**Family Wellbeing Practitioner Job Description**

| **Employment details** | |
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| Job title | **Family Wellbeing Practitioner** |
| Reports to | **Headteacher** |
| Hours of work | **Term Time Full Time** |
| Salary | Grade 6 |
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| **General duties**   * To assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation * To work directly with parents in a non-judgemental way, empowering them and their families to get the most out of the educational opportunities available. * To support preventative and early intervention activities in a school context in liaison with relevant local agencies such as the 0-12 SAFE teams * To ensure the coordination of preventative work through the use of tools such as the Early Help Assessment And Plan (EHAP) and the Ealing threshold document * To be responsible for promoting and safeguarding the welfare of children and young people within the school. | |
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| **Parenting support and information**   1. To have an understanding of the primary rights and responsibilities of parents in raising their children 2. To support parents by helping them improve their parenting skills, for example, by running basic parenting classes and providing appropriate information or referrals. 3. To promote high-quality parenting at home, such as by encouraging conversations between parents and their children and promoting authoritative rather than authoritarian discipline. 4. To support parents of children with early signs of social, emotional, health or behavioral issues, and work with them, school staff and other support agencies to prevent problems worsening and interfering with the child’s ability to engage with school and learning. 5. To provide impartial information to parents about the school and relevant local services available to children and families, including those provided by education, social care, youth justice, childcare providers, the voluntary sector and others. 6. At the request of parents and the school, talk to children experiencing difficulties and convey the voice of the child to parents and school staff. 7. In partnership with parents, identify the need for support groups or parenting classes for those wishing to enhance their relationship with their children and deal positively with discipline, conflict and other issues. | |
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| **Parental engagement with their child’s learning**   1. To work with parents in a school context, supporting them and building their engagement with their child’s learning. 2. To support pupils’ behavioural and emotional needs by liaising with the SENCo, Learning Behaviour Mentor and outside agencies and working alongside families. 3. To support parents and their children through transitions to ensure continual engagement with school and learning. 4. Encourage good relations and effective dialogue between parents and teachers about children’s progress. 5. Ensure parents feel confident to engage with their child’s learning by facilitating and arranging family learning opportunities at the school, such as English for speakers of other languages (ESOL), family literacy & numeracy and computer classes. 6. Run informal coffee mornings and manage parent champions to run school events. | |
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| **Promoting and supporting engagement and attendance at school**  Where school attendance is an issue:   1. To identify with parents reasons for their children’s non-attendance and work with them to resolve the situation at an early stage in order to achieve regular attendance. 2. Be able to carry out home visits where appropriate to support parents in ensuring their children maintain full and regular attendance. 3. To 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 | |
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| **Integrated working with other agencies**  Under the guidance and supervision of a senior leader within the school:   1. Undertake structured assessment of the needs of children and young people with their parents, using the Early Help Assessment And Plan (EHAP) through school-based meetings and home visiting, to identify resources and support needed to enable them tomeet the 5 Every Child Matters outcomes. 2. To address concerns about pupils’ social, emotional, health and behavioural development by either offering direct support, signposting to relevant services such as the 0-12 SAFE team or by facilitating multi-agency meetings as part of the EHAP process. 3. To act as the single point of contact for a child/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. 4. Attend regular supervision meetings provided by the 0-12 SAFE team to assist with the management of individual case work      1. Keep up to date on the range of agencies working locally in order to maintain knowledge of services to which parents may be signposted. 2. To regularly attend and be an active participant in the Parent Support Adviser network in order to exchange information and best practice with other professionals | |

| **Reporting**     1. To maintain accurate and up to date case file records of work undertaken. 2. To keep appropriate records of group work and family group conference activity. To ensure all record keeping relating to pupils’ and families remains confidential in line with school policy. 3. To 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. To keep informed records of all action taken to improve the attendance of pupils and contribute to school records as required . | |
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| **Other**   1. To attend the common induction and PSA role specific 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, inclusion, 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. 4. Run the food and clothing bank | |
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**Person specification**

| **Qualifications and training** | |
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| **Essential** | **Desirable** |
| * Minimum level 3 qualification or equivalent in a related area, e.g. support work in schools, teaching and learning, etc * Experience of supporting children and families within the field of education, social services/welfare or the voluntary sector * Excellent communication and report writing skills (may be tested at interview). * Understanding of current practice relevant to the role e.g. Children in need, integrated services and HAF. * Demonstrable experience of delivering individual or group-based support and training including facilitation. * Evidence of continuing and relevant professional development. |  |
| **Knowledge, skills and experience** | |
| **Essential** | **Desirable** |
| 1. To be able to engage constructively with and relate to a wide range of young people and their families with different cultural and social backgrounds. 2. Knowledge of the social and emotional factors that affect a child’s capacity to learn. 3. Knowledge of available support services and referral routes and ability to work effectively with a wide range of support services. 4. To be able to deal with difficult situations and/or individuals in a calm, fair but effective manner 5. To be able to deal with sensitive issues in confidence, influence others, managing discussions effectively to ensure desired actions are achieved 6. To be able to demonstrate an ability to prioritise workloads and work flexibly to deadlines 7. To be able to work as part of a team and use own initiative 8. To demonstrate awareness / commitment to upholding equal opportunity policies 9. To maintain an effective record keeping system | * Experience of working within a school environment. |
| **Personal traits** | |
| **The successful candidate will be** | |
| * Punctual, with a good attendance record. * An excellent communicator, verbally and in writing. * Organised. * An excellent time manager. * Hardworking, with high expectations of themselves and their professional standards. * Committed to CPD. * Able to work both independently and as part of a team. * Able to maintain successful working relationships with other colleagues. * Able to plan and resource effective interventions to meet curricular objectives. * Driven and energetic. | |
| **Additional requirements** | |
| **The successful candidate will have** | |
| * An enhanced DBS certificate and barred list check. * Evidence for their previous work experience. * References. | |