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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. |
| **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 |

**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 |