



Post Reference: 2661

Job Title: Family Support Officer

Academy Name: Leeds East Academy

Grade: SO2 (Actual Salary £33,610 to £35,298)

Hours: 37 hours per week, term time only plus 20 days

Accountable to: Assistant Principal

Role:

You will work closely with parents and carers to help overcome student barriers to learning, whether inside or outside school. This will involve maintaining regular communication, putting interventions in place, and liaising with relevant staff and professionals to ensure parents and carers are consistently engaged in students' development and progress.

You will be responsible for referring cases of suspected abuse to the local authority children's social care as required.

In this role you will co-ordinate and signpost support and intervention for families in relation to housing, transport, benefits in order to improve the educational outcomes and attendance of children.

NB: All post-holders at the White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with the White Rose Academies Trust.

Duties and Responsibilities:

- Working as the Family Support Officer, act as the lead point of contact for the parents/carers of pupils receiving additional support
- Maintain regular communication with specific parents/carers and provide personalised support for families through issues as they arise
- Put interventions in place to encourage parents/carers' involvement in supporting students' development and progress
- Keep up to date on the latest services available in the local area so you can promote and signpost parents/carers to these via a range of communication channels (e.g. social media, newsletters, in meetings, etc.)



- Carry out home visits, where required
- Implement and monitor progress of action plans, working with parents/carers to make adjustments to support as necessary
- Provide personalised support for parents/carers to help manage transition for their child
- Support parents/carers through the application process for accessing local services and help them attend relevant meetings
- Carry out and act as the lead officer for Early Help Assessments
- Develop the 'Pre-loved Uniform' service for parents
- Work with staff and other professionals
- Work with relevant staff to identify and bring onboard students and parents/carers that would benefit from personalised support
- Develop action plans in consultation with relevant staff and professionals, where necessary
- Liaise and build relationships with external agencies and professionals, following up on actions where necessary
- Maintain regular communication with relevant staff to update them on the progress of individual students
- Assist with supporting the core safeguarding team in supporting vulnerable students and families
- Assist with developing and reviewing the school's transition programme, contributing insights around the needs of parents/carers and students during this process
- Assist with families and students where poor attendance is a concern or risk
- Maintain accurate records of interventions, early help plans and relevant meetings
- Facilitate the transfer of relevant student information inside and outside the school
- Complete relevant paperwork required by external agencies
- Keep detailed, accurate, secure written records of meetings, concerns and referrals in line with academy policy
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent), and our child protection and health and safety policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of students, including sharing concerns where necessary
- Promote the safeguarding of all students in the school
- Refer cases of suspected abuse to the local authority children's social care as required
- Ensure the safeguarding systems and processes across the academy are consistent, efficient, and rigorous in approach
- Make referrals to the police where a crime may have been committed which involves a child
- Understand the unique risk associated with online safety and implement preventative actions with families to ensure students are safe online
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Be alert to the specific needs of children in need, those with special educational needs and young carers

- Attend Looked After reviews and contribute to the completion of Personal Education Plan (PEP) as necessary
- Take part in strategy/discussions and inter-agency meetings and/or to support other staff to do so and contribute to the assessment of children as necessary
- Contribute to 'Individual Pupil Risk Assessments' CSE matrix and AIM checklists and support colleagues to ensure that they are kept up to date and reviewed regularly so that they remain fit for purpose
- Develop strong partnerships and relationships with our families and local community
- Develop interventions to support parents and carers to work in Partnership with the Academy
- Develop parenting groups to support parents with applications to healthcare, Free School Meals, benefits, transport, education etc.
- Communicate positive and negative concerns to parents and carers working with them to ensure improvement where there are concerns
- Work with Primary Schools to support the Transition of vulnerable / high need students to the Academy
- Encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measures Leeds City Academy may put in place to protect them
- Work at least 5 of the extra days during the summer holidays to maintain contact with the school's most vulnerable students and be available to attend Child Protection Conferences
- Undertake any other duties commensurate with the post or as directed by the Principal
- Carry out break and /or lunch supervision as per the rota

Equal Opportunities:

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided
 - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing
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Generic Staff Requirements:

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community
- Adhere to the principles expressed in the aims of the academy and its mission statement

- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement
- Be a positive, collaborative team member
- Apply academy policies in all aspects of the role
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes
- Work collaboratively with colleagues, knowing when to seek help and advice
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested
- Be aware of and comply with the academy policies and procedures e.g., safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding and promoting the values, standards, and equal opportunities of the academy
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through the White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, or disability.

PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

You should be able to demonstrate the following criteria:

E = Essential

D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

Qualifications

D	Relevant degree or equivalent qualifications	A
E	Post-qualifying certificate in Child Protection	A

Knowledge and Experience

E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I R
E	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students and families	A I R
E	Ability to form and maintain appropriate relationships and personal boundaries with students	A I R
E	Experience in communicating clearly: both orally and in writing to a range of audiences including children and young people, parents, staff and external partners	A I R
E	Experience of being, or demonstrating the potential to be, an effective leader	A I
E	Experience of building effective working relationships with colleagues (in the academy and with external agencies), students and their families	A I
E	Possess knowledge of Keeping Children Safe in Education and Working Together To Safeguard Children	A I
E	Be committed to keeping up to date with current thinking and future developments in the areas of safeguarding and child protection	A I

E	Possess knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	I
E	Experience of working effectively with vulnerable children/young people in education, social work, youth work or another related area of work	R
E	Experience of managing child protection cases and investigations	R
E	Experience of managing effectively with parents* of children/young people	R
E	Experience of working effectively with professionals to promote children's/young people's learning or welfare OR significant recent experience in work with children/young people and families in a multi-agency environment	A R

Skills and Competencies

E	Be self-motivating and persistent	I
E	Be able to motivate others, galvanising them around a common purpose	T I
E	Be enthusiastic to help the Academy to move forward through a process of change, development and ongoing improvement	I
E	Be committed to leadership by example	I
D	Be able to coach, develop and support staff	A I
E	Possess personal leadership skills in networking with a range of other providers in other sectors and institutions	I R
E	Possess strong interpersonal skills and ability to work well under pressure, delegate, plan and manage time effectively	I R
E	Be able to evaluate own performance	I
E	Be able to respond to enquiries and complete concise and complex reports in a timely manner	A I R
E	Be able to maintain student records and ensure their confidentiality	I
E	Be able to engage with and motivate young people by establishing empathic and supportive working relationships	A I R
E	Be able to work on one's own initiative, balance completing priorities, organising and completing a work schedule	A I R
E	Be able to work effectively as part of a team to reach agreed targets and outcomes for young people	A I R
E	Be able to process letters and reports using MS Word and to present using audio visual aids, including MS PowerPoint	A I R
E	Possess personal resilience and the ability to maintain staff morale at times of pressure and change	I R

Behavioural and Other Characteristics

E	Committed to continuous improvement	A I
E	Carry out all duties having regard to an employee's responsibility under Health & Safety Policies	A I
E	Willingness to actively participate in training and development activities to ensure up to date knowledge, skills, and continuous professional development	A I
E	To be professionally assertive. clear thinking, able to negotiate and reach agreement	A I R

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