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Recruitment Pack

**Family Welfare Champion**

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**Introduction from the Headteacher**

Dear Candidate,

Thank you for your interest in the position of a Family Welfare Champion at St. Stephen’s CE Primary School.

I am delighted that you have taken the opportunity to consider joining our hardworking and dedicated staff team.

St Stephen’s is a popular and thriving voluntary aided church school in the West Bowling area of Bradford where parents, staff and governors work closely together as a school family to make sure that all pupils have a positive experience and achieve their full potential.

Our ethos builds on the Church of England foundation of the school, promoting the belief that every individual has the right to be **nurtured** so that they can **grow** and **flourish** in their lives.

The dedicated staff team at St Stephen's provide a wide range of lessons and activities in order to enhance learning. We work hard to make sure that all our pupils, regardless of gender, class, additional support need, religion or ethnic heritage have equal access to a broad, balanced and differentiated curriculum and are provided with opportunities to develop their sense of self-worth, increase their self-esteem and grow in confidence.

Keeping our pupils safe is one of the most important aspects of our work and we take Safeguarding very seriously.

Please take the opportunity to enjoy exploring our website to find out more about our school community <https://www.ststephens.bradford.sch.uk/>

Visits to the school are strongly recommended and we invite all prospective candidates to make an appointment to visit our school. Please contact Louise Hurley [louise.hurley@ststephens.bradford.sch.uk](mailto:louise.hurley@ststephens.bradford.sch.uk) to arrange a visit.

Please do not hesitate to get in touch if you have any questions about our school.

Mr Paul Urry

Headteacher



**Our school**

St. Stephen’s is a two-form entry primary school with a 60 place nursery based on a split site. We serve the community of West Bowling, which sits just outside the centre of Bradford.

We operate from five buildings – Nursery, Willow (Reception & KS1), Sycamore (KS2), The Orchard (community space) and our very own standalone Digital Den.

We currently have 461 pupils on role and our pupils come from a wide variety of backgrounds with 36.6% of our pupils being eligible for Free School Meals.

St. Stephen’s is at the heart of the local community and partnership is our watchword.

Our school is well-resourced with many staff, supporting learning and welfare. We are lucky to have our own Woodlands team who support our most vulnerable children and those with additional needs.

To find out more about our school, please visit our school website, Facebook page and Twitter.



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**Job Advertisement – Family Welfare Champion**

**Pay: Band 6 or 7 (depending on skills and experience)**

St. Stephen's is a Church of England school which serves a diverse community in West Bowling. Our pupils come from a wide range of backgrounds and abilities, they are enthusiastic learners who deserve and respond to the best.

We are a vibrant, creative and aspirational school with a team of hard working and highly skilled staff and governors. We have been awarded 'Good' in our most recent Ofsted inspection.

If you have a passion for helping children reach their potential and are motivated and enthusiastic, then we encourage you to apply for this job!

**Job Summary**

An exciting opportunity has arisen for an enthusiastic and committed Family Welfare Champion to join our staff team, to start in September 2023.

We are looking to recruit a Family Welfare Champion who will work closely with families to improve pupils’ attendance, and promote their welfare so that all will flourish.

**We are looking for someone who:**

* Cares passionately about the well-being of our pupils and families
* Is able to improve attendance through a number of strategies, including building strong relationships with families
* Is an excellent and creative team player with outstanding interpersonal skills
* Has ideas of their own and the initiative to put them into practice

**We can offer:**

* A commitment to your on-going professional development
* Children keen to learn, with supportive families
* A hard-working and professional school environment
* A leadership team who will provide you with support and guidance
* A team of caring, hardworking and dedicated staff with a sense of humour who are committed to making the school the best it can be

**Visits to the school are strongly encouraged. To arrange a visit, please phone or email our Business Manager, Louise Hurley on 01274 731698 or** [**louise.hurley@ststephens.bradford.sch.uk**](mailto:louise.hurley@ststephens.bradford.sch.uk)**.**

**Closing Date:** 9am, Monday 3rd July

Interviews will be held in person on 6th or 7th July.

