

**Job Description**

**TITLE: Early Help and Safeguarding Officer**

**POST HOLDER: Vacancy**

**SINGLE STATUS GRADE: Est Grade 8 - Point 12 (£11.73ph) - Point 15 (£12.68ph)**

**START DATE: ASAP**

**CONTRACT: Permanent**

**WEEKLY HOURS: 37 hours per week**

**WEEKS PER ANNUM: 39 weeks per annum** -Term time only, plus 5 training days

## **RESPONSIBLE TO: Early Help and Safeguarding Manager**

**Job Purpose:**

* Establish and strengthen existing relationships between parents/carers, students and the school to ensure the attendance, behaviour and progress of all students is at the expected levels.
* Carry out early help assessments for students and families causing concern to inform support and school action.
* Assist in the identification of early signs of disengagement and provide specific interventions to support families and encourage re-engagement.
* Under an agreed system of supervision, support the Designated Safeguarding Leads to ensure the safeguarding of children and support for local families in accessing services.
* Work in accordance with policies, procedures, systems, structures, resources and personnel in place to promote the welfare and protection of children at Parkside Community School and support vulnerable families.
* Actively work in co-operation with parents/carers and other agencies through joint planning, training and monitoring of their arrangements for the safeguarding of children.
* Manage and implement the Parkside Pickup strategy to support attendance.
* Act as an ambassador of the school at all times by working to achieve the school's vision and modelling the school's values.

**Core Tasks and Responsibility:**

**Safeguarding Students**

1. To work with Designated Safeguarding Leads in ensuring effective procedures for safeguarding children are applied in school.
2. To act as the link between the school and the feeder schools in ensuring a coherent approach to early help issues.
3. Have responsibility for ensuring all key staff in school are kept informed of student and parent issues.
4. Develop and maintain relationships with external colleagues including Social Services.
5. Lead Team Around the Family (TAF) meetings whilst working closely with colleagues in Children’s Services as required and other relevant agencies, some of which may take place outside of normal working hours.
6. Attend Child Protection Conferences under the supervision of the Designated Safeguarding Leads.

**Parents and Community**

* Develop and maintain relationships with parents/carers to encourage participation in school and attendance at parents’ evenings and meetings.
* Assist other staff with the management of parental complaints and ensure procedures for these are followed.
* Provide support to parents and carers.
* Ensure appropriate arrangements are in place to support parents and children in the smooth transition from primary to secondary school and, where appropriate, from secondary school to Post-16 destinations.
* Develop and maintain relationships with external colleagues in relevant agencies in relation to parental support.
* Assist parents to support improvements in children’s behaviour, attendance and engagement.
* Work directly with families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children from becoming looked after and/or suffering significant harm.
* Where required, liaise with statutory agencies and ensure they have access to all necessary information.
* Initiate and refer families to outside agencies and co-ordinate referrals.
* Support families where their living arrangements are at risk of breakdown.

**Lead and Implement Early Help Service, including the completion of Early Help Assessments, to support learning, participation and encourage social inclusion.**

1. Contribute to the identification of barriers to learning for individual children and provide them with a range of strategies for overcoming these barriers.

* + - * Inform the work of the SENCo and/or Senior Leadership Team to ensure the needs of vulnerable and at-risk children are met.
      * Identify the barriers to learning in relation to behaviour, motivation, aspiration and academic achievement.
      * Support the implementation of agreed provision plans for vulnerable and at-risk children.

2. Facilitate access to specialist support services for children with barriers to learning.

* + Inform the identification of appropriate support services within and outside the school or service to determine their possible role with the child.
  + Under the direction of the Line Manager, facilitate contact with the relevant agency and support the child or young person through the process.
  + Monitor and record the effectiveness of the referral with both the agency and the child on a regular basis and agree any further involvement.

3. Assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.

* + Contribute to the monitoring of attendance and support action to tackle low attendance including development of initiatives to reduce absence.
  + Contribute to data analysis and tracking which helps to identify early signs of disengagement.
  + Assist in the identification of those children at risk of exclusion from mainstream provision, establish the individual reasons for potential exclusion and assist in the development of programmes which promote social inclusion.
  + Help identify personal, community, family and school-based issues which are having an adverse effect on individual children.
  + Contribute to the development and delivery of programmes which assist children to develop positive attitudes towards themselves and others, encourage enhanced motivation, self-esteem and educational achievement.
  + Put in place targeted support for potential NEETS.

4. Operate within legal, ethical and professional boundaries when working with children and those involved with them.

* + Maintain appropriate professional boundaries in all contacts and support of children, their families and carers.
  + Follow agreed reporting and case review procedures involving colleagues and Line Manager as required.
  + Maintain the health, safety, protection and well-being of children throughout the mentoring process.
  + Promote the child’s equality, diversity, rights and responsibilities.

