

Job Description

Job Title:	Family Support Coordinator
Multi Academy Trust:	Ted Wragg Trust
Location:	Isca Academy
Responsible To:	Safeguarding Officer
Salary Grade:	D

Key Purpose of Job

- To work under the direct instruction of the Deputy Headteacher (Inclusion), in conjunction with the Inclusion Team, to co-ordinate the school's Early Help response and family support work for identified students and their families.

To work under direct supervision/instruction to support access to learning by:

- working with other staff, including specialist staff and professional agencies to support the achievement and progress of students;
- ensuring all students have equal access to opportunities to learn and develop by removing any barriers arising from their personal circumstances.

Key Duties and Accountabilities

Pastoral Support:

- Take a leading role in managing and delivering Early Help and family support to targeted families, as identified by the Inclusion Team including acting as the lead professional.
- Manage and supervise students excluded from and/or otherwise working to a modified timetable in alternative provision, as agreed by the Inclusion Team.
- Provide advice to students relating to their social, health, hygiene and emotional development needs where the student and their family has been identified as requiring help, in conjunction with the Well-being Co-ordinator and SEMH Lead TA.
- Undertake comprehensive assessments of students to determine those in need of particular help through the Early Help process.
- Establish productive working relationships with students and their families, acting as a role model and a single point of contact.
- Arrange and develop 1:1 mentoring arrangements with students and provide support for distressed students individually or in small groups.
- Coordinate the whole-school counselling and school nurse provision.
- Work closely with the Attendance Officer and Education Welfare Officer to support families where the attendance of their child is a concern.

<ul style="list-style-type: none"> • Take a lead role in managing the speedy/effective transfer of students across phases and support the reintegration of those who have been absent or who are vulnerable and new to the school (EHE).
<ul style="list-style-type: none"> • Provide information and advice to enable students and their families to make choices about their own learning/behaviour and attendance and consequences of their actions.
<ul style="list-style-type: none"> • Challenge and motivate students and their families, promote and reinforce self-esteem.
<ul style="list-style-type: none"> • Provide feedback to students in relation to progress, achievement, behaviour, attendance etc. Establish constructive relationships with carers/parents, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
<p><u>Support for Teaching and Learning:</u></p>
<ul style="list-style-type: none"> • Support students' access to learning using appropriate strategies, resources, eg. homework.
<ul style="list-style-type: none"> • Support students and their families so as to remove barriers to learning.
<ul style="list-style-type: none"> • Provide objective and accurate feedback and reports as required, to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
<ul style="list-style-type: none"> • Manage record keeping systems and processes.
<ul style="list-style-type: none"> • Actively seek information, and utilise the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
<p><u>Support the School by:</u></p>
<ul style="list-style-type: none"> • Timetabled reception cover in the afternoon and in an emergency, as directed by the Deputy Headteacher (Inclusion).
<ul style="list-style-type: none"> • Comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
<ul style="list-style-type: none"> • Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
<ul style="list-style-type: none"> • Contribute to the overall ethos/work/aims of the Academy.
<ul style="list-style-type: none"> • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the appropriate staff, to support achievement and progress of students.
<ul style="list-style-type: none"> • Attend and participate in meetings as directed.
<ul style="list-style-type: none"> • Participate in training and other learning activities as required.
<ul style="list-style-type: none"> • Recognise own strengths and areas of expertise and use these to advise and support others.
<ul style="list-style-type: none"> • Be responsible for monitoring the quality of provision for students accessing alternative provision, within guidelines established by the school.
<ul style="list-style-type: none"> • Be first aid trained and provide first aid support to students as necessary as part of a rota.
<ul style="list-style-type: none"> • Be part of the Reception cover team.
<ul style="list-style-type: none"> • All staff in school will be expected to accept reasonable flexibility in working arrangements and

the allocation of duties, including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working.

- All support staff may be required to assist with exam invigilation.

Supervision and Line Management Responsibilities

- The post does not have any line management responsibilities

Working Environment and Conditions

- In support of the Trust's vision and ethos of shared teaching and learning to improve educational outcomes for young people, the post may be required to travel and teach within any school in the Ted Wragg Trust.

Other Duties

- Identify personal training needs and participate in training and performance development whenever required.
- Actively participate in performance management processes.
- Attend and participate in relevant meetings as required.
- Undertake any other duties appropriate to the grade of the post.

Other Information

- The Trust is committed to ensuring that our employees are able to achieve their full potential in an environment offering dignity, respect and equality of opportunity. As an employee, you are representing the Trust and must support and demonstrate your commitment to the Trust's ethos and anti-discriminatory practices.
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- The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking or vaping in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
- The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
- The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at.
- The post holder may be required to move their base to any location within the Trust upon request.

- As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post.
- This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

Person Specification

Qualifications and Experience	Essential/ Desirable
<ul style="list-style-type: none"> Numeracy and literacy skills (at least equivalent to GCSE Grade C / 4 or above). 	E
<ul style="list-style-type: none"> Requirement to participate in training and development as and when identified and required. 	E
Training in specific safeguarding themes such as:	
<ul style="list-style-type: none"> Domestic violence; 	D
<ul style="list-style-type: none"> ACES. 	D
<ul style="list-style-type: none"> Level 3 Safeguarding or equivalent. 	D

Knowledge, Skills and Understanding	Essential/ Desirable
<ul style="list-style-type: none"> Proven experience of working in this field with children or adults and for families 	E
<ul style="list-style-type: none"> Experience of working with outside agencies (such as, police, social services, MASH, SAFE, women's refuge, ADVAC etc) 	E
<ul style="list-style-type: none"> Full working knowledge of relevant policies/ codes of practice and awareness of relevant legislation connected with Early Help and Family Support 	E
<ul style="list-style-type: none"> Working knowledge of supporting vulnerable/ disadvantaged families, children or adults 	D
<ul style="list-style-type: none"> Previous role in this area – Early Help, Family Support or Safeguarding 	D
<ul style="list-style-type: none"> Secure knowledge of barriers to learning and how they impact on the child and the whole family 	D
<ul style="list-style-type: none"> Proven ability to take the initiative in developing own workload and organising time effectively, working to deadlines 	E
<ul style="list-style-type: none"> Attention to detail and accuracy in written communication, with strong report writing skills 	E
<ul style="list-style-type: none"> Can demonstrate and promote good practice in line with the ethos of the Academy 	E
<ul style="list-style-type: none"> Able to seek guidance and recognise when pressure points arise 	E
<ul style="list-style-type: none"> Proven ability to identify and implement appropriate plans to support vulnerable children and their families 	E
<ul style="list-style-type: none"> Able to converse well with individuals from differing societal and professional backgrounds, transmitting information in terminology appropriate to the recipient 	E
<ul style="list-style-type: none"> Possesses a good working knowledge of Microsoft Office: Word and Excel. 	E
<ul style="list-style-type: none"> Able to maintain the strictest confidentiality 	E

Personal and Interpersonal Qualities	Essential/ Desirable
<ul style="list-style-type: none"> Able to relate and communicate effectively with children and adults, including other professionals 	E
<ul style="list-style-type: none"> Works effectively as part of a team 	E
<ul style="list-style-type: none"> Proactive and positive in your approach 	E
<ul style="list-style-type: none"> Has good interpersonal skills and the ability to develop and maintain effective working relationships 	E

Other	Essential/ Desirable
<ul style="list-style-type: none"> This post is subject to an enhanced DBS disclosure 	E
<ul style="list-style-type: none"> This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English 	E