

## JOB DESCRIPTION

Jennett's Park CE Primary	Location: Jennett's Park C of E Primary School
Job Title: Higher Level Family Support Worker (HLFSW)/Attendance Officer/Deputy Designated Safeguarding Lead	Grade/Salary Range: Bracknell Grade H (SCP 15 – 24) pro rata 20 hours per week Flexible

### PROFESSIONAL CHARACTERISTICS

- Demonstrate that you are an effective professional who challenges and supports all pupils and staff to do their best through:
- Inspiring trust and confidence
- Being respectful and professional
- Engaging and motivating families
- Analytical thinking
- Using initiative and creativity
- Able to work as part of a team
- Excellent communication skills
- Awareness of emotional need linked to pupil behaviour and safeguarding.

### HLFSW

- To provide direct support for children and families referred via teachers, other professionals or parents to self-referral to the HLFSW
- To deliver appropriate support to individual children and/or groups of children and their families, alone or in partnership with other agencies.
- To deliver training programmes for groups of parents and liaise with other agencies to deliver the multi agency dimension of the service.
- Committed to supporting pupils and their families to raise achievement by improving attendance and punctuality and to meet attendance targets.
- To have first aid experience to be able to ensure safety of all children and follow school first aid policy and keeping children safe in education.
- To be part of inclusion team in ensuring all plans are in place around all vulnerable children/families and support plans for SEN children.

### DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

The post holder will report to the Headteacher or any other member of the Senior Management Team delegated by the Headteacher.

### MAIN DUTIES AND RESPONSIBILITIES

1. To establish and maintain effective working relationships with all professionals, pupils and parents associated with the school.
2. To support inclusive practice, focus work on preventative and early intervention activities, and with vulnerable children and families.
3. To act as Lead Professional when appropriate through supporting the Common Assessment process and to actively promote the use of the CAF with all agencies including SENCO, Headteacher and Behaviour Support Team to improve outcomes for children and families and minimise the likelihood of CSC interventions. such as Children in Need and Child Protection referrals.
4. To keep records and all documentation pertaining to meetings/contact and assist in the process of quality assuring the CAF, tracking and monitoring outcomes for children and young people and their family by reviewing action plans and taking corrective action if required.
5. To become a key member of the supportive team around the child/family/school in order to access additional support and improve the welfare and life chances for identified families.
6. To provide a range of interventions that promote the self-esteem of parents/carers, children and young people in order to help them maximise their own personal and interpersonal skills, which will support the development of strategies within the family to improve their communication and confidence.
7. To advise and signpost families:
  - Support families who have challenges in their life including, having experienced domestic abuse, housing related issues, etc.
  - Offer emotional support to cope with changes or deterioration in circumstances, and help with coping strategies
  - Offer parenting advice

- Offer advice about employment options, using the expertise of Jobcentre plus and agencies working with families where worklessness is a major issue
  - Support families who have difficulties completing forms and assist them to do so.
  - Have a non-judgmental approach and build positive relationships with hard to reach families.
8. To plan and deliver approved parenting programmes in close consultation with other professionals.
  9. To support universal services in identifying and supporting children with additional needs at the earliest opportunity in order to strengthen the resilience of families by providing them with the support and advice they need. In most cases, this support will reduce the need for families to access more specialist support.
  10. To ensure that the school receives support specifically for parenting issues enabling schools to do the following;
    - develop effective links with targeted families
    - address home / school liaison difficulties
    - provide a heightened support mechanism for parents.
    - promote early intervention through the use of the CAF to minimise the escalation of Children in Need and Child Protection referrals.
  11. To keep up to date on the range of agencies working locally in order to maintain knowledge of, and share, services that parents might be signposted to.

#### **Attendance**

- Keep accurate, clear and concise records and update information on the school's attendance system (SIMS)
- To follow up unexplained absence and no response to office staff calls.
- Analyse attendance, free school meals and pupil premium data and provide reports to staff.
- Meet with parents and pupils to create Attendance Action Plans (AAPs)
- Liaise with Educational Welfare Officer also arrange meetings 6 times per year with them to discuss changes and updates or concerns regarding pupils
- Report Child missing education
- Prepare the appropriate paperwork and present information as required to enable the school to meet its obligations and statutory responsibilities
- Manage 'Leave during term time' requests and hold meetings prior to and following any term time leave absence
- Support and be part of inclusion team with key transition points for individuals, groups and cohorts of children as they move into new phases of their education.

#### **First Aid**

- Update first aid trained staff list and rebook training when required
- Order and maintain medical supplies
- Create Healthcare plans with parents
- Keep medical information file up to date and support office staff with entering information on SIMS
- Medical information shared with all class rooms and full list of children to be updated in office and staff room.

