

## London Borough of Havering

<b>Job title:</b>	<b>Family Partnership Lead</b>
<b>Grade:</b>	PO3
<b>Hours:</b>	36 HPW 41 WPY
<b>School:</b>	Corbets Tey School
<b>Reports to:</b>	Headteacher
<b>Staff managed (if any):</b>	Safeguarding and Family Support Practitioners X 2

### Job Purpose and Context

Fairness and inclusion are at the heart of our vision for Corbets Tey School. In order to best serve our students, we are striving to achieve an informed parent and carer community who can advocate for their young people throughout their childhood, adolescence and into adulthood. Parental influences have a powerful effect upon student's attitudes, achievements, life outcomes and their ability to access the learning environment and school community.

The role of the Family Partnership Lead is to lead the family practitioner team to offer early intervention, preventative support, guidance and advice to improve outcomes for students and their families within a school context by working in partnership with teachers, support staff, parents, carers and other agencies.

The role will assist in enabling students to have full access to educational opportunities, overcome barriers to learning and participation and support their mental health and wellbeing by creating open dialogue with families and other professionals involved in their lives.

### Who are 'Parents'?

With reference to the scope of this role, 'parents' can be taken to mean mothers, fathers, carers and other adults with responsibility for caring for a child or young person. This includes the 'corporate parent' for looked-after children.

### Principal Responsibilities

1. To lead the team of Safeguarding and Family Support Practitioners
2. To assist in developing positive and constructive partnerships in supporting and advising families, parents, carers and students in a school context
3. To support students' full access to educational opportunities and to overcome barriers to learning and participation
4. To engage with local authority and community support professionals to achieve better outcomes for students and their families
5. To monitor and ensure best quality service for vulnerable or disadvantaged children and young people who are looked after or entitled to the pupil premium.
6. To act as one of a number of deputy designated safeguarding leads

## **Main Duties and Responsibilities**

### **Parent and Carer Support and Information**

- Offer support to parents for their emotional health and wellbeing through advice and the promotion of healthy life options.
- Support parents to develop their parenting skills, for example, by running parent information sessions or coordinating sessions run by colleagues and providing appropriate information or referrals.
- Identify the need for support groups or information sessions that will provide opportunities for those wishing to develop greater confidence and skills.
- Promote high-quality parenting at home, by encouraging effective communication between parents and their child or young person and promoting consistent behaviour techniques, structure and approaches.
- Support parents of children and young people with early signs of social, emotional, health or behavioural issues, and work with them, school staff and other support agencies to prevent problems escalating and preventing the child or young person engaging with school and learning.
- Provide impartial information to parents about the school and relevant local services available to young people and families, including those provided by education, social care, the voluntary sector and others.
- Undertake training and seek out information in order to have a solid understanding of the primary rights and responsibilities of parents, including separated parents in raising their children.
- Develop and maintain a thorough knowledge and appreciation of the range of services, activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students and parents:
  - Provide that information to students and parents/carers where appropriate
  - Facilitate access to services for students and parents
  - Ensure appropriate provision for relevant students and parents
  - Support and supervise others in developing their knowledge and skills

### **Parental Engagement**

1. Work with parents in a school context, supporting them and building their engagement with their child or young person's learning.
2. Encourage good relations and effective dialogue between parents and teachers about children and young people's progress.
3. Ensure parents feel confident to engage with their child or young person's learning by facilitating and arranging family learning opportunities at the school.
4. Liaise with parents to ensure that relevant, appropriate home/school communication is followed throughout the school in line with the detail contained within the school communication policy.
5. Identify the students and families who would benefit from home-school support and, support other staff in action planning and target setting
6. Develop a 1:1 relationship with parents/families identified for particular support in order to encourage the effective implementation of agreed interventions

7. Work with parents: individually, in groups, in specialist groups and/or as a community to support, develop and implement interventions that will be of benefit to the children and young people.

### **Promoting and supporting engagement and attendance at school**

- Where school attendance is an issue:
  1. Monitor attendance of students and to identify where there are issues that need to be acted upon.
  2. Identify with parents reasons for their child or young person's non-attendance and work with them to resolve the situation at an early stage in order to achieve regular attendance.
  3. Carry out home visits where appropriate to support parents in ensuring their child or young person maintains full and regular attendance.
  4. Liaise with and support the work of the school attendance officers & education social workers (ESW) when the early support provided has not resulted in improved attendance

### **Safeguarding**

1. Recognise, prioritise and respond appropriately to urgent safeguarding concerns and to be responsible for promoting and safeguarding the welfare of students within the school by acting as one of the Deputy Safeguarding Leads.
2. Ensure the safety of students and protect them from abuse, assessing the need for intervention where necessary and promoting best practice in child protection.

