

JOB DESCRIPTION

Job Title: School-Home Support Practitioner (SHSP)
Location:
Responsible to: Schools Coordinator based at School-Home Support (SHS) and Link Person at the School

Context of Work

Based in a school, the SHS Practitioner will work from a child centred approach and primarily be concerned with developing and maintaining good working relationships with parents/carers, children and young people, teachers, head teachers and various educational support staff and other agencies. The workload is varied and is negotiated with the school prior to the appointment of the SHS Practitioner. Some positions may involve working with a cluster of schools.

Job Purpose

To work with families, parents, carers and the school to enable children and young people to have full access to educational opportunities and overcome the barriers to learning. This may include working with the wider family and community.

Level of Contact with Children and Young People

The responsibilities of the post require the post-holder to have substantial, unsupervised and daily contact with children, young people and their families and is subject to an enhanced DBS check.

Tasks and Responsibilities

Work with families

1. Work with parent/carers in a school context, supporting them and building their engagement with their child's learning.
2. To design and/or facilitate a flexible range of programmes of intervention to support parents/carers of children identified as vulnerable.
3. To undertake outreach work which may include home visits, to offer a flexible support service in accordance with the SHS lone worker policy, in order to improve parental engagement with the school and with the child's learning.
4. To act as advocate, mediator and negotiator in confrontational situations, maintaining communication with young people, parents/carers, schools and other agencies. This will include initiating and participating in meetings to discuss and develop ways of resolving problems.
5. To provide targeted support on a one to one basis or for small groups with parents/carers, children and young people through either self-referral or school staff referral.
6. To advise and inform parents/carers about relevant local services and where appropriate to make referrals to other agencies.

Liaison with other agencies

7. To ensure effective communication between the school, parents/carers and external agencies and to understand the school's culture and ethos.
8. To provide informal opportunities for all parents/carers to access specialist support in the school and local community to increase their capacity to independently support the child's learning.
9. To act in accordance with SHS and the school's child protection procedures and ensure the job holder keeps up to date with relevant training in this area.
10. To attend and contribute to child protection conferences, reviews, core group meetings, pastoral support plan meetings and school reviews as appropriate, which may support the Common Assessment Framework (CAF).

Monitoring and evaluation

11. To keep accurate electronic daily records and all documentation pertaining to meetings/contact with children and young people and their families.
12. To maintain receipts and documentation of any expenditure in order to facilitate the monitoring of the budget.
13. Produce a written annual report before the end of each summer term with case studies.
14. To take ownership and fully participate in termly work plan reviews and the annual appraisal to determine priorities both for the school and for SHS.

Additional requirements depending on the needs of the school

15. Where appropriate to provide transition support between secondary school and feeder primary schools and between infant school and junior school. This will also include mid-term admissions.
16. To plan, prepare and run high quality, outcome focussed informal and formal parenting groups, workshops and courses, in line with the project objectives and local authority Parenting Strategy.
17. To support parents/carers of children and young people identified as at risk of exclusion or having been excluded.
18. To monitor and track the attendance and punctuality of children and young people and work with families and Education Welfare Officers to gain improvements through identifying and tackling underlying issues.
19. To provide targeted work with children and young people who have persistence absence.

Other Organisational Responsibilities

20. To attend out of hours meetings, for example parent evenings and school events.
21. To regularly attend local area meetings and conferences and other meetings or working groups for exchange of information and "best practice".
22. To take ownership and develop a learning plan and review this with the SHS line manager to ensure reflection and development of own practice.
23. To ensure that good practice and equal opportunity principles are complied with and promoted in accordance with SHS values and Diversity/Equal Opportunities Policy.
24. To conform to health and safety legal requirements as laid down by the school and SHS.
25. To ensure that a high level of confidentiality is maintained in all aspects of working with children, young people and their families.

