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| **Job title**  | **Child and Family Support Officer** **36 hours (TTO)**  |
| **Reporting to**  | **Headteacher and Senior Leadership Team**  |
| **Main purpose of job**  | * Provide a high level of support to the most vulnerable pupils and their families to improve the welfare, achievement, attendance, attainment/progress, behaviour and any housing or financial difficulties these pupils/families may face.
* To work collaboratively with outside agencies and charities to offer the most appropriate and effective support for vulnerable families.
* To ensure whole school attendance is outstanding. Working with families, pupils and referring to agencies when a pupil’s attendance becomes a concern.
* Establish positive relationships with parents, staff and outside agencies in line with the schools’ vision and values.
* Support with the coordination of whole school attendance.
* Assist the transition processes.
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|  **Key responsibilities:**  |
| **1. Personnel Management** • Act as the first point of contact for parents of families who require additional support. • Remain professional with an exemplary leadership approach when dealing with staff, pupils,  parents and outside agencies. • Ensure that members of the Leadership Team are kept updated on matters pertaining to pupils  and families receiving additional support. • Set agendas, chair meetings and review actions/deadlines/outcomes for the most vulnerable pupils  as and when required. • Be involved in decision making and policy development across the school. • Take a lead role regarding the delivery and evaluation of specific projects to support the most  vulnerable pupils and their families.   **2. Curriculum Management** • Work closely with the SEND team and Subject Leaders to identify barriers to achievement; guide and  direct colleagues in the implementation of intervention and support strategies to overcome those barriers. • Lead and/or assist in initiatives to improve attainment and progress of pupils who require additional  support and/or those who have experienced significant adverse childhood experiences. • Review and implement personalised curricula for vulnerable pupils, and provide necessary  information to teachers regarding the implications of any personalised curricula.  **3. Pupil Management** • Work closely with the Headteacher and SLT to analyse behaviour, attendance and progress  data to identify pupils and families in need of additional support. • Provide practical help and emotional support to pupils and families experiencing short or long-term  difficulties. • Complete Early Help Assessments for families to assess their needs and to ensure the most  appropriate support is provided. • Work closely with disengaged parents to establish a strong working relationship between home and  school to ensure the best possible outcomes for the pupil. • To maintain regular contact with families of children receiving support. • Conduct home visits and attend multi-agency meetings off site as and when required. • Monitor punctuality and attendance. Meet with parents and pupils when attendance becomes a  Concern under the instruction of the attendance lead.  • Make referrals to the Attendance Team and/or request an Education Penalty Notice when there is no  improvement in attendance despite support and intervention. • Follow the “Anxiety based school avoidance” guidance when pupils are finding attending school  challenging due to mental health difficulties.  • Take responsibility for the design, research, implementation and reviewing of projects, school policies  and procedures centred on attendance and pupil welfare/safeguarding. • Identify Young Carers within the school community and support these pupils and their families. • Work with outside agencies and make appropriate referrals. • Attend and chair meetings regarding the welfare of pupils e.g. Child Protection/Child in Need  meetings. • Contribute to SEND reviews and School Focussed Plans. • Ensure accurate records are maintained and record all communication with pupils, parents and  outside agencies. • Provide ongoing information/reports on pupils for outside agencies (e.g. CAMHS). • Encourage and develop positive working relationships between parents and outside agencies. • Organise and manage the transition arrangements between key stages for those pupils and  families requiring additional support. • Facilitate the transfer or placement of vulnerable pupils at other schools. • Be on call and available to pupils and parents throughout the day. • Support pupils in their learning and encourage positive attitudes and behaviour in and around  school. • Support pupils in their interests beyond the classroom. • Support lunch duty each day (this is remunerated separately) and to contribute to the break duty  teams as appropriate. **4. Resources** • Be responsible and take appropriate care of work property. • Manage resources used to support families in relation to outside agencies. • Manage resources used to support pupils in relation to learning, personal development and outside  agencies.   **5. Continuing Professional Development** • In conjunction with the line manager, take responsibility for personal development to improve or  acquire knowledge and skills appropriate to the post. • Undertake any necessary professional development as identified in the School Improvement Plan  taking full advantage of any relevant training and development available. • Maintain a professional portfolio of evidence to support the Performance Management Process – evaluating and improving own practice. 6. General • Comply and adhere to Team Teach guidance and procedures. • Possess expert working knowledge of all school-based computer packages and databases. • Attend meetings with parents, peers, management and others as appropriate. • Attend meetings with the SEND team and Senior Leaders  |

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|  **All employees have the responsibility to:**  |
| * Ensure any documentation produced is to a high standard and is in line with the school format.
* Be aware and comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
* Participate in training and other learning activities as required
* Participate in the school Performance Management process
* Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
* To promote the area of responsibility within the school
* To represent the school at events as appropriate
* To support and promote the school ethos
* To undertake any other duties and responsibilities as required that are covered by the general scope of the post
* To undertake any other reasonable duties at the request of the Headteacher or Senior Leadership Team
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**Person Specification**

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| **Attributes**  | **Essential**  | **Desirable**  |
| Education and Qualifications  | • Sound educational background including GCSE’s Maths and English (A\*-C) or equivalent  | • Further/higher education or professional qualification  • Full First Aid Certificate  |
| Knowledge and experience  | • Experience of working with children/young people and involvement with parents  • Recent management experience with people  • Ability to present information to a variety of audiences  • Experience of delivering to deadlines and achieving set targets to a high standard  • Experience of allocating and prioritising workload effectively to gain maximum productivity  • Strong IT Skills including Microsoft PowerPoint, Excel, Word and Outlook  | • Sound understanding of the Early Help, Team Around the Child and Child Protection process  • Understanding of professional boundaries and when it is appropriate to refer  • Understanding of issues affecting young people  • Relevant experience of working with supporting agencies such as CAMHS, Children’s Services etc  • Experience of working in a school environment  • Experience of working with confidential information  • Awareness of current issues in Education  |
| Skills  | • Excellent planning and organisational skills  • Ability to work independently to organise own workload  • Strong interpersonal skills  • Highly motivated individual with an innovative approach • Problem solving and analytical skills  • Ability to demonstrate engaging oral and written communication  | Specific training in intervention programmes e.g. Lego Therapy, Drawing and Talking  |
| Other Qualities  | • Ability to relate to teachers, other professionals, parents and students  • Ability to make effective decisions  • Ability to work accurately and methodically  • Excellent time management • Ability to remain calm under pressure  • Flexible  • Good team player  • Willingness to undertake further training  • Commitment to safeguarding and promoting the welfare of children  | • Full driving licence  |