

Pupil & Family Practitioner

Job Description

At Southern Education Trust, we are driven by a shared mission of **Making Lives Better**. We're a community of schools built on our values: **Kind, Creative and Collaborative**, working together to help every child - and every colleague – thrive.

| | |
|---------------------|----------------------------------|
| Job Title | Pupil & Family Practitioner |
| School | The Harbour School |
| Grade | F |
| Reporting to | Lead Pupil & Family Practitioner |

Purpose of the job

The purpose of this role is to support pupils and their families with warmth, sensitivity and consistency - working under an agreed system of supervision to plan, deliver and review personalised support that helps children build their social, emotional and behavioural skills and overcome barriers to learning. You'll hold a small caseload of pupils and families, offering tailored guidance, including work with parents and carers to strengthen positive parenting. You'll also play an important part in helping pupils successfully reintegrate into mainstream school where appropriate, and you'll do all of this in close partnership with colleagues and external agencies to ensure every child receives the compassionate, joined-up support they deserve.

Key areas of responsibility

Building Positive Relationships and Engagement

- Build trusting relationships with pupils, parents and carers, helping strengthen the link between home and school.
- Encourage pupils' engagement, participation and confidence through supportive, nurturing interactions.
- Promote positive values, attitudes and inclusion, helping improve attendance and pupils' sense of belonging.
- Support pupils and parents/carers to express their views in meetings so their voices shape their support plans.

Direct Support for Pupils and Families

- Hold a caseload of pupils and families, offering personalised support to improve social, emotional, behavioural and academic outcomes.

- Plan, deliver and evaluate activities and teaching materials to support wellbeing, develop SEMH skills and strengthen parenting capacity.
- Deliver small-group activities or interventions for pupils or parents/carers (e.g. Triple P, Collaborative Problem Solving, Emotional First Aid, PSHE, PACE).
- Provide calm, consistent support to pupils showing dysregulated, withdrawn or anxious behaviour.
- Support positive behaviour change in both pupils and their parents/carers.

Assessment, Planning and Recording

- Carry out thorough assessments of children's and families' needs, including SEMH and academic assessments (e.g. FSPs, ND Profiles).
- Systematically plan and record casework actions, gathering information that demonstrates the impact of support.
- Provide clear, accurate feedback and reports to pupils, schools and families about progress, attendance, engagement, behaviour and SEMH development.

Professional Responsibilities, Partnership and Development

- Work closely with colleagues and external agencies to provide joined-up support for pupils and families.
- Share good practice across teams to strengthen multi-agency planning and improve outcomes.
- Contribute to local and national priorities such as safeguarding, early help, SEAL and attendance initiatives.
- Take part in regular supervision, performance management and development opportunities to keep your practice strong and up to date.
- Support early help, safeguarding and child protection processes, including leading TAC/TAF meetings when appropriate.
- Help achieve service objectives and targets and use your own strengths and expertise to guide colleagues.

Other

- Follow all school policies, safeguarding procedures and the Trust Code of Conduct, reporting any concerns about the safety or wellbeing of pupils, staff, or visitors.
- Work responsibly and respectfully, promoting inclusion, maintaining confidentiality, and caring for the wellbeing of yourself and others.
- Stay committed to learning and improvement, taking part in training and contributing positively to school and Trust development, as well as attending team meetings.
- Use resources thoughtfully, showing care for school property and the wider environment.
- This job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks the postholder may be required to undertake other duties appropriate to the level of the role, as directed.

Person Specification

| Criteria | Essential | Desirable |
|--|--|---|
| Qualifications & Experience | <ul style="list-style-type: none"> • Good literacy and numeracy skills. • NVQ Level 4 (or equivalent qualification/experience). • Evidence of recent, relevant CPD. • Proven experience supporting children and young people with SEMH needs and their families. • Experience working in partnership with external agencies. | <ul style="list-style-type: none"> • Experience of leading the development, delivery and evaluation of a range of planned learning experiences for parents/carers, working with individuals and groups |
| Skills & Knowledge | <ul style="list-style-type: none"> • Strong understanding of SEMH needs, including factors linked to self-esteem, social skills, risk-taking behaviours, medical needs and other vulnerabilities. • Knowledge of effective interventions for pupils with SEMH needs. • Awareness of support/resources available for parents/carers. • Ability to communicate effectively with children, young people and families while maintaining clear, consistent boundaries. • Able to involve parents/carers in decision-making. • Able to write clear, concise reports. • Strong organisational skills, with the ability to manage workload independently. • Able to reflect on and evaluate own learning needs and seek development opportunities. | <ul style="list-style-type: none"> • Knowledge of the early help agenda and Working Together guidance • Ability to convene and facilitate meetings • Effective ICT skills |
| Personal Qualities | <ul style="list-style-type: none"> • Kind, compassionate and child-centred, creating environments where everyone feels valued and always acting in pupils' best interests. • Calm, steady and positive, offering a reassuring presence and helping others to feel confident and supported, even when things are busy or challenging. | |

- Collaborative and respectful, building trusting relationships while maintaining professionalism, discretion and confidentiality.
- Flexible, adaptable and proactive, responding to changing needs with good humour, taking initiative and seeing things through.
- Reflective, inclusive and open-minded, with a genuine commitment to learning, celebrating diversity and fostering a strong sense of belonging for all.

Other Factors

- Satisfactory Safer Recruitment Checks
- Willingness to contribute fully to behaviour support services in mainstream schools.
- Flexible approach to working hours and service needs.
- Must have a driving licence and own vehicle with business insurance that you are willing to use for business purposes.