**Work within an extended range of networks and partnerships to broker support and learning opportunities to strengthen support for children and their families.**

1. Develop and maintain appropriate contact with families and carers of children who have identified needs.
   * Establish and develop appropriate contact and rapport with families and carers and involve them in the support process.
   * Identify the information and support needs of families and carers and facilitate access to appropriate provision to support children’s learning.
   * Involve families and carers in setting targets and planning courses of action to support achievement and agree with them how progress will be monitored and recorded.
   * Keep families and carers informed of the individual action plans to support and encourage their active participation in the process.
   * Provide regular opportunities to monitor the progress of individual children and help empower families and carers to resolve issues they may have.
   * Review and agree the continuing role of families and carers in the support of children and how progress will be monitored and recorded.
   * Establish and deliver parental support groups and ensure parenting strategies are implemented in school.
2. Negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children.
   * Support the effective gathering, collation and exchange of information between individuals and agencies.
   * Work closely with others in the school or service to set targets, agree action and evaluate outcomes.
   * Develop and maintain a comprehensive network of support agencies, individuals and opportunities which can assist children.
3. Contribute to the identification and sharing of good practice between individuals and partner agencies to enhance early help work.
   * Network with other support staff in similar roles and share best practice.
   * Attend community forum meetings to strengthen links with local families.

**Take a lead role-attendance**

* Administrative support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.
* Develop and implement the ‘Parkside Pick-up’ initiative to improve whole school attendance to be at least in line with national averages.
* Establish and develop relationships, through home visits, with persistently absent students and their parents/carers to ensure students re-engage with and consistently attend school.
* Through home visits, offer practical strategies and emotional support to students and their parents/carers who are experiencing difficulties which are directly impacting student attendance, behaviour and engagement with school.
* Signpost parents/carers to the range of universal groups, support, services and activities on offer.
* Work proactively and in partnership with members of the Parkside Support Centre Team to implement interventions that positively impact student attendance, behaviour and progress.
* Rigorously track and evaluate the impact of all attendance, behaviour and progress interventions and immediately adjust the delivery of interventions that are proven not to have impact.
* Provide documented weekly updates to the members of the Parkside Support Centre Team, Department/Faculty Leaders and parents/carers regarding the impact of all attendance, behaviour and progress interventions.
* Attend scheduled meetings, including attendance panels and behaviour panels, with members of the Parkside Support Centre Team.

**Recording, Reporting and monitoring**

* Ensure all elements of work are recorded immediately on the agreed systems including Early Help proformas, SIMS, MyConcern and student chronologies.
* Create reports on demand from agreed systems including Early Help proformas, SIMS, MyConcern and student chronologies.
* Monitor student and family wellbeing and progress using agreed systems including Early Help proformas, SIMS, MyConcern and student chronologies.

**Cover**

* To support target students at social times.

**Supervision & Training**

* Professional Supervision will be provided by the Director of Pastoral Care, Early Help and Safeguarding Manager, Deputy Headteacher and/or the Headteacher.
* Training will be provided for this role.

**Other Duties**

* Undertake professional development as required and participate in the school’s annual professional development programme.
* To comply with the requirements of Health and Safety, other relevant legislation and school policies and to understand and comply with the school’s Equal Opportunities Policy.
* Carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job.

**Physical Requirements**

* There are no physical requirements, but the successful candidate is expected to be in good health, capable of working at a workstation and travelling in a car.

**Working pattern**

**Days of Work:** Monday – Friday

**Suggested Hours**

* Working time to be negotiated with the post holder, but must be across 5 days.
* Starting time will need to be amended during GCSE examinations to ensure an ‘early pick up’ of students for the start for the exams.

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| ***Family & Community Intervention Officer*** | | | **WEEKS PER YEAR** | | **39** |
| *BRUNCH /LUNCH PER SCHOOL DAY* | | |
| MONDAY | 08:00 | 16:30 | 00:00 | 00:30 | 07:30 |
| TUESDAY | 08:00 | 16:30 | 00:00 | 00:30 | 07:30 |
| WEDNESDAY | 08:00 | 16:30 | 00:00 | 00:30 | 07:30 |
| THURSDAY | 08:00 | 16:30 | 00:00 | 00:30 | 07:30 |
| FRIDAY | 08:00 | 15:30 | 00:00 | 00:30 | 07:00 |
| **TOTAL WEEKLY HOURS** | | | | | **37:00:00** |

**Annual Leave**

* All annual leave MUST be taken in school holidays

Signed: Date:

(This role description is to be reviewed on an annual basis and any changes deemed necessary negotiated with the post holder.)

