

**ROLE PROFILE**

**#RKLTPeople**

Nurturing Ambition, Inspiring Excellence



Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure. We are an equal opportunities employer which welcomes applications from all sectors of the community. We are committed to promoting diversity and want a workforce which reflects the local population of each of our schools.



[www.rklt.co.uk/careers](http://www.rklt.co.uk/careers)



\*Red Kite Learning Trust is committed to supporting work–life balance and recognise the benefits of flexible working. We welcome requests for flexible working arrangements as part of the recruitment process. While flexibility may be possible for many roles, each request will be considered on an individual basis.

<b>Job Title:</b>	Attendance Family Support Worker	<b>School:</b>	Temple Newsam Cluster
<b>Salary Grade:</b>	S01	<b>Working Hours:</b>	Part time, 30 hours per week. Days/times to be agreed with manager.
<b>Contract Type:</b>	Permanent, Term time + 10 days	<b>Location:</b>	Leeds

**Responsible to: Targeted Services Leader**

**Role summary:** This role works across the TNCP Cluster of schools to support improved school attendance and engagement by working closely with children, young people and their families. The post focuses on early intervention and targeted family support to reduce barriers to learning, strengthen family capacity and ensure children can fully access education. Working in partnership with schools, Leeds City Council and multi-agency services, the role delivers support at the point of need and contributes to positive outcomes for vulnerable families.

**Special conditions of service:**

No smoking policy, including e-cigarettes/vaping. Occasional requirement to work outside of school hours and off school premises. Full driving licence and access to own vehicle is required.

**Role specific responsibilities:**

The post holder is specifically accountable for:

**Promotion and Monitoring of Attendance**

- Supporting parents/carers and families with an Early Help, holistic assessment of needs. Provide a package of support that aims to overcome barriers to non-school attendance. This may include support around mental health, anxiety, domestic abuse, drug and alcohol misuse, poverty and cost of living support, housing, anti-social behaviour, separation, family conflict etc.
- Advising families, schools, and other agencies on statutory requirements in relation to school attendance. Provide support, advice, and guidance to enable parents/carers to meet statutory requirements.
- Provide parenting support strategies in the family home to enhance and develop positive family relationships and appreciation of the importance of learning and education.
- To provide advice and support to schools and services regards e.g. fixed penalty notices, exceptional circumstances, attendance coding, complex cases, EHE, CME etc.
- Working with schools, partners, and key services (including Children's Social Work Service and the local authority). To be a key link with the LA School Attendance Service and to work collaboratively.



- To support schools to record and compile appropriate evidence to initiate legal proceedings. To support school to hold School Attendance Panels (SAP) where necessary.
- To keep high quality records and evaluate services delivered to children and families. To produce an annual report and case study that evidences the impact of the support.
- To play a key role in supporting key staff in Leeds and Harrogate cluster attendance networks and subgroups.
- To ensure that parents/carers are aware of their responsibilities in relation to attendance.

### **Safeguarding Children**

- Adhere to Red Kite Learning Trust/Cluster and schools Safeguarding processes.
- Demonstrate commitment to the safeguarding of children.

### **Systems and Communication**

- Keep accurate up to date electronic records of casework, annual monitoring and evaluations, monthly cluster reports.
- Adhere to Red Kite and Cluster record keeping policy, information sharing and GDPR guidance.
- Share information appropriately and in line with local and national policy.

### **Personal and Professional**

- Ensure personal safety and security in line with local policy.
- Adhere to local cluster Home Visit and Lone Working policies.
- To be available for and make use of regular supervision.
- To attend training and development opportunities as appropriate.
- To contribute to the development of the Red Kite Attendance strategy.
- To undertake other duties commensurate with the post, as required by the Cluster TSL /Cluster Manager.

### **Equal Opportunities**

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
- To promote and ensure that all children and young people are happy, healthy, safe, successful and free from poverty.
- To improve the quality of life for the people of Harrogate, with particular emphasis on the needs of the disadvantaged.

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile, but which is in line with the general scope, grade, and responsibilities of the role.

**All colleagues**, regardless of career stage, will make a positive contribution to the wider life and community of our school, