal**

Important Functional Relationships:

Internal

Staff within the Academy Trust; Pupils and Parents

External

Head teachers and other school-based staff; FE Colleges and other Outside Providers; Other outside agencies, both statutory and non-statutory; any other stakeholder.

Our Values:

- **Teamwork**
  We recognise that when we work together effectively we are stronger and more consistent.
- **Empathy**
  Consider the consequences of my decisions, large and small on those around me.
- **Inclusivity**
  Everybody in treated fairly and equally no one is marginalised or left behind.
- **Respect**
  We will ensure that we have due regard for the feelings, wishes, or rights of others in every action we take.
- **Positive**

It is our intention to stay constructive, optimistic and confident both for and with our young people and their families.

We believe that the values that we embody in Wave MAT empower young people to succeed, these are the values we are looking for when we seek new staff.

Main purpose of Job

As a member of the senior management team of the Trust, this role will work in collaboration with a variety of agencies which together with Wave MAT will provide help and support for young people. This role will use a focussed 'whole family' approach, focusing on the strengths and difficulties of the whole family and supporting parents recognition that their children's cognitive development is important, as is instilling of values, aspirations and support for the development of wider interpersonal and social skills. This role will play a key role in the effective safeguarding of children and young people. This is a hands on role which provides both challenge and support and requires ability to travel widely at unsociable hours.

Professional competencies

- Display personal and interpersonal development and team-working skills;
- Proactively plan, organise and manage workload;
- Display reflective practice and reflexivity using evidence based practice
- Undertake analysis and synthesis of complex information;
- Display knowledge and understanding of appropriate use of ICT in an education setting;
- Displays integrity and honesty in relationships with all stakeholders;
- Display regular evidence of initiative taking and willing to take action to contribute to the results of the APA
- Display robust self-management skills with regard to problem solving.
- Build effective relationships with pupils

Duties

- To act as our pupils' educational advocate and to facilitate the educational partnership between home, school, APA and other agencies by support, liaison and negotiation. Give paramount consideration to the welfare of the pupil ensuring a highly focussed approach, placing the needs of the pupil above all others.
- To carry a safeguarding caseload for the APA they are assigned to.
- To liaise and collaborate in joint work with all stakeholders in relation to aspects of our pupils' general welfare and educational developments.
- Contribute to the APAs attendance strategy
- Promote collaborative links and relationships with education colleagues, voluntary and statutory agencies and other professionals.
- To promote the Wave MAT early help strategy and initiation of Early Help Hub referral when appropriate.
- To work with our pupils taking into account their views seeking to strengthen the coping and resiliencies of these young people and adults through protective support. Support and understand our pupils' social, psychological and educational development, supporting their belonging to family, school and community. Mobilise support for these young people.
- In collaboration with your Principal, attend and or organise/lead any meetings as required in relation to the cohort of pupils at your school
- To maintain appropriate records, prepare assessments and maintain a system of family files in accordance with the APAs policies including having delegated responsibility for the Child Protection files.
- To refer any Child Protection concerns to the Multi Agency Referral Unit/ Safeguarding Hub, following the Local Safeguarding Children's Board procedures.
- To challenge current processes and offering ways to improve through continuous development.
- Work to the prescribed supervision model where their practice will be observed and reflected upon and their performance will form part of the reporting through performance management.
- Provide weekly caseload supervision to the Family Support Worker
- Deliver training as and when required.

- To carry out any other duties as required by the APA
- To maintain confidentiality of information acquired in the course of undertaking duties for the APA;
- To be aware of and adhere to applicable rules, regulations, legislation and procedures including the APA's Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection);
- The post holder is responsible for his/her own self-development on a continuous basis and may be required to undertake specialist training and development.
- To established family group work and actively support parent partnership regularly within school

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members
- Understand their role in order to be able to work collaboratively with Principals
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust
- Develop effective professional relationships with colleagues
- Establishing constructive relationships and communicating with other agencies/professional

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's Five Year Plan, policies, practices and procedures, so as to support the school's values and vision

Health and safety

- For lone working, ensure that you have read the appropriate policy
- Keep yourself safe

Professional development

- Help keep own knowledge and understanding relevant and up-to-date by reflecting on own practice, liaising with your line manager, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from your line manager
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards of attendance and punctuality

- Demonstrate Wave's Values, to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	• experience in main stream/special school; • Display personal and interpersonal development and team-working skills; • Evidence of an ability to develop and maintain relationships with stakeholders built on honesty and integrity; • Pro-actively plan, organise and manage workload; • Display reflective practice and reflexivity; • Display Knowledge and understanding of appropriate use of ICT • Display regular evidence of initiative taking; • Display robust self-management skills with regard to problem solving; • Proven record of behaviour management;	• Experience in SEN; • Display Knowledge and understanding of appropriate use of ICT in an education setting • Experience of successfully working with children with Social Communication Needs, SEBD • Experience of working with disaffected children either in a special or main-stream setting;
Education and Training	• Relevant qualification specific to role • Level 3 Qualification in English and Maths	• Further qualification relevant to post • Teaching qualification relvant to post
Special Knowledge and Skills	• Robust self-management skills; • Proven ability to successfully teach a range of subjects at different key stages; • Proven ability to lead on a core subject area; • Ability to use ICT both personally and in the classroom; • An awareness of assessment for learning and its contribution in raising standards of achievement; • Excellent interpersonal communication skills and the ability to form strong relationships with students, staff, parents and the wider community;	• Working knowledge of primary and secondary national strategies

	• Adaptability and flexibility to embrace new developments to raise student attainment;	
Any Additional Factors	• Regular access to a car; • Current driving licence; • Motor insurance certificate with Business use; • Can work as a member of a team.	