

## Job Description

### Home School Link Worker (HSLW)

<b>Job Title</b>	Home School Link Worker (HSLW)
<b>Reporting to</b>	Designated Safeguarding Lead/Principal
<b>Working with</b>	Internal: Students, Leadership team, Teachers, LSAs, Therapists, Psychologists, SENCo, Pastoral Team. External: Families, Advocates, Social Services, Youth Offending Service, Local Governing Body, other Schools and Partners

#### Aims and purpose of the role

Unified Academy is a provision for students with Social, Emotional and Mental Health support needs. The school embraces trauma informed approaches and promotes reflective and restorative practices.

The HSLW will be responsible for the organization and delivery of high-quality support for vulnerable families and those in need of additional support. The role will encompass three key elements: ensuring students attend school regularly; ensuring students are kept safe whilst at school; and improve outcomes for families by alleviating barriers to learning and improving communication and links between school and home. A key part of the role will be to act as Deputy Safeguarding Lead for Unified Academy.

#### Key responsibilities

- To ensure the safety of all students through outstanding attendance, robust safeguarding processes and improved outcomes and opportunities for children and their families by providing a range of family interventions and support.
- To promote and provide support for families of vulnerable children and those encountering difficulties which could impact on the education and welfare of their children.

#### Family support

- To identify families in need of support by liaising with class teachers and support staff and the school's leadership team
- To be responsible for identifying support needs of new families and pupils
- To assess the needs of identified families and respond to those in need by offering support, advice and guidance with parenting, financial and social issues as required
- To offer and provide support to families through engaging with parents at the start and end of the school day, making and developing contacts with hard to reach parents
- To provide or source training and guidance for parents to build parenting capacity and develop skills in supporting and nurturing children and providing a stable home environment
- To be responsible for liaising with outside agencies and to signpost parents to other sources of support
- To arrange and carry out home visits to build a picture of a family's needs and to provide advice, guidance and support
- To, along with the Senior Leadership Team, develop positive home school links by liaising between families and the school to build confidence within the wider school community
- To liaise with school staff regarding interventions and support in place for

vulnerable children and work with the families to enable them to work collaboratively with the school to enhance the effectiveness of this support

- To work with vulnerable children and families as a pre-emptive measure in order to reduce the risk of families moving into CIN/CP
- To maintain accurate and up to date records and prepare detailed reports as required
- To ensure all records, files and minutes are kept confidential, are within OFSTED guidelines for Safeguarding and that information is passed on to relevant persons
- To complete and review assessments with families in order to support them with accessing the most appropriate support
- To chair meetings and take minutes as required
- Establish good working relationships with pupils, acting as a role model and setting high expectations
- To take an active part in events in the school calendar, maintaining a visible presence at school events
- Liaise with School Nursing team and make referrals.

### **Safeguarding**

- To be fully aware of and understand the duties and responsibilities in relation to child protection and safeguarding children and young people as this applies to the role within the school
- In the absence of the Designated Safeguarding Lead to attend CP conferences/GIN meetings and any other meetings (Core group/TAF/TAC) and to liaise with outside agencies
- To be fully aware of the principles of safeguarding as they apply to vulnerable pupils in relation to the role
- To complete CSPA referrals as required
- To ensure that the Safeguarding Lead is made aware of, and kept fully informed of any concerns you may have in relation to safeguarding and/or child protection
- To attend training as appropriate to the role.

### **Attendance**

- To maintain accurate data of attendance across the school, providing half termly summaries to SLT
- To establish the reason for non-attendance, make assessments and agree a plan for facilitating a return to school using appropriate strategies within specified timescales
- To monitor the effectiveness of the school's attendance procedures and in consultation with SLT develop them as appropriate
- To meet with students and their parents/carers where there are persistent problems with attendance to identify and remove barriers to attendance
- To set target with pupils and parents to develop attendance, monitor and move through the process of attendance follow-up as required
- To initiate appropriate legal action in collaboration with Surrey Borough School Attendance Service
- To ensure the school is carrying out its statutory responsibility in respect of pupils. This will include preparing statements, attending and presenting evidence and the preparation of paperwork relating to penalty fines
- To use IT systems to produce reports, often to tight timescales, using word processing skills and record information including statistical data, providing reports to the Principal
- To acquire and maintain a working knowledge of the statutory framework relating to school attendance

- To monitor all persistent absence and determine strategies to support families who fall into this category
- Take the lead role in developing work processes to improve school attendance.

