**Job Description**

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| **Job Title:** | **Home School Liaison & Deputy Child Protection Officer** |
| **Grade:** | **Band 2 Step 4 - Term Time only.**  **Full-time salary - £30,613 - ACTUAL £25,599pa** |
| **Department:** | **Children’s Services** |
| **Section:** | **Essendine Primary School** |
| **Responsible to:** | **Headteacher** |
| **Responsible for:** | **Number of staff: 0** |

***Purpose of Job***

The Home School Liaison Officer will provide a complementary service to existing teachers and support staff in a school setting, addressing the needs of children and families who need help to overcome barriers to learning. She / he will work as part of a team including school staff and outside agencies to ensure the progress and achievement of the children.

This role will be the Deputy Designated Person for Child Protection. They will act upon any reported concerns as well as ensuring all staff are familiar with, and adhering, to the Child Protection Policy.

***Main Responsibilities***

# Safeguarding Children

* To support the Designated Person for Child Protection with reviewing, implementing and evaluating policies that help to protect children from all forms of abuse and create a safe school environment
* To be the school’s Deputy Designated Person for Child protection by being first point of contact for issues of child protection, both internally, and for members of the public and other external contacts.
* To ensure parental consent is obtained before work begins with children (unless otherwise negotiated with Social Services, School-Home Support or Educational Welfare)
* To act in accordance with statutory Safeguarding/|Child Protection procedures and to refer any disclosures for Safeguarding/Child Protection
* To support and act in accordance with the school’s objectives and principles statement
* To keep records and provide written reports on intervention made, including reports with statistical analysis
* To keep daily records of work which will be available for inspection
* To work in partnership with external agencies
* To work to the priorities for work agreed the school
* To be aware of confidential issues linked to home/pupil/staff/school/work and keep confidences as appropriate.
* To attend and participate in relevant meetings as required.
* To participate in training and other learning activities and performance development as required.
* To work with staff in identifying children at risk of under-achieving
* To take the lead role in managing and delivering pastoral support for identified children and supporting them to achieve their targets.
* Attend to children’s personal needs and provide advice to assist in their social, health and hygiene development.
* In partnership with the school Inclusion Team, undertake comprehensive assessments of children to determine those in need of particular help
* Take a lead role in managing the speedy / effective transfer of targeted children and the re-integration of those who have been absent or excluded
* Provide feedback to children in relation to behaviour and attendance
* Maintain contact with families and carers to foster positive relationships with the school and develop support for families

# Support for the school:

* Liaise with other schools in order to gather information regarding targeted children
* Monitor and evaluate children’s responses and progress against action plans through observation and planned recording
* Provide objective and accurate feedback and reports as required to other staff
* Manage record keeping systems and processes
* Liaise with the Senior Leadership Team in developing and implementing appropriate behaviour management strategies
* Establish constructive relationships with parents / carers, exchanging information, facilitating their support with learning / behaviour / attendance issues
* Represent the school at the Children’s Centre Delivery Group.
* Assist the Inclusion team with the completion of Common Assessment Framework (CAF) referrals and attend training as and when necessary.
* Use SIMS to configure attendance lists/data/information as and when required by members of the SLT and Inclusion team.
* Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person.

# Support for families:

* Challenge and motivate children and promote their self esteem
* Provide information and advice to enable children make choices about their own learning / behaviour / attendance
* Establish productive working relationships with children, acting as a role model
* Contribute to the planning, development and organisation of support services, procedures and systems.
* Regularly meet with parents/carers, the Headteacher and/or the Safeguarding officer to discuss pupils causing concern.
* Take a lead role in matters relating to the improvement of pupil registration and attendance issues and the reduction of unauthorised absence.
* Facilitate improved communication between the home and the school in order to increase pupil participation and improve progress.
* Make accompanied home visits as and when appropriate.
* Organise and facilitate parent workshops and social events in liaison with the HSA and school staff as appropriate.
* Undertake general playground duties with the aim of ‘being accessible’ to children in order to form relationships and gain trust and also of increasing inclusion.
* Promote inclusion by being aware of and supporting diversity and ensuring equal opportunities for all; actively seeking to reduce incidents of bullying, sexism, racism and homophobia and following school policies and procedures for dealing with such incidents.

Undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the School.

# EQUALITIES

Ensure implementation and promotion in employment and service delivery of the Council’s equal opportunities policies and statutory responsibilities.

# CHILDREN’S STANDARD

To ensure the best outcomes for Westminster's children, employers in the City Council area have produced a "Westminster Standard" for all members of the children's workforce. This Standard will ensure that all staff working with our children are:

"representative of the Westminster community, flexible, competent and confident, ready to listen to children and their carers, work in partnership with users and colleagues, and committed to safeguarding and providing the best possible service for children, as well as promoting their health and wellbeing".

**Person Specification**

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| **Job Related Education, Qualifications and Knowledge** | * Good knowledge and understanding of legislation relating to child protection and school attendance. * A good knowledge and understanding of the education system and the local education authority. * Knowledge of communication issues when working with children; skills in different techniques and approaches. * Educated to A level or equivalent experience or relevant qualification. |
| **Experience** | * Proven experience of working with children/young people and families in the field of inclusion/care including those with challenging behaviour. |
| **Skills and Abilities** | * Ability to engage with parents, assist them with problem-solving, advise them appropriately and advocate on their behalf if necessary. * Ability to remain calm and task centred and demonstrate negotiating and problem solving skills. * Ability to work with confidential, sensitive and challenging issues and organise workloads when under pressures of time and conflicting priorities, to demonstrate resilience. * Ability to assimilate, analyse and action information from a variety of sources. * Skilled in the full Microsoft Office package and databases. * Ability to communicate in writing and interpersonally with a broad range of people. * Ability to demonstrate a commitment to self-development and continuous learning. * Ability to work as part of a team and demonstrate initiative and self-motivation in managing the allocated workload. * Ability to relate and deal effectively with clients and colleagues at all levels. |