KGR

Revised 24.03.17



**Person Specification**

**Post Title: Early Help and Safeguarding Officer**

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| **CATEGORY** | **ESSENTIAL REQUIREMENTS** | **DESIRABLE REQUIREMENTS** |
| Qualifications  & Training | GCSE grades A\*-C or equivalent in English and Mathematics.  Recent relevant experience of resolving student welfare and behaviour issues.  Counselling skills/training.  Experience of pastoral care, including liaison with parents and outside agencies.  Ability to use data and produce reports.  Understanding, knowledge and sound application of the Microsoft Office Packages including Excel 2010 or later.  A full valid driving licence and the use of a car. | Working knowledge and administration of Schools Information Management System (SIMS).  Assertive mentor training.  Working knowledge and implementation of Early Help Assessment. |
| Work Experience | Recent relevant and appropriate experience working in a supportive and guidance capacity with children and families of Key Stage 3 and Key Stage 4 secondary school age.  Recent relevant and appropriate experience of working with secondary school age children with a range of abilities and needs.  Experience of ‘home visits’ that have positively impacted change.  Demonstrated impact in a professional environment.  Communication, including challenging conversations, with a range of different stakeholders that have resulted in positive change. | Demonstrated impact in an educational environment.  Experience of working with multi-disciplined teams.  The development and implementation of systems that result in positive change.  Relevant experience of statistical data analysis and reporting to a range of stakeholders. |
| Skills, Knowledge and Abilities | Ability to:   * Communicate effectively, including in challenging conversations, in writing and digitally with adults and children. * Demonstrate knowledge and understanding of educational legislation relating to attendance. * Resolve conflict with adults and children. * Maintain accurate and detailed records for internal and external purposes. * Positively promote the school to students, parents, colleagues and other community groups. * Well-developed interpersonal skills and proven ability to relate well to school staff, students, parents and other colleagues in the support services. * A good understanding of data protection and confidentiality issues. * A working knowledge of child protection issues. * Input and retrieve data efficiently and accurately. * Work as a member of a team. * Good time management * A genuine liking for and concern to improve the lives and learning opportunities of children. * A commitment to working with other adults to ensure that every child achieves their full potential. * The willingness and ability to work with others to reduce barriers to learning. * The ability to use strategies to motivate students and promote increased levels of aspiration and attainment. * Positive and confident to reflect upon the impact of the job role to instigate positive change. * Work under the direction of senior colleagues and prioritise, plan and organise your own workload as required. * Operate calmly and effectively under pressure. * Resourceful and resilient. * Decisive. * Show initiative and self-motivation. * Show commitment to a clear and shared vision for an effective school. * An ability to positively promote the school to students, parents, colleagues and other community groups. | * Working knowledge and administration of Schools Information Management System (SIMS). * Knowledge and understanding of the roles within a multi-disciplined team relating to a school environment. |
| Other Factors | * Operate in a professional and tactful manner. * Adhere to strict criteria regarding confidentiality. * Adhere to security requirements re Child Protection and Data Protection regulations. * The capacity to operate effectively and accurately under sustained pressure. * A very good health and attendance record. |  |

Parkside Community School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to demonstrate and share this commitment.

**POST TITLE: Family and Community Intervention Manager**

***The postholder will be someone who:***

* Has excellent keyboard skills and can input and retrieve data efficiently and accurately.
* At all times operates in a professional and tactful manner ensuring adherence to security requirements re Safeguarding (Child Protection) and Data Protection.
* Has good communication and liaison skills and can establish and maintain good personal working relationships with all members of the school community.
* Has the ability to work as part of a team, as well as independently, ensuring confidentially at all times.
* Operates calmly and effectively within an environment which makes variable demands.
* Shows initiative, self-motivation and is eager to respond to staff development opportunities in order to improve performance and meet objectives.
* Is enthusiastic and committed to the school and all members of its community.
* Is aware of health and safety issues and acts accordingly.
* Has the ability to work under pressure and meet deadlines – and still smile!

**Other requirements**

* A genuine liking for and concern for the development of children.
* A commitment to support Governors and Senior Leadership Team colleagues in promoting/implementing corporate decisions.
* Evidence of a commitment to an open and participative style of management.
* The ability to demonstrate highly-developed interpersonal and group-work skills and a commitment to a team-based approach. An ability to work co-operatively and collaboratively at all levels.
* A working knowledge of legislation and statutory instruments relevant to the role including confidentiality, personnel issues and health and safety.
* Good communication skills both oral and written and an ability to positively promote the school to students, parents, colleagues and other community groups.
* The capacity to operate effectively with colleagues drawn from the broader school community

and, in particular, members of Parkside School Governing Body; parents; community groups

and officers/representatives of the LA and other partner organisations.

* A positive and supportive view of the school, its students, staff and community.
* A demonstrable commitment to equality of opportunity.
* The capacity to operate effectively and accurately under sustained pressure and meet

deadlines consistently and accurately.

* A willingness to continue to learn and develop self and others.
* Good health, attendance and punctuality.

**Conditions of employment:**

***The Postholder:***

* Must at all times carry out responsibilities in accordance with those outlined in the job description attaching to the scale of post.
* Must carry out his/her duties and responsibilities within the guidelines of the Derbyshire County Council agreed framework and the Education Act 2002, with particular regard to the regulation made under Section 133 and the statutory responsibilities of the Governing Bodies of Schools.
* Must work in accordance with Parkside School’s policies and procedures regarding Safeguarding (Child Protection) and confidentiality.

DMI

Revised 10/02/20