

Job Description – Early Help Lead



Diocese of Salisbury
Academy Trust
Beyond expectations for all of God's children'

Job Title: Early Help Lead

Reports to: Headteacher

Liaison with: Headteacher, Designated Safeguarding Lead, Family Liaison Officer, families, Inclusion Team, pastoral leads, school staff, external agencies and the Senior Leadership Team (SLT)

The school based Early Help Lead will provide early intervention and family support within the school setting, working proactively to promote children's wellbeing, safeguarding, inclusion, and access to education.

In line with the Christian vision and values of the Diocese of Salisbury Academy Trust, the role will promote compassion, dignity, justice, respect, and belonging, ensuring that all children and families feel valued and supported, regardless of background or belief.

The postholder will coordinate Early Help processes, deliver evidence-based parenting programmes, support attendance and engagement, and work closely with families, school staff, external agencies, and the Senior Leadership Team (SLT) to prevent escalation into statutory services and help children flourish.

Key Responsibilities:

1. Early Help & Family Support

- Identify children and families in need of early help intervention, using school data and professional judgement.
- Coordinate and monitor Early Help Assessments and plans, ensuring families are actively involved and empowered.
- Act as Lead Professional where appropriate, ensuring holistic, family centred support.
- Build positive, trusting, non-judgemental relationships with families in line with DSAT values of respect and service.
- Provide practical and emotional support through school based, home, and community work.

2. Multiagency & Partnership Working

- Organise, attend, and coordinate TAF (Team Around the Family) meetings, ensuring clear outcomes and accountability.
- Promote a joined up, restorative approach that reduces fragmentation and duplication.

3. Safeguarding & Pastoral Care

- Support child protection conferences, core groups, and professional meetings, including report writing and follow up actions.
- Work closely with the DSL and safeguarding teams in line with DSAT policies and statutory guidance.
- Maintain accurate, timely, and confidential safeguarding records.
- Promote early identification of risk and proportionate response, placing the child's welfare at the centre of all decisions.

4. Attendance, Inclusion & Wellbeing

- Work collaboratively with the Family Liaison Officer, Attendance Officer, Inclusion Team, pastoral staff, and SLT.
- Support families to overcome barriers to attendance, punctuality, and engagement in learning.
- Contribute to early intervention for:
 - Emotional wellbeing
 - Behavioural or relational difficulties
 - Family stressors impacting education
- Promote belonging, participation, and equitable access to education.

5. Parenting Programmes & Intervention

- Deliver evidence-based parenting programmes, including Incredible Years, in a strengths based and respectful manner.
- Encourage parental confidence, resilience, and positive relationships.
- Contribute to the evaluation of Early Help interventions and outcome reporting to inform school and Trust planning.
- Monitor impact and contribute to RISE and Trust level reporting.

6. Professional Standards, Ethos & Recordkeeping

- Work in accordance with DSAT policies and procedures, including safeguarding, behaviour, equality, and data protection.
- Undertake home and community visits in line with lone working, risk assessment, and health and safety procedures.
- Uphold and actively support the Christian ethos and values of the Trust in daily practice.
- Maintain high standards of professional conduct, confidentiality, and reflective practice to support children's engagement, wellbeing, and access to learning.

H&S and Safeguarding:

- Comply with the Trust's Health and Safety rules and regulations, and with Health and Safety legislation.
- To fully comply with the Trust's safeguarding policy - Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process, and we would aim to reach agreement on any changes.

Person Specification – Early Help Lead



	Essential	Desirable	Assessed
Qualifications	<ul style="list-style-type: none"> Relevant qualification or professional experience in Early Help, family support, social care, pastoral support, youth work, or a related field Level 3 safeguarding training (or willingness to complete upon appointment) 	<ul style="list-style-type: none"> Qualification in Early Help, Health & Social Care, Youth Work, or a related discipline Training in parenting programmes (e.g. Incredible Years) or willingness to undertake training 	<ul style="list-style-type: none"> Application Form Interview
Knowledge and Understanding	<ul style="list-style-type: none"> Knowledge and understanding of safeguarding and child protection procedures Understanding of Early Help frameworks, thresholds, and preventative intervention Awareness of the barriers children and families may face in accessing education Understanding of confidentiality, information sharing, and data protection 	<ul style="list-style-type: none"> Knowledge of trauma informed practice Understanding of attendance support and inclusion strategies Awareness of safeguarding practice within a school or education setting 	<ul style="list-style-type: none"> Application Form Interview
Skills and Abilities	<ul style="list-style-type: none"> Ability to engage positively with children, families, and professionals Strong written and verbal communication skills for reports, meetings, and family work Ability to manage a caseload, prioritise work, and meet deadlines Ability to coordinate and contribute to multi-agency meetings (e.g. TAF) Accurate and confidential record-keeping in line with safeguarding requirements 	<ul style="list-style-type: none"> Experience of leading or coordinating Team Around the Family (TAF) meetings Experience delivering or supporting parenting or family interventions Ability to contribute to monitoring and reporting outcomes 	<ul style="list-style-type: none"> Application Form Interview
Working with others	<ul style="list-style-type: none"> Ability to build positive, trusting relationships with children, families, school staff, and external professionals Experience of working collaboratively alongside others to support children and families Ability to liaise with and report appropriately to parents, school leadership, governors, and external agencies Commitment to a non-judgemental, respectful, and inclusive approach 	<ul style="list-style-type: none"> Experience working closely with DSLs, attendance teams, inclusion or pastoral staff Experience acting as a key point of contact for families and agencies 	<ul style="list-style-type: none"> Application Form Interview

Personal Attributes	<ul style="list-style-type: none"> Organised and able to manage competing priorities Flexible and adaptable to the needs of children, families, and the school Enthusiastic, self-motivated, and solution-focused Resilient, calm under pressure, and reflective in practice Excellent communication and interpersonal skills Willingness to engage in professional development and reflective practice Ability to work with discretion, maintain confidentiality, and uphold professional boundaries Reliability, integrity, and a strong sense of responsibility Commitment to safeguarding and promoting the welfare of children • 	<ul style="list-style-type: none"> Experience of working within a school or education setting Understanding of how family circumstances can impact engagement with education 	<ul style="list-style-type: none"> Application Form Interview
Ethos and Values (DSAT)	<ul style="list-style-type: none"> Willingness to support and actively contribute to the Trust's vision, Christian ethos, and values in professional practice Commitment to creating an environment rooted in love, hope, and joy Demonstration of compassion, respect, dignity, and inclusion in working with children, families, and colleagues 		<ul style="list-style-type: none"> Application Form Interview