St. Stephen's CE Primary School is committed to safeguarding and promoting the welfare of our pupils and we expect all prospective candidates to share this commitment. All candidates are subject to an Enhanced DBS Check and recruitment checks satisfactory to the school.

Please note that in line with Keeping Children Safe in Education 2022, an online search will be undertaken on all shortlisted candidates.

Please also note that CVs are not accepted for this post.

**JOB DESCRIPTION**

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| **Post Title:** | **family welfare champion** |
| **Payscale:** | **band 6 or 7** |

**Generic Introduction:**

The following description of duties has been prepared 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. This job description is not a definitive list of responsibilities but identifies key components of the role. The post holder will therefore, be required to undertake other reasonable duties commensurate with the purpose and salary level of this post.
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. The school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the school’s Services.
4. The 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:**

As a Family Welfare Champion you will be responsible for taking the lead in, and carrying out measures to, improve attendance throughout our school. This will include y working closely with other members of staff, and maintaining and developing good relationships with the families we serve.

You will also take on the role of a Deputy Designated Safeguarding Lead (DDSL) working with the DSL and other DDSLs.

In addition, you will promote the welfare of pupils and their families in other ways, both in school and at home, working closely with other members of staff, including the DSL, SENCO, our Nurture Team, administration team and class teachers.

**Knowledge and Skills:**

*(See Personnel Specification)*

**Effort Demands:**

* Will contribute to the overall ethos/work/aims of the school.
* Will appreciate and support the role of other professionals.
* Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.
* Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

**environmental demands/Working Conditions:**

* Available to work contracted hours during term time and a willingness to be flexible if necessary, for example for staff or parent meetings or training sessions outside of usual hours.
* Will have contact with members of the public/other professionals e.g. 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.

**main duties and Responsibilities:**

**1. Attendance**

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| **Improving Pupil Attendance** |
| Plan and advise school leaders on strategies to promote the regular and punctual attendance of all pupils and assist with the implementation of agreed strategies, including co-ordinating the use of the attendance mini-bus and walking bus. |
| Work in a supportive and compassionate manner with families to help them remove barriers to good attendance, maintaining positive relationships with them. |
| Assist in writing the school’s attendance policy. |
| Follow the school’s attendance policy. |
| Update school records, analyse attendance data and provide reports to school leaders and other professionals when appropriate. |
| Disseminate information, both internally and externally, in a timely fashion. |
| Meet with school staff, pupils and parents to establish the reasons for non-attendance/poor punctuality and agree a plan with appropriate strategies and timescales to tackle the issues. |
| Liaise with families in response to allocated referrals through home visits and/or meetings in school. |
| Prepare appropriate paperwork and present information as required to enable the school to meet its obligations and statutory responsibilities. |
| Be fully aware of and carry out all work in line with Child Protection /Safeguarding Procedures. |
| Liaise and work with external organisations as required. |
| Keep accurate, clear and concise records of all interventions and consultations and update information on the school’s attendance system. |
| Manage your own work load in line with the school priorities. |
| Maintain a good working knowledge of the statutory framework and any policies and procedures relating to school attendance, child employment, child protection and special needs etc. in order to be able to offer informed advice to parents, school staff and others. |
| Work on initiatives which raise the awareness of the whole school community on the importance of good school attendance. |
| Co-ordinate the work of any colleagues that might assist with the running of attendance. |
| Manage requests for extended leave, including liaising with the Headteacher to agree whether requests be granted. |
| Manage the requesting of fixed-penalty notices. |
| Make referrals to the Children Missing Education team as appropriate. |
| Support pupils and families making in-year transfers, both leaving and joining our school. |
| Work closely with the DSL when implementing this job description. |