### Personal responsibilities

- Play a full part in the life of the school community, supporting its mission, values and ethos and encouraging staff and pupils to follow this example
- Actively promote school policies and procedures
- Take an active part in events in the school calendar, maintaining a visible presence at school events
- Be responsible for own continued professional development
- Comply with the school's Health & Safety policy, undertaking risk assessments as appropriate
- Be courteous to colleagues, visitors and telephone callers and provide a welcoming environment
- Be skilled in conflict resolution and teamwork
- Attend meetings punctually
- Inspire trust and confidence
- Be respectful and professional
- Engage and motivate pupils and staff and work as part of a team.

### Notes

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal in consultation with the post holder
- This job description forms part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing paragraphs
- Work is mostly within school hours with some flexible hours for evening or for significant events in the school calendar.

This job description is not a rigid specification but identifies main responsibilities which will be amended in the light of organisational need and in discussion with the post holder.

**The HSLW will also need to undertake such other reasonable professional duties commensurate with the post as directed by the Principal.**



## Person Specification and Selection Process

### Home School Link Worker (HSLW)

This person specification will be used for recruitment to the HSLW role. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

Essential on Appointment	Desirable
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>Level 2 Qualifications in English and Mathematics</li> <li>Relevant childcare education, social care or health qualification to at least NVQ Level 3 or equivalent and/or considerable experience</li> </ul>	<ul style="list-style-type: none"> <li>Nationally recognized Qualification in education</li> <li>Up to date Designated Safeguarding Leading Training (willingness to complete this is essential)</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>Experience of handling complex Child Protection</li> <li>Ability to deal with difficult situations</li> <li>Working with families and delivering effective support for families</li> <li>Evidence of experience of direct work with children and parents within a variety of settings and from a range of ethnic, religious and cultural backgrounds including those who may not have previously accessed services.</li> </ul>	<ul style="list-style-type: none"> <li>Able to set up and deliver programs of family support work including group work and community activities as appropriate to need</li> </ul>
<b>Knowledge and Skills</b>	
<ul style="list-style-type: none"> <li>Safeguarding and child protection knowledge with up-to-date current practice through updates and refresher training</li> <li>Training in community work, counselling skills, or similar</li> <li>Training in facilitating parenting groups or experience of successful signposting</li> <li>Thorough knowledge of statutory services and relevant children's legislation especially child protection and safeguarding</li> <li>Ability to work with children and families in a variety of settings within school, at home or in the community</li> <li>Ability to work flexibly and supportively with parents and carers</li> <li>Ability to work in partnership with teachers and other professionals as well as agencies, voluntary groups and service providers</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of child psychology and barriers to learning</li> <li>Involvement in TAF/TAC meetings</li> <li>Knowledge of the education system and school admissions process</li> <li>Able and willing to speak confidently to a range of audiences</li> </ul>

<ul style="list-style-type: none"> <li>• Excellent interpersonal skills with the ability to communicate effectively with children and adults, individually and in groups</li> <li>• Be tactful, diplomatic and sensitive with a good sense of humour</li> <li>• Ability to take responsibility and work on initiative within set boundaries</li> <li>• Excellent organizational and time management skills</li> <li>• Excellent oral and written communication skills including a sensitive approach to children and adults</li> <li>• Ability to keep clear accurate records</li> <li>• Ability to maintain confidentiality</li> <li>• Be a confident and skilled user of ICT - able to use it with children and parents</li> <li>• Be reliable and trustworthy, able to use judgment in receiving and dealing with sensitive information</li> <li>• The resilience to deal with challenging situations involving Child Protection issues</li> </ul>	
<b>Special Requirements</b>	
<ul style="list-style-type: none"> <li>• No adverse criminal record and full enhanced DBS clearance</li> <li>• Visiting families in their homes is an essential requirement of this post</li> <li>• Flexibility in working pattern may be required sometimes</li> <li>• Able and willing to work flexibly as part of a team</li> <li>• Committed to self-development and willingness to undertake further training</li> <li>• Full driving licence</li> </ul>	<ul style="list-style-type: none"> <li>• Car owner or access to transport</li> </ul>

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service (DBS) as part Orchard Hill College & Academy Trust's pre-employment checks.

As part of Orchard Hill College & Academy Trust's pre appointment checks, current and past employers will be contacted for short listed candidates.

Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.

