

Job Description

Job Title	Pupil and Family Support Practitioner
Grade	<ul style="list-style-type: none"> ➤ Scale 7, point 19 FTE £32,061 ➤ 31.25 hrs a week (8.30am to 3.45pm each day with a 30 mins for lunch) ➤ 39 weeks
Reports to	Headteacher and SENDCo
Liaison with	Teaching staff, support staff, pupils, parents / carers, Safeguarding/Welfare professionals, Social Care professionals, the school nursing team, and other external agencies, as required,
Job Purpose	<p>This post will support the school in all matters relating to pupil welfare, family support and signposting, behaviour, safeguarding and child protection issues. There will therefore be extensive involvement with senior staff (including SLT) and with external agencies (including Social Care) as well as parents/carers.</p> <p>To provide effective support to the school community for the safeguarding, welfare and pastoral support of pupils, families & staff members.</p>
Duties	<p>To work as part of the school's inclusion and pastoral team, upholding the school's Trauma Perceptive Practice values of Hope, Connection, Belonging, Kindness and Compassion, to:</p> <ul style="list-style-type: none"> • Ensure pupil welfare needs are met so that pupils feel safe and secure both within school and at home; • Establishing and maintaining positive links between the school and parents / carers in parenting or eliciting outside support for them to do so; • To establish and coordinate links with a variety of external agencies to support pupils and families with mental health needs, counselling, food banks, behavioural, emotional, safeguarding or child protection needs; • Contacting and working with parents / carers and the school pastoral team to address on-going concerns regarding their child's welfare, including absence, lateness and truancy. • To liaise with parents and run Team Around the Family (TAF) meetings as required; • Be part of the school safeguarding team as a trained DDSL (Deputy Designated safeguarding lead). To complete and submit Child Protection and Safeguarding paperwork in the required time scales using school procedures; • To liaise regularly with Senior Leadership Team with feedback on welfare and safeguarding issues; • When required, to produce regular statistical reports to Senior Leadership Team and Governors; • Arrange and complete home-based visits where necessary for safeguarding and attendance concerns; • To prepare and present information and recommendations regarding pupils educational and pastoral needs to SLT.; • As part of the safeguarding and inclusion team, to make referrals and liaise regularly with Social Services regarding child protection matters, organising and attending PEP, TAC, TAF and core group meetings, attending child protection meetings and feeding back to the relevant staff regarding pupil educational needs; • To assess pupils' individual needs, often with parental support, to consider and

	<p>implement the best possible support to address any concerns, liaising with and making referrals to external agencies where required;</p> <ul style="list-style-type: none"> • As part of the inclusion team, to plan and deliver a range of practical school-based workshops for parents / carers to support them with parenting skills, analysing the impact of such support. • To organise placements, liaise with and visit external education providers and other professional services, regarding safeguarding concerns (including pupil attendance, behaviour and academic progress), working directly with the providers, school liaison, parents / carers and pupils to address any issues, evaluating the success of such interventions. • To attend regular Safeguarding and Inclusion team meetings. Where asked, to produce and provide the Senior Leadership Team with appropriate reports and statistics upon request and, where necessary, to feed back to all concerned staff in a timely manner; • To seek/provide support for assisting students who are exhibiting difficult, aggressive and distressing behaviour. • To support lunchtimes and breaktimes as required; • To follow up incidents from lunchtime and inform parents as necessary
General	<ul style="list-style-type: none"> • To participate in the performance and development review process, taking personal responsibility for identification of learning, development (through CPD) and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for safeguarding and health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment • The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children/ in a school/early years environment or social care etc. Counselling qualifications. Learning mentor experience. Professional development in behaviour management
	Knowledge of relevant policies and procedures	Knowledge of Safeguarding/Child Protection Good knowledge of appropriate procedures, regulations and guidance.
	Literacy	High standard of Literacy skills GCSE grade C/NVQ level 3 equivalent. Post holder will be expected to write letters and reports and to communicate on the phone, face to face in a variety of circumstances to a variety of audiencesC
	Numeracy	High standard of mathematical skills
	Technology	Good working knowledge of ICT to support learning and for administrative/ organisational effectiveness
Communication	Written	Ability to write detailed reports and write letters
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy
	SEN	Ability to demonstrate effective strategies to achieve inclusion of pupils at risk of social exclusion
	Curriculum	Good understanding of the school organisation, timetable and learning and pastoral support systems
	Child Development	Good understanding of child development and pastoral issues such as inclusion and transition
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Ability to make a proactive contribution to the work of the team supporting children, their families and carers Ability to work with parents and carers to improve support for children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Contribute to the development and implementation of effective systems

		to share information
Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Line Management	Ability to manage and support the work of others
	Time Management	Ability to manage own time effectively Ability to meet deadlines
	Creativity	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	Awareness of and promotion of equality
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of Child Protection procedures
	Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance