The Leathersellers’ Federation of Schools:   
Prendergast Ladywell School

Home-School Link Officer

Salary/Grade  
Scale 6 (point 26 to 28)

#### Purpose of the job

* To work preventatively with families, their children and the school to provide early intervention, signposting support and guidance, particularly in times of challenge and stress in order to improve student engagement and wellbeing.
* Support parents / carers and their children before there is a need for a more intensive intervention from the statutory agencies.
* Work with statutory agencies and key members of staff to support the wellbeing of at risk students and improve their life chances.
* To support the PLS On-Call and Internal sanction systems.

Reporting to

The Child Protection, Safeguarding & External Provision Manager

**Conditions of employment**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the school’s ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the school's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory and institutional requirements.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

All staff participate in the school’s performance management scheme.

#### Job Specification

* To encourage communication between the school and family, and to ensure good communication with and between colleagues in the school. Encourage parents to attend meetings in school
* To help parents with parenting skills. Give individual parenting guidance and support, with advice on how to develop and maintain positive discipline
* Help to improve attendance and late arrivals by monitoring and offering assistance
* To listen and offer support on problems and issues using counselling skills. Give the child with difficulties a forum to talk about concerns in a confidential and non-judgemental environment. Provide emotional support and strengthen self esteem
* To help parents/carers understand the EHCP process / CAFs / other SEN issues
* To help families / the child / the school access grants and information
* To help improve family relationships. Be available for families especially in crisis situations, helping those families who need short term assistance
* To carry out home visits to support families / children, providing outreach support to families in line with the school and federation procedures on the basis of the needs of the children and families and requests for support / the priorities and needs that the school has identified.
* To help families / children to access other services, grants and information, referring where appropriate. Work closely with other agencies ensuring that follow-up work is done and all concerned are well informed.
* Promote healthy living. Assist the school nurse, ensuring appointments are kept and parents have given consent or attend.
* To contribute to appropriate Annual Reviews and school meetings
* To monitor the progress of individuals at regular intervals and set new targets when appropriate.
* To provide the line manager with regular written reports on your work as the home-school link

#### General

* To operate the on-call system and remove students from lessons who have had a final warning or who have committed an act of gross misconduct and supervise as required.
* To participate in routine classroom and corridor patrols ensuring students are in lessons and there are no instances of poor behaviour around the school site.
* To understand and implement the school’s Behaviour Policy including issuing rewards and sanctions within the school’s policies and procedures
* Establish positive relationships with students, acting as a role model and responding to the needs of each individual student
* To supervise students during break and lunchtimes as directed by line manager.
* To establish positive and constructive relationships with parents and families and participate in meetings and feedback sessions as directed.
* To liaise with outside agencies, parents / carers, social workers, other schools and organisations, and attend to queries as directed by line manager.
* To report any welfare and / or child protection as per school policies and procedures.
* To facilitate the sharing of information with all relevant agencies in line with school policies and procedures
* To assist in escorting students on educational visits and to participate in extra-curricular activities as required
* To be flexible within the broad remit of the post.
* To attend school events as required.
* To attend training sessions and meetings as required.
* To undertake First Aid Training and responsibilities as required.
* To ensure compliance within the school of data protection regulations.
* To assist in such duties and activities relating to any of the above areas appropriate to grade as the Headteacher and Governors shall from time to time reasonably require.
* The post holder may be required to perform any other reasonable tasks as directed by the Headteacher.
* Ensure implementation and promotion in employment and service delivery of the Federation’s equal opportunities policies and statutory responsibilities.

Person Specification

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|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Relevant training for working with young people aged 11-16 | ✓ |  |
| Educated to at least a GCSE C grade, or equivalent, in English, Maths and Science | ✓ |  |
| Relevant CBT training |  | ✓ |
| Educated to degree level |  | ✓ |
| Training in community work, youth work and working with parents | ✓ |  |
| **Experience** |  |  |
| Proven track record of successfully working with disadvantaged and disaffected young people and their families | ✓ |  |
| Experience of working with young people aged 11-16 | ✓ |  |
| Experience of working in a secondary school or similar establishment | ✓ |  |
| Experience of working with external agencies and other professionals | ✓ |  |
| **Skills / Abilities / Knowledge** |  |  |
| Detailed knowledge and understanding of the National Occupation Standards on Working with Parents | ✓ |  |
| Detailed knowledge of child development and an insight into the needs of children and their parents / carers. | ✓ |  |
| An ability to communicate effectively with students, parents, colleagues and multi agencies | ✓ |  |
| An ability to work autonomously and as part of a team. | ✓ |  |
| Excellent organisation, time management, communication and interpersonal skills. | ✓ |  |
| The ability to make professional judgements | ✓ |  |
| The ability to effectively facilitate small discussions and lead small group sessions that produce good outcomes | ✓ |  |
| Able to follow direction and in collaboration with line manager and colleagues. | ✓ |  |
| Good research and planning skills | ✓ |  |
| Ability to absorb and understand a wide range of information | ✓ |  |
| Good knowledge of the main aspects of the organisation of secondary schools | ✓ |  |
| Detailed knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information | ✓ |  |
| Detailed knowledge of equal opportunities and approaches to inclusion | ✓ |  |
| Detailed knowledge and understanding of Child Protection and Safeguarding procedures | ✓ |  |
| A working knowledge and understanding of the Children’s Act 1989, particularly in relation to safeguarding. A working knowledge of the assessment framework and Humans Rights Legislation and a knowledge of referral routes and how to raise concerns. |  | ✓ |
| Detailed knowledge of the rights and responsibilities of parents | ✓ |  |
| The ability to liaise with and gain the confidence of all school staff | ✓ |  |
| A clear understanding of the factors which lead to educational disaffection in young people | ✓ |  |
| Detailed knowledge of a range of additional support / agencies available for students | ✓ |  |
| Good ICT skills including the ability to word processing, spreadsheet, database and internet systems. | ✓ |  |
| Good standard of numeracy and literacy skills | ✓ |  |
| Working knowledge of career and further / higher education opportunities open to young people |  | ✓ |
| The ability to work flexibly to meet deadlines and respond to unplanned situations. | ✓ |  |
| The ability to find creative and imaginative solutions to problems | ✓ |  |
| The ability to produce detailed, concise evaluative reports of the programme | ✓ |  |
| Proven experience to de-escalate volatile situations | ✓ |  |
| **Attitudes** |  |  |
| Empathetic, patient, supportive and diplomatic | ✓ |  |
| Enjoy being with parents / cares and their children | ✓ |  |
| Willing to travel | ✓ |  |
| A commitment to and enthusiasm for the post and school’s ethos, aims and its whole community | ✓ |  |
| Adaptability and a professional approach to the responsibilities of the post | ✓ |  |
| An understanding of and commitment to the equal opportunities policies of the federation, and the school | ✓ |  |
| An eagerness to gain experience, expertise and professional development through this position | ✓ |  |
| A commitment to the highest standard of child protection | ✓ |  |
| Recognition of the importance of personal responsibility for Health & Safety | ✓ |  |
| Flexibility in one’s approach and an ability to think and respond creatively to challenging situations | ✓ |  |
| Efficient and meticulous in organisation. | ✓ |  |
| The ability to be trustworthy and discreet | ✓ |  |
| Good attendance and punctuality | ✓ |  |

**Other Factors**

* Attendance at some evening and early morning meetings and events may be required.
* The successful candidate must pass the required health and enhanced DBS checks