



JOB DESCRIPTION

Job Title:	Family Support Practitioner
Reports to:	Family Support Supervisor and Link Manager of School
Line Management:	N/A
Location:	Delta Valley Academy, Cliffe Terrace, Bradford, BD8 7DX
Key relationships:	School colleagues, parents and children, external agencies such as CAMHS, social services, social housing agencies.
Contract:	Term time only plus inset days
Hours:	35 hours per week - 5 days per week. Monday - Friday term time only plus inset days, plus 4 weeks (20 working days) to be completed over the school holidays.
Salary:	£24,271 - £27,020 per annum depending on experience
Benefits:	Pension, life assurance, employee assistance programme

For nearly 40 years, School-Home Support has been working with children, families and schools to break the cycle of poor school attendance, low educational attainment, anti-social behaviour, crime, low paid or no job, generation after generation. School-Home Support gets children and young people back into school, ready to learn. Whatever it takes.

Purpose of role

To work with families, parents, carers, young people and the school to improve school attendance and enable children and young people to have full access to educational opportunities and overcome the barriers to learning. This may include working with the wider family and community.

Work Context

Based at Delta Valley Academy, the family support practitioner will work from a child centred approach and primarily be concerned with developing and maintaining good working relationships with parents/carers, children and young people, teachers, head teachers and various educational support staff and other agencies. The workload is varied and is negotiated with the schools prior to the appointment of the SHS Practitioner.

Level of contact with children and young people

The responsibilities of the post require the post-holder to have substantial, unsupervised and daily contact with children, young people and their families and is subject to an enhanced Disclosure and Barring Service check. SHS will organise and pay for this certificate.

Internal contacts

Colleagues of School-Home Support (UK) to share tasks, information and good practice, colleagues throughout the organisation who may be in a position to assist with, or require help from the SHS Practitioner in the fulfilment of the role. This includes colleagues in both schools and the Central Office. This is not a definitive list.

External contacts

This includes: head teachers, teachers, SENCOs, parents, carers and families, students, youth workers, other SHSPs/PSAs and learning mentors, health workers, voluntary sector organisations, researchers, other professionals in related fields of work. This is not a definitive list.

Other Organisations

Professional contacts include: social services, schools, voluntary organisations, youth and community workers and groups, religious and cultural groups, benefits agencies, general practitioners etc. This is not a definitive list.

Safeguarding

School-Home Support takes very seriously the duty of care to safeguard and promote the welfare of children. We are committed to ensuring our safeguarding procedures reflect statutory responsibilities, government guidance and comply with best practice. Our policy recognises that the welfare and interests of children are paramount in all circumstances and we therefore take all necessary steps to protect them.

Main responsibilities and tasks

Work with families

1. To provide targeted work with children and young people who are currently or are at risk of becoming persistently absent, supporting them to improve their school attendance and engagement in learning.
2. Work with parents/carers in a school context, supporting them and building their engagement with their child's learning.
3. To design and/or facilitate a flexible range of programmes of intervention to support parents/carers of children identified as vulnerable.
4. To undertake outreach work which may include home visits, to offer a flexible support service in accordance with the SHS lone worker policy, in order to improve parental engagement with the school and with the child's learning.
5. To act as advocate, mediator and negotiator in confrontational situations, maintaining communication with young people, parents/carers, schools and other agencies. This will include initiating and participating in meetings to discuss and develop ways of resolving problems.
6. To provide targeted support on a one to one basis or for small groups with parents/carers, children and young people through either self-referral or school staff referral.
7. To advise and inform parents/carers about relevant local services and where appropriate to make referrals to other agencies.
8. To support parents/carers to engage with local agencies and support services identified to remove barriers in school engagement and improve school attendance.

Liaison with other agencies

9. To ensure effective communication between the school, parents/carers and external agencies and to understand the school's culture and ethos.
10. To provide informal opportunities for all parents/carers to access specialist support in the school and local community to increase their capacity to independently support the child's learning.

11. To act in accordance with SHS and the school's child protection procedures and ensure the job holder keeps up to date with relevant training in this area.
12. To attend and contribute to child protection conferences, reviews, core group meetings, pastoral support plan meetings and school reviews as appropriate, which may support the Early Help Assessment (EHA).

