

JOB DESCRIPTION–Family Support Worker (Pupil advocate)

<p>Job Purpose</p>	<p>To enable pupils to access learning and to evaluate the impact of different learning strategies including the use of online learning, wider provisions and increased levels of support available to pupils.</p> <p>To support families in accessing wider support through joint working with social care and health providing professional challenge and holding other agencies to account.</p> <p>To lead on mental health and wellbeing for pupils across the school including delivering individual and group based provision to support outcomes for pupils including increased attendance.</p> <p>To develop advocacy for pupils making decision about their own futures through personal planning</p> <p>To develop advocacy for children and young people within the running and development of the whole school using effective strategies to gather ‘pupil voice’ and developing advocacy routes for example a school council.</p>
<p>Objectives</p>	<ul style="list-style-type: none"> ● To work collaboratively with staff to ensure outstanding provision is in place and that high quality outcomes are achieved. To adjust provision in light of careful monitoring and evaluation of the impact of different learning strategies for pupils. ● To ensure wider provision is in place for pupils through effective joined up work with social care and/or health services and to provide challenge to external partners to ensure excellent broader outcomes for pupils ● To facilitate and encourage a programme of support for families and young people so that pupils are equipped to achieve their individual potential. ● To ensure mental health and wellbeing are central to the provision in school providing individual and group support using a coaching model with staff to implement this. ● To ensure effective strategies are in place to increase attendance of those pupils who fall below 85%, measuring impact and having clear next steps identified to increase access to learning including contributing to increased attendance across the school ● To share and support the school’s responsibility to safeguard young people by contributing to professional meetings and monitoring the impact of provision in place ● To ensure that pupils have Path Plans in place at transition point to support all professionals in understanding and prioritising next steps ● To develop advocacy for pupils within the school (eg through school council)and within the decisions that are made about their future (at a level appropriate to their age and stage)
<p>To whom the postholder reports to</p>	<p>The postholder is responsible to:</p> <ul style="list-style-type: none"> ● The Headteacher in all matters ● Their identified line manager who will be a member of the senior leadership team

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	<p>The postholder will also work in a multi disciplinary way with the wider teams supporting school provision including Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Art Therapists, Play Therapists and Music Therapists ensuring clear accountability linked to the wider provision on offer.</p>
Duties and responsibilities specific to the post	<p>Work with staff, families and young people in a variety of ways to improve wellbeing and progress.</p> <ul style="list-style-type: none"> ● Undertaking regular work with identified families to support with wellbeing, attendance and related issues ● Attending meetings and multi-agency work as required ● Supporting pupils in school with a range of welfare issues with a focus on mental health and wellbeing including individual and small group support and providing coaching for school staff to ensure sustained support ● Early identification of risks and working with pupils, families and other agencies to minimise risks and barriers to learning ● Keep secure, clear, accurate and confidential records of students' progress using recognised school systems. ● Provide clear, accurate and professional information to other professionals, including reports for case conferences (ensure these are available to members of the senior leadership team to inform contributions to Child Protection meetings)and other relevant meetings. ● Responsible for reporting child protection issues which arise in the course of their work ● Responsible for supporting pupils and families who are identified at Child in Need level, drawing together the work of the school and evaluating the impact of this for the pupils ● Developing multi agency links and work to enable families to access available support at point of need <p>Work with pupils, staff, supporting professionals and families by ensuring:</p> <ul style="list-style-type: none"> ● Pupil voice is embedded across the school with clearly defined contributions for all pupils that enable them to have a positive impact on learning and the school environment through structured decision making that supports development in their area of the school ● Advocacy for pupils is strong and gathering pupil voice is completed in a range of ways to support access for all pupils ● Path Plans are in place for all pupils and are used to guide transitions between phases in education, provision and future planning in preparation for adulthood ● Information from progress and development in school is shared with professionals to inform wider decisions about provision
Generic duties and responsibilities	<p>General</p> <ul style="list-style-type: none"> ● Contribute to the overall ethos/work/aims of the school. ● Participate in training and other learning activities as required. ● Recognise own strengths and areas of expertise and use these to coach and support others.

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	<ul style="list-style-type: none"> ● Establish constructive relationships and communication with other agencies/professionals. ● Attend and participate in regular meetings. ● Use school based systems effectively in all areas of work ● Treat all users of the school with courtesy and consideration. ● Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all. ● Promote and ensure the health and safety of pupils, staff & visitors (in accordance with appropriate health & safety legislation) at all times. <p>Culture</p> <ul style="list-style-type: none"> ● Support the school’s values and ethos by contributing to the development and implementation of policies, practises and procedures. ● To be active in issues of pupil welfare and support. ● Support and work in collaboration with colleagues and other professionals in and beyond the school, delivering lessons linked to mental health and wellbeing and providing other support as required. ● To act in the strictest confidence. <p><i>This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006.</i></p> <p><i>Dorothy Goodman School is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.</i></p>
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Signed:

Head Teacher

Date

Wider Provision Leader.....

Date:

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