Working Contacts Internal

Colleagues of School-Home Support (UK) to share tasks, information and good practice, colleagues throughout the organisation who may be in a position to assist with, or require help from the SHS Practitioner in the fulfilment of the role. This includes colleagues in both schools and Central Office. This is not a definitive list.

External

This includes: head teachers, teachers, SENCOs, parents, carers and families, students, youth workers, other SHSWs/PSAs and learning mentors, health workers, voluntary sector organisations, researchers, other professionals in related fields of work. This is not a definitive list.

Other Organisations

Professional contacts include: social services, schools, voluntary organisations, youth and community workers and groups, religious and cultural groups, benefits agencies, general practitioners etc. This is not a definitive list.

Safeguarding

School-Home Support takes very seriously the duty of care to safeguard and promote the welfare of children. We are committed to ensuring our safeguarding procedures reflect statutory responsibilities, government guidance and complies with best practice. Our policy recognises that the welfare and interests of children are paramount in all circumstances and we therefore take all necessary steps to protect them.

This job description is not exhaustive; it merely outlines the key tasks and responsibilities of the post. These key tasks and responsibilities are subject to change. Any changes will be made in consultation with the post-holder and the school. You will be expected in undertaking the above role to comply with any policies and procedures that SHS and the school may issue.

PERSON SPECIFICATION FOR School-Home Support Practitioner		
	Essential or Desirable	Assessed by Application Form (A), Interview (I)
Qualifications		
1. Relevant qualification in education, social care health, etc or equivalent work experience	Essential	A
2. Knowledge of policy and legislation relevant to children, families and education	Desirable	A, I
3. Knowledge of relevant support services and referral routes	Desirable	A, I
Experience		
4. Relevant experience of working with children and families from diverse backgrounds through individual and/or group based support.	Essential	A, I
5. Experience of effectively dealing with the social and emotional factors which affect a child's capacity to learn	Desirable	A, I
Communication and partnerships		
6. Develop effective partnerships with schools and other services, including upholding professional boundaries with colleagues, and showing an ability to positively influence other services	Essential	A, I
7. Proven interpersonal, verbal and written communication skills with the ability to effectively communicate with service-users, schools, SHS and colleagues from other services	Essential	A, I
Organisational Skills		
8. Excellent organisational skills including time management, planning, report-writing and target-setting	Essential	A, I
9. Take a proactive approach to showing a high level of independence	Essential	A, I
10. Good IT and administrative skills, including word processing, report writing and ability to keep accurate and up-to-date records	Essential	A, I
Casework		
11. Engage children and families who may be resistant to support, demonstrating persistence and resilience	Essential	A, I
12. Professionally manage a caseload of work with vulnerable children and families, including assessing needs, maintaining complete and accurate case files, and information-sharing as necessary.	Essential	A, I
13. Demonstrate understanding of professional boundaries and appropriate relationships with	Essential	A, I

children, young people, their parents and carers		
14. Conduct regular assessment of effectiveness of casework, including a rigorous approach to monitoring and evaluation focused on demonstrating outcomes for children and families.	Essential	A, I
Parental Engagement		
15. Ability to establish a range of group-based activities for pupils and parents, relevant to the needs of the school.	Essential	A,I
Values		
16. Taking a whole-family approach to casework, taking account of service user wishes, and based around working in partnership with families on agreed goals.	Essential	A, I
17. A commitment to the aims and values of SHS, including a strong understanding of equal opportunities and the will to identify and challenge discriminatory behaviour	Essential	A, I
18. recognise, combat and challenge discriminatory behaviour	Essential	A, I
19. demonstrate a clear understanding of service user needs and requirements taking account of their wishes	Essential	A, I
20. demonstrate empathy, resilience and persistence in working with young people and parents/carers from a whole family approach	Essential	A, I
Knowledge		
21. Knowledge of available support services and referral routes	Essential	A, I
22. Knowledge of the legislation affecting school attendance and understanding of the Children Act 1989 and 2004 and of child protection	Essential	A, I
23. Knowledge of safeguarding policies and procedure	Essential	A, I