**Silsden Primary School**

**Outline Job Description**

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| **Post Title:** | **Welfafe and Inclusion co-ordinator**  |
| **Post Ref:** |  |
| **Grade:** | **S01 (SCP23-25)** |

**Generic Introduction:**

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Silsden Primary School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. Silsden Primary School is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**Prime Objectives of the Post:**

* To take the lead role within the school to improve attendance
* Produce and interpret complex data in relation to attendance patterns
* Work alongside relevant staff, SLT and the EWO to determine appropriate levels of intervention
* Work closely with families of pupils with very low attendance to overcome barriers to attendance, liaising with the LA to escalate attendance issues when needed
* Keep upto date with relevant policies, legislation and absence recording systems.
* Play a key part in helping the school move forward and achieving our school development objectives.
* Under the direction of the Inclusion Manager, independently develop and deliver programmes to support children with self-esteem issues in small groups or 1-2-1 through bespoke programmes i.e. Thrive.
* Take the lead role in the management and review of the school’s Early Help case load, making referrals, managing cases, recording and following up actions and measuring impact to ensure goals are achieved.
* Support CLA and post CLA families and pupils through:
* Establishing a review process
* Completion of PEPs prior to meetings
* Attend PEP meetings and note adaptations to PEP.
* Along with Inclusion manager undertake reviews of PEPs for effectiveness and impact
* Support the Inclusion Manager with monitoring and review of allocated funds for pupil groups.
* To be responsible for the management, development and appraisal of other support staff, students on work experience, trainees and voluntary helpers with whom the postholder is working.
* To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to pupils both within and outside of school.
* To contribute effectively to the school development plan – this role is key to helping the school move forward

* May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

**Knowledge and Skills:**

*(See Personnel Specification)*

**Effort Demands:**

* To make decisions and recommendations, using initiative where appropriate, within established working practices and procedures. The post holder will be expected to use good common sense and initiative in all matters relating to the liaison with other stakeholders, schools, parents, carers and pupils, as well as other members of staff.
* Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary eg. dealing with a sick, injured or distressed child.
* Will contribute to the overall ethos/work/aims of the school.
* Will appreciate and support the role of other professionals.

**Responsibilities:**

* To work independently with parents/carers to support their engagement in their child’s learning in a school context where presenting needs are below the thresholds that trigger the involvement of specialist services and/or other agencies.
* To initiate and identify with parents/carers the reasons for their child’s non-attendance and/or lateness, and work with them through positive telephone calls and/or contact to achieve regular attendance and reduce exclusion.
* To develop, build and implement programmes of support for times known to put additional strain on parenting in order to meet the learning needs of the child, both at home and at school. Provide informal support for crisis and trauma, signposting/referring to specialised services.
* To develop and improve levels of communication between home and school including written communication, IT methods of communicating and exploring other methods of face to face communication; increasing the range of contacts, providing an informal interface with families and acting as a trusted intermediary and initial point of contact.
* Manage record keeping systems and processes to ensure the effective monitoring and evaluation of pupils’ progress against action plans through observation and planned recording, and reporting where required to SLT and Governors when required.
* Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home to school and community links.
* Take the lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
* Administrative duties in relation to dealing with correspondence and/or telephone calls from outside agencies, parents/carers and compilation/analysis/reporting on attendance, exclusions when required.
* Take the lead role in the development and implementation of appropriate SEMH strategies that supports the integration of pupils in class and encourages their learning and attendance in school
* Establish constructive relationships with parents/carers exchanging information, facilitating their support for their child’s attendance, access learning and supporting home to school and community links.
* Proactively research and maintain up to date knowledge and work closely with the existing support available to parents/carers and school staff within the local community area to signpost any of these individuals to relevant agencies for advice and guidance as soon as possible and avoid duplication.
* Manage record keeping systems and processes to ensure the effective monitoring and evaluation of pupils’ responses and progress against action plans. Creating complex reports for SMT and Governors

To work independently to manage own workload and only referring really complex issues / cases to a senior person.

* To be accountable to the Inclusion Manager through regular meetings and formal channels, e.g. performance management processes, monitoring reports required.
* To undertake administrative duties commensurate with the level of the post as required by the Headteacher and other members of SLT.

To be aware of and comply with policies and procedures relating to child protection, security, confidentiality and data protection, reporting all concerns to an appropriate person.

**environmental demands/Working Conditions:**

* To be flexible with regard to the timing of break and dinner times in order to assist with the supervision of pupils and the efficient running of the school.
* Accompany teaching staff and pupils on visits, trips and out of school activities as required.
* Will have long periods of sitting or standing.
* Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
* Will have contact with members of the public/other professionals, eg teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
* The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
* This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
* Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

* They can express themselves fluently and spontaneously with minimal effort and,
* Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

**Special Conditions of Service:**

* No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

**Other considerations**

* To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school’s nominated Child Protection Co-ordinator or the Headteacher.
* To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
* Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
* Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
* Must be legally entitled to work in the UK.

**PERSONNEL SPECIFICATION:**

***Essential (E) or Desirable (D)***

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|  | **ESSENTIAL (E) / DESIRABLE (D)** |
| **Experience:** | * Experience or excellent knowledge of working in a primary school environment E
* Working independently to deadlines. E
* Experience of working as part of a team.E
* Recent and appropriate experience of enabling families/carers to access support agencies.D
* Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level E
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| **Qualifications/****Training:** | * NVQ Level 3 in a relevant discipline or equivalent qualification or experience. D
* Experience of multi-agency working and sharing information including the use of electronic systems that support integrated working. D
* Minimum standard of GCSE (grade A\*-C) or equivalent, in English and Maths E
* Qualifications relating to the post, eg. Health, children, practical skills, first aid. D
* Willingness to undertake training in order to develop skills required for integrated working E
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| **Knowledge/ Skills:** | * Knowledge of school / education provision E
* To be able to manage own workload and adhere to demanding deadlines.E
* work independently, using own initiative to achieve challenging targets E

Work constructively as part of a team whilst being able to demonstrate initiative E* Knowledge and understanding of the needs of young children and their families. E
* An understanding of the range of support services/providers available for parents/children. D
* Good oral and written communication skills.E
* Understanding of relevant policies/codes of practice and awareness of relevant legislation. D
* Understanding of child development and learning. D
* Understanding of relevant policies/codes of practice and awareness of relevant legislation.D
* To be literate and numerate and be able to produce comprehensive action plans and reports.E
* Good organisational skills.E
* In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.E
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**OFFICE USE ONLY:**

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| **Compiled by:** |  |
| **Date of Issue:** | March 2021 |