**2. Safeguarding**

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| **General duties** |
| Take responsibility for safeguarding and child protection, including online safety, at the school, working alongside the DSL. |
| Contribute to creating a safe and welcoming learning environment. |
| Be available during all school hours during term time for staff to discuss any safeguarding concerns. Generally, this should be in person; however, they may be available virtually in exceptional circumstances. |
| **Managing referrals** |
| Act as the first point of contact for staff members raising safeguarding and child protection concerns. |
| Identify pupils who may be at risk and use the correct referral protocol to reduce these risks. |
| Respond appropriately to disclosures or concerns relating to the wellbeing of a pupil. |
| Refer cases of suspected child protection issues to the appropriate investigating agency. |
| Work closely with staff on safeguarding and child protection matters, ensuring that staff members understand when it is necessary for a referral to be made. |
| Refer cases of suspected abuse to the LA and children’s social care (CSC), and to the police where appropriate. |
| Where radicalisation is a concern, refer cases to the Channel programme. |
| Support staff members who make referrals to external agencies. |
| Liaise with the LA and follow up any referrals made, ensuring the school aids the LA’s work where necessary. |
| **Working with others** |
| Act as a source of support, advice and expertise for all staff. |
| Engage with children’s social care and specialist services as required. |
| Continuously keep the headteacher informed of any safeguarding issues or ongoing enquiries. |
| Work with the DSL to ensure the governing body is kept up-to-date on a regular basis regarding all child protection issues and investigations. |
| Have a good knowledge of local inter-agency arrangements led by the three safeguarding partners (the LA and a clinical commissioning group and a chief officer of police from within the LA), and act as the main point of contact with the safeguarding partners. |
| Have a working knowledge of how LAs conduct a child protection case conference and be able to attend these, as well as effectively contribute to these when required. |
| Work with staff (particularly teachers, pastoral staff, the school nurse, IT technicians, the senior mental health lead and the SENCO) on safeguarding matters. |
| Liaise with the mental health champion lead where safeguarding concerns are linked to mental health. |
| Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances. |
| Work with the headteacher and other key members of staff, taking the lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on these pupils. |
| Encourage staff members to challenge behaviour that breaches the Staff Handbook and Code of Conduct. |
| **Information sharing** |
| Ensure child protection files are kept up-to-date. |
| Keep detailed, accurate and secure written records of concerns and referrals. |
| Where necessary, securely transfer child protection files, and any additional safeguarding information considered appropriate, to other educational establishments, ensuring that confirmation of receipt is obtained. |
| Understand the importance of information sharing with appropriate staff and external agencies. |
| Work in line with relevant data protection legislation, including the Data Protection Act 2018 and UK GDPR. |
| **Raising awareness** |
| Ensure that child protection policies and procedures are understood by all staff members, especially new and part-time staff, and are implemented correctly. |
| Work with the DSL to review the school’s Child Protection and Safeguarding Policy on an annual basis and present it to the governing board for approval. |
| Link in with the safeguarding partner arrangements to ensure staff are aware of any training opportunities and the latest local policies on safeguarding arrangements. |
| Assist in promoting educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with staff. |
| **Training** |
| Attend comprehensive safeguarding and child protection training at least every two years. |
| Undertake Prevent awareness training. |
| In addition to formal training, update knowledge and skills at regular intervals and at least annually. |
| Understand the assessment process for providing early help and intervention, and take the lead when early help is appropriate. |
| Ensure staff members are aware of the training opportunities that are available to them. |
| Provide training and relevant safeguarding updates to staff and governors as required. |
| Ensure staff members have access to and understand the school’s Safeguarding and Child Protection Policy and procedures. |
| Provide advice and support to staff members regarding child protection issues such as radicalisation. |
| Keep staff members up-to-date with guidance regarding safeguarding, including the Prevent duty. |
| **Working with pupils** |
| Encourage a culture of listening to pupils and taking account of their wishes and feelings throughout the school and its procedures. |
| Understand the difficulties pupils may have in approaching staff about their circumstances and ensure trusted relationships are built. |
| Be alert to, and understand, the specific needs of vulnerable pupils and families. |
| Monitor pupils at risk of harm or those that have been subject to harm, providing support and ensuring their welfare. |

