



Job Description

Role: Family Support Practitioner

Grade: NJC20 – NJC24

Contract: Fulltime, term time only, permanent

Directly Responsible to: The Principal

Purpose of the Job:

To offer support and guidance to parents/carers, so that their child is able to successfully attend school each day.

To provide support to individual/small groups of children so that they can fully access learning in school.

To line manage teaching assistants, so that they are providing high quality support.

To support other local schools within the Trust to complete the above objectives.

Reports to:

The Principal

Main Duties and Responsibilities:

Family Support

- Carry out home visits.
- Support with completing assessment forms on behalf of the school e.g. Early Help.
- Offer parents/carers advice, guidance and support with matters relating to health, personal care, dietary, behaviour needs etc.
- Work with and engage families who are 'hard to reach'.
- Provide workshops to parents/carers linked to pastoral and/or learning matters.
- Actively engage parents/carers in the day-to-day aspects of school, including more formal arrangements (such as annual reviews, parent's/carers evenings etc) or through informal arrangements (such as coffee mornings, open events, assemblies, sports days etc.)
- Make reasonable arrangements for families who cannot access school or its information due to a particular need e.g. an interpreter for a family with EAL needs.



Safeguarding

- To be part of the safeguarding team as a deputy designated safeguarding lead.
- To attend and update own CPD / training in line with relevant legislation i.e. Keeping Children Safe in Education, Working Together. In addition, keep up-to-date with local safeguarding matters through the Safeguarding Partnership website, e-bulletins and wider reading etc.
- To promote children's voice by gathering wishes and feelings through creative strategies in consultation with the DSL
- To keep accurate, detailed and secure records of any safeguarding actions undertaken as guided by the DSL. This includes using CPOMS.
- Undertake the necessary liaison and communication with the Local Safeguarding Partnership and other relevant agencies by attending meetings and sharing information relating to children's welfare where requested by the DSL.
- To manage a small case load of pupils where open to Early Help, Child in Need or Child Protection under the direction of the DSL.
- To take part in monthly supervision sessions with the DSL in line with school policies and procedures.

Pupil Attendance

- To work with families, carers and other stakeholders to secure the highest standards of attendance and punctuality for all pupils in line with school attendance targets.
- Under the direction of the Principal, to deliver school systems to track and monitor pupil's attendance and punctuality across the school, working in line with school targets and DfE requirements.
- Where a pupil's attendance is a concern, under the direction of the Principal, hold a small case load of pupils where you will work with all stakeholders including external agencies to put in place early intervention and support, keeping records of this and evidencing impact.
- To make use of a range of data systems / tools to compare attendance figures nationally.
- Support systems that celebrate excellent attendance.

Relationships

- To maintain and develop effective relationships with all stakeholders including pupils, staff, parents / carers, Governors, Local Authority, Spencer Academies Trust and other bodies outside the school.
- To help in maintaining and developing effective communications and links with parents / carers and to provide positive responses to concerns and problems regarding their child's education.
- To assist in the liaison with other professional bodies, agencies and services.
- To develop and maintain a positive image of the school.

Learning and Teaching

- To lead and deliver intervention work, where required.



- To support in the classroom, where required which can include delivering whole classes, small groups and 1:1 sessions, planning and assessing to meet pupils needs and supporting over lunchtime.
- To lead on Nurture based support and intervention groups for those children who need this level of support.
- To complete baseline assessments and use these to plan high quality interventions/nurture groups to support identified children across the school.
- To actively participate in seeking and supporting and delivering high quality CPD experiences for all staff.
- To promote an engaging environment that stimulates learning and enhances the appearance of the school and expresses a multi-cultural ethos.

Other

To support other schools within the Trust.

Person Specification- Inclusion Leader

Requirement	Essential	Desirable
Experience	• Been a highly effective member of the safeguarding team to ensure that all children are safe. • Experience of planning, delivering, assessing and reporting on learning for individuals, small groups and whole classes. • Experience of supporting families, so that children attend school in line with the school policy. • Had relevant training or experience of working with pupils who have behaviour or communication needs. • Led on Nurture provision across a school. • Experience of liaising with parents, carers and other external stakeholders. • Line management for a group of staff.	• Working as part of a professional network to improve outcomes for children. • Experience of working in multiple schools and being able to effectively manage caseloads by prioritising the families most in need of support.



Education, Training and Qualifications	• A relevant NVQ Level 3 Qualification, or equivalent.	• Level 4 safeguarding qualifications • Additional qualifications in ASD or speech, language and communication support.
Knowledge and Understanding	• Working knowledge and understanding of Keeping Children Safe in Education and Working Together to Safeguard Children. • A sound understanding of the importance of enhancing pupils' self-esteem. • An understanding of assessment procedures and practices. • An awareness of policies and procedures relating to child protection, health and safety, equal opportunities and confidentiality • A knowledge and understanding of a range of teaching styles. • Working knowledge of the early help assessment process.	• Knowledge of a range of learning difficulties • Supporting children who require a personalised approach to managing their behaviour • Knowledge and understanding of a range of communication methods to support children to share their thoughts and feelings.
Skills/Abilities	• A creative approach to working with children and their families. • Take responsibility, with minimum supervision, for delivering work. • Have the ability to adapt to a variety of situations. • Experience of conflict resolution • Show initiative • Be enthusiastic and motivational. • Have good ICT skills. • Able to promote effective working relationships with	• Be able to demonstrate knowledge/experience of applying behaviour management strategies



	pupils, parents, staff and external professionals.	
Personal Characteristics	• Be motivated to pursue further professional development and training • Punctual • Organised • Have a real enthusiasm and commitment to working with pupils • Positive attitude • Resilient and reflective • Flexible	
Equal Opportunities	• Knowledge of/awareness of Equal Opportunities and its importance in school. • Comply with School Policy	