

Job Description: Early Help Intervention Co-ordinator

Northampton Academy is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.

Job Role:	Early Help Intervention Co-ordinator
Reporting to:	Vice Principal Pastoral
Responsible for:	The co-ordination and delivery of Early Help Intervention
Hours of work:	37.5 hours per week Monday-Friday, 42 weeks per year

Job Purpose

- To ensure the Early Help Assessment (EHA) is fully implemented within the school setting to ensure it fulfils its function as a comprehensive, consent driven, multi-agency early intervention process to improve educational outcomes for students.
- To coordinate the EHA process and procedures within school, including allocation, monitoring, quality assurance and evaluation.
- To support in creating a positive academy ethos, in establishing high standards of inclusion in line with the 5 ECM outcomes.
- To be accountable for improving educational outcomes of students through use of EHA, casework, parental engagement and development of good practice using the Integrated Guidance Framework .
- To provide support and education to parents and staff to maximise educational and academic attainment for students who are vulnerable or have additional needs.
- To develop and implement training and change academy processes, including ensuring EHA processes are fit for purpose and improve outcomes for students.
- To support the aims and objectives of the Inclusion team.

Safeguarding

- To uphold the academy's policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners.

Responsibilities and Tasks

This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive.

- To work with school on the early identification of families needing support and take appropriate action including (but not exclusively)
 - Undertaking EHA
 - Leading EHA's
 - Attending EHA's and other meetings as required to review progress and academic outcomes with parents and other responsible adults
 - Referral to and liaison with external agencies as required
 - Individual and group education, counselling and discussions with parents
 - To work with Heads of Year and Tutors
 - Home visits
 - Keep timely and accurate records
- To support the development of effective communication and good working relationships between school, families and external agencies.
- Refer to and work with external agencies to maximise education and academic outcomes for students and families.

- To build relationships with parents / carers and students with identified / potential vulnerabilities and who have additional needs. Engage parents / carers through group and individual work.
- To be involved with the school in identifying and devising programmes for groups of children with Additional Needs.
- To work with external agencies within the developing multi-agency framework of the local Integrated Guidance Framework and to contribute to effective co-ordination of the support for individual children.
- To work with school to raise family awareness and aspirations, and to increase the involvement of parents in initiatives in the classroom and home.
- To attend meetings in school and with external agencies as required.
- Carry out on-going monitoring for identified students to review progress. Adjust strategies as appropriate.
- To attend case conferences and other relevant meetings concerning individual students/families
- Organise, carry-out and complete all relevant paperwork for EHA's
- Participate in internal and cross-organisational working groups as appropriate for exchange of information and best practice in supporting students who are vulnerable and have additional needs in order to achieve improved education and academic outcomes.
- To liaise with SEND Team, Pastoral Support Managers and School Counsellor to contribute to specific pastoral initiatives within the Academy as required.
- To keep timely and accurate records within school and statutory guidelines.
- To undertake other duties commensurate with the grading and responsibilities of the post as directed by the line manager.
- To be aligned to the Academy values, priorities and leadership; working in the best interests of the children in line with the Academy priorities and leadership.

Other Responsibilities

In addition, the post holder shall undertake:

- To undertake in-service training as required;
- To participate fully in the academy's performance management process, including carrying out the role of performance manager for the staff who report to this post.
- Keep up to date with developments relating to the ECM agenda.
- Develop and maximise the use of ICT.
- Show a commitment to your own professional development.
- Ensure statutory requirements are met.
- Support the academy vision and ethos.
- Identify and support Continuing Professional Development (CPD) needs of others.
- Communicate effectively to all members of the team
- Work collaboratively with other staff.
- Meet in accordance with calendared meetings and with line managers as required.
- Support in the guidance, coaching and mentoring of staff.
- Other responsibilities as reasonably requested and commensurate with the grading of the post.
- Any such duties that may from time to time be reasonably assigned by the Principal.

All academy staff are expected to:

- Work towards and support the academy's vision and the objectives.
- Fully subscribe to the Academy Values of Respect, Determination and Ambition regarding themselves, the Academy and our young people.
- Support and contribute to the academy's responsibility for safeguarding students.
- Work within the academy's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Work within the Equal Opportunities policy to promote equality of opportunity for all students and staff, both current and prospective.