Monitoring and evaluation

13. To keep accurate electronic daily records and all documentation pertaining to meetings/contact with children and young people and their families.
14. To maintain receipts and documentation of any expenditure in order to facilitate the monitoring of the budget.
15. To support the Family Support Supervisor to produce a written annual report before the end of each summer term with case studies.
16. To take ownership and fully participate in termly work plan reviews and the annual appraisal to determine priorities both for the school and for SHS.

Additional requirements depending on the needs of the school

17. Where appropriate to provide transition support between secondary school and feeder primary schools and between Key Stages. This will also include mid-term admissions.
18. To plan, prepare and run high quality, outcome focused informal and formal parenting groups, workshops and courses, in line with the project objectives and local authority Parenting Strategy.
19. To support parents/carers of children and young people identified as at risk of exclusion or having been excluded.
20. To monitor and track the attendance and punctuality of children and young people and work with families and School attendance staff to gain improvements through identifying and tackling underlying issues.

Other Organisational Responsibilities

21. To attend out of hours meetings, for example parent evenings and school events.
22. To regularly attend local area meetings and conferences and other meetings or working groups for exchange of information and "best practice".
23. To take ownership and develop a learning plan and review this with the SHS line manager to ensure reflection and development of own practice.
24. To ensure that good practice and equal opportunity principles are complied with and promoted in accordance with SHS values and Diversity/Equal Opportunities Policy.
25. To conform to health and safety legal requirements as laid down by the school and SHS.
26. To ensure that a high level of confidentiality is maintained in all aspects of working with children, young people and their families.

This job description is not exhaustive; it outlines the key tasks and responsibilities of the post. These key tasks and responsibilities are subject to change. Any changes will be made in consultation with the postholder. You will be expected in undertaking the above role to comply with any policies and procedures that SHS may issue

Person Specification

Criteria	Essential or Desirable	Assessed by application form (A) or interview (I)
Experience		
Experience of family support work in an education setting or similar	Essential	A,I
Experience of working in an education setting or similar to improve a child's school attendance and engagement in learning	Essential	A,I
Experience of effectively dealing with the social and emotional factors which affect a child's capacity to learn and develop	Desirable	A,I
Experience of working with families from diverse communities and/or situations	Desirable	A
Experience of working and engaging with parents/carers, children and young people through individual and/or group based support	Desirable	A,I
Experience in supporting individuals (parents and young people) with mental health challenges along with SEN	Desirable	A,I
Skills		
Proven interpersonal, verbal and written communication skills with the ability to effectively communicate with a wide range of people, particularly with parents/carers and external agencies	Essential	A,I
Good IT and Administrative skills: including good word processing and report writing skills, with the ability to keep daily records	Essential	A,I
Previous experience of using Google Drive and school based IT systems such as SIMS, CPOMS or Arbour	Desirable	

Excellent organisational skills including managing a caseload, time management, planning, report writing and target setting with a flexible approach	Essential	A,I
Strong partnership skills, including ability to work professionally and confidently in close liaison with local authority and schools, while retaining independence as an SHS practitioner	Desirable	A,I
Able to		
Work under pressure, use own initiative and influence others	Essential	A,I
Create individual action plans based on the needs of the young people and families on caseload, regularly evaluating and reviewing to ensure they continue to have clear positive outcomes.	Desirable	A
Demonstrate understanding of professional boundaries and appropriate relationships with children, young people, their parents and carers	Essential	A,I
Promote school attendance in pupils with record of non-attendance (including persistent absence or exclusion)	Desirable	A,I
Demonstrate a clear understanding of service user needs and requirements taking account of their wishes	Essential	A,I
Demonstrate empathy, resilience and persistence in working with young people and parents/carers from a whole family approach	Essential	A,I
Recognise, combat and challenge discriminatory behaviour	Desirable	A
Knowledge		
Knowledge of safeguarding processes and referral routes for safeguarding children	Essential	A,I
Knowledge of available support services and referral routes	Desirable	A,I
Knowledge of government legislation affecting school attendance and	Desirable	A

understanding of the Children Act 1989 and 2004 and of child Protection.		
Knowledge of Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2023	Desirable	A
Qualifications		
Relevant qualification in education, social care health, etc or equivalent significant work/voluntary experience	Desirable	A