#### **SCOPE OF JOB (Budgetary/Resource control, Impact)**

1. Handle personal enquiries and concerns, possibly challenging, from parents and pupils.
2. Liaison with other Family Support Advisers and Family Outreach Workers
3. Support Head teacher with delivery of safeguarding training to all staff and governors
4. Deliver courses to support parents with parenting, accessing learning skills workshops, routines, sleep and any other support.
5. Support both Children and Staff with Health conditions
6. Support school community in delivering keeping children safe in school policy through reporting, training and listening.
7. Improving and monitoring attendance and punctuality within school.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all the tasks that need to be carried out. The post holder may be required to do other duties appropriate to the level of role, as directed by the Headteacher.

Person Specification

Applicants should pay particular attention to the requirements in Person Specification when completing application.

Key E=Essential D=Desired.

**Person Spec Tested by: Application(A) , References ( R ) , Interview ( I ) , Tasks ( T )**

<b>A</b>	<b>Qualifications, Knowledge and Experience</b>	Essential or Desirable?
A1	Good basic level of education and able to demonstrate excellent command of written and spoken English <i>I, T</i>	E
A2	Knowledge/Skills NVQ Level or equivalent <i>A</i>	E/D
A3	Willingness to undertake training <i>A I</i>	E
A4/ A5	Effective use of information and communication technology. <i>A, T</i> Knowledge and previous experience of SIMs <i>A, I</i>	E/D
<b>B</b>	<b>Experience</b>	
B1	Broad knowledge and understanding of safeguarding guidelines for children, young people and vulnerable adults. <i>A, I, T</i>	E
B2	Demonstrate experience of delivering individual or group based support. <i>A, R, I, T</i>	D
B3	Experience of multi-agency working including childcare, health and social care <i>A, R, I,</i>	E
B4	Good knowledge of Common Assessment framework (Early Help provision) <i>A, R, I,</i>	E
B5	Possesses good knowledge of the local community and school, with experience of working with pupils, parents, staff and local community <i>A, I, T</i>	D
B6	Knowledge of community/voluntary/parent/partner agency links <i>A, I, T</i>	D
B7	Familiar with SIMs and attendance Policies <i>A, I, T</i>	D
B8	First Aid qualification and ability to create Healthcare plans with parent and reporting serious injuries through relevant paperwork <i>A, T</i>	E
B9	Demonstrate good listening and reflection skills when working with both children and staff <i>I, T</i>	E
B10	Experience of delivering evidence based parenting programmes and working with local agencies providing additional support <i>A, R, I,</i>	D
B11	Demonstrates a commitment to continually updating their knowledge of education/special education and to their own on-going personal and professional development <i>I</i>	E
B12	Ability to keep up to date records regarding family dynamics and whole family working <i>R, I</i>	E
<b>C</b>	<b>Skills and Knowledge</b>	
C1	Possesses excellent interpersonal skills and understanding of different professional roles and perspectives, particular experience in managing challenging situations. <i>R, I, T</i>	E
C2	Experience in leading Multi-agency teams and chairing multi-agency meetings <i>A, R, I</i>	E
C3	Communicates clearly in a variety of situations, including the ability to actively listen and observe. <i>A, R, I, T</i>	E
C4	Able to keep accurate records in databases/files and follow GDPR policy <i>A, I, T</i>	E
C5	Possesses a non-judgmental approach and is empathetic towards the well-being of learners, parents, staff and families in a range of circumstances <i>A, R, I, T</i>	E
C6	Understands the importance of confidentiality, possessing experience of working in sensitive environments <i>A, R, I, T</i>	E
C7	Work flexibly including if required some evenings by prior agreement <i>I</i>	E
C8	Knowledge of Health and Safety and be prepared to have a voice in meetings <i>A, I, T</i>	D
C9	Be confident in delivering presentations and workshops to staff, pupils and families. <i>A, T</i>	
<b>D</b>	<b>Personal attributes</b>	
D1	Ability to work collaboratively with other agencies and professionals to support the holistic development of individual learners <i>A, R, I, T</i>	E
D2	Excellent communication skills, both oral and written <i>A, T</i>	E
D3	A warm, friendly approachable personal style <i>A, R, I, T</i>	E
D4	Ability to support an open and transparent culture, acknowledge differences and overcoming potential barriers <i>A, R, I,</i>	E
D5	Ability to work on own initiative and anticipate and manage priorities and deadlines <i>A, R, I, T</i>	E
D6	Ability to maintain a safe, secure and healthy learning environment for both learners and staff and promote well-being for both self and staff <i>A, R, I, T</i>	E
D7	Demonstrates a high level of commitment to safeguarding, inclusion and equality in all aspects of school life. <i>A, R, I, T</i>	E
D8	Demonstrates a commitment to maintaining an effective and collaborative relationship with Head teacher, Senior leadership team, staff and governing body. <i>A, R, I, T</i>	E