**3. Family Welfare**

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| **General duties** |
| Promote pupils’ mental and physical welfare and ensure that the school consistently offers a top-quality standard of care for all pupils, helping all staff to deliver this standard of care where necessary. |
| Promote family engagement with school, through established, or new methods of working with families. |
| Be involved and, where necessary, play a leading role in the drafting and reviewing of relevant policies. |
| Be a point of contact for staff and pupils for concerns about welfare of pupils and their families. |
| Undertake a variety of duties to support the social, emotional, physical and educational needs of pupils. |
| Assist in developing aspects of the curriculum related to health and wellbeing, where necessary and appropriate. |
| Foster professional but caring relationships with pupils who have suffered illness, injury or distress, and with their families. |
| Understand and comply with the relevant school policies and procedures, and wider legislation. |
| Participate in and lead interventions for pupils and families where necessary. |
| Work closely with the mental health champion, chaplain, DSL and SENCO in delivering the above. |
| **Wellbeing** |
| Provide wellbeing support for pupils, as required, throughout the school day. |
| Be a point of contact for members of the school community with pastoral support needs. |
| Be an active member of the school’s welfare team, including contributing to any meetings and undertaking tasks assigned as part of the team’s wider work. |
| Contribute to the organisation and development of whole-school pastoral support. |
| Ensure that pupils who are experiencing wellbeing difficulties are supported to succeed and monitor their progress and attainment. |
| Communicate with the parents of pupils who present wellbeing concerns. |
| Liaise with third party organisations where necessary, to inform wellbeing activities in school. |
| **Safeguarding** |
| Contribute to leadership of the school’s approach to keeping pupils safe from harm, working with the DSL. |
| Take on the role of a Deputy DSL (see above) |
| Adhere to the school’s Child Protection and Safeguarding Policy and contribute to its review where necessary. |
| Record all concerns about pupil safety or welfare on CPOMS and take appropriate steps to address these, working with the DSL. |
| Maintain pupil and staff confidentiality with regards to welfare matters and understand the limits of this confidentiality. |
| **Administration** |
| Ensure that all relevant paperwork is appropriately handled, including, but not limited to, keeping robust records of pupil interventions and contact with pupils’ families. |
| Ensure effective, efficient and organised communication with pupils, staff, parents and relevant health and wellbeing professionals. |
| Ensure that the personal information of pupils, including medical information, is appropriately handled in line with the Data Protection Policy. |
| **Other duties** |
| Sustain a welcoming environment for pupils and staff. |
| Treat pupils and staff with sensitivity and empathy. |
| Promote the values and ethos of the school to pupils, staff and parents. |

**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 Designated Safeguarding Lead.
* 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.
* Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
* Must be legally entitled to work in the UK.

**PERSONNEL SPECIFICATION:**

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|  | **Essential** | **Desirable** |
| **Skills and experience** | The successful candidate will have:   * An excellent understanding of the community our school serves. * The ability to identify barriers to good attendance and work with families to remove them. * An ability to communicate effectively with pupils and families. * Experience of supporting pupils and families in a variety of ways. * An understanding of the principles of supporting parents and in particular, barriers to learning or participation in events. * Be competent in the use of IT systems. * GCSE English and Maths Grades A-C (or equivalent) | The successful candidate may also:   * Be able to speak a language in addition to English that is spoken in many of our pupils’ homes, e.g. Urdu, Slovak, Arabic. * Have previous experience of planning and organising events. * Have excellent computing skills, for example being confident with Arbor, Excel, CPOMS and being able to run data reports. * Hold a driving licence. * Be a qualified minibus driver. * Experience of working in a primary school. * NVQ Level 3 in a relevant discipline or equivalent qualification or experience. |
| **Knowledge** | The successful candidate will have:   * Good knowledge of St Stephen’s Primary School school and its ethos. * Insight into how attendance could be improved. |  |
| **Personal traits** | The successful candidate will have:   * The ability to build good relationships with the community and families we serve. * Excellent organisational skills. * Excellent written and oral communication skills. * The ability to work with pupils and families representing a variety of interests and backgrounds. * The ability to empathise with and understand our families’ backgrounds, and the issues and challenges they face. * The ability to work independently and in a team. * Excellent time management skills. * The eagerness to get involved in the school and local community. |  |
| **Additional requirements** | The successful candidate will have:   * A willingness to participate in training and development. * An exemplary conduct and attendance record. * A desire and commitment to contribute to the school community. * The ability to plan and organise. * The ability to recognise and identify problems. * The ability to record and pass on information accurately. |  |