## **Integrated working with other agencies**

Working closely with the headteacher and deputy headteachers:

1. Support preventative and early intervention strategies in a school or home context by liaising with relevant professionals/local agencies
2. Ensure the coordination of preventative work by building and sustaining positive working relationships with colleagues from Social Care and Health and using established local authority tools designed to share relevant information.
3. Undertake assessments of the needs of children and young people with their parents through school-based meetings and home visiting, to identify resources and support needed.
4. Address concerns about students' physical and mental health and behavioural challenges by either offering direct support, signposting to relevant services or by facilitating multi-agency meetings.
5. Act as the single point of contact for a young person/family and to co-ordinate team around the child meetings and monitor the effective delivery of multi-agency interventions and agreed actions informing the relevant body if there are concerns.
6. Organise, manage and participate in professional networks, share and develop best practice and attend local and national training
7. Share information with local agencies, schools, education authorities and other home school support workers - developing systems and protocols where necessary - and develop and maintain effective joint working relationships

## **Policy, Procedures, Records and Reporting**

1. Maintain accurate and up to date case file records of work undertaken.
2. Keep appropriate records of group work and family group conference activity. To ensure all record keeping relating to students' and families remains confidential in line with school policy.
3. Conduct reviews of the effectiveness of the work being carried out, including monitoring and evaluation of outcomes in line with the local authority agreement
4. Keep accurate records of all action taken to improve the attendance of students
5. Create, review and agree policies pertaining to the role of the Safeguarding and Family Support Practitioners and those directly linked to this role.

## **Other**

1. To attend school induction and any other relevant training/ CPD
2. To carry out all duties and responsibilities with due regard to the organisation's existing policies, such as child protection, health and safety, equal opportunities and data protection
3. To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.

## Learning Support and Parent Liaison Leader Person Specification

Skills and Abilities	Essential	Desirable	Assessed by
Develop and maintain effective working relationships with other team members & manage the work of a team	X		Application and interview
Lead a team and provide a role model for professional practice in the school	X		Application and interview
Communicate effectively in verbal and written form in the exchange of highly complex, sensitive or contentious information	X		Application and interview
Deal calmly with difficult situations using de-escalation and mediation techniques	X		Application and interview
Work to agreed specifications and deadlines	X		Application and interview
Demonstrate strong ICT skills to support management coordination, administration and organisation	X		Application
Display excellent communication skills and ability to build effective working relationships with staff and management at all levels	X		Application and interview
Manage conflict and difference: negotiating skills	X		Application and interview
Relate to young people and adults in an empathetic manner and develop a rapport with students and their families	X		Application and interview
Deal with difficult situations and/or individuals in a calm, fair but effective manner and understand the importance of confidentiality	X		Application and interview
Relate effectively to a diverse range of young people, adults and working partners	X		Application and interview
Use and develop a range of strategies and techniques when working with parents and families	X		Application and interview
Demonstrable skills in personal organisation, time and workload management under minimal day-to-day supervision and support	X		Application and interview
Be comfortable working in a busy, reactive environment and remain calm under pressure Have a personable and professional manner with a strong work ethic	X		Application and interview
Motivate and inspire behaviour change in individuals who may initially be resistant to change in order to facilitate desired outcomes.	X		Application and interview

Knowledge	Essential	Desirable	Assessed by
Knowledge of children's developmental needs -and a strong understanding of common physical and mental health conditions, particularly those regularly seen in adolescents and children.	X		Application and interview
A thorough understanding of child care, parenting skills, parental development and healthy parent-child relationships	X		Application and interview
A thorough understanding of the range of potential barriers to learning for students	X		Application and interview
A thorough understanding of Safeguarding/child protection frameworks and how to assess and manage intervention	X		Application and interview
The range of support services and facilities available to support parents and carers and how to access them	X		Application and interview
Know how to assess risk and follow safe and secure working practices including lone working.	X		Application and interview
Equalities and inclusion policies and how these are implemented in children's services	X		Application and interview

Qualifications and Experience	Essential	Desirable	Assessed by
Experience and understanding of children and young people within their family context	X		Application and interview
Experience within the field of education, social services/welfare or the voluntary sector	X		Application and interview
Degree level Qualification	X		Application
A current Level 3 qualification in Child Protection		X	Application
A demonstrable commitment to continuing professional development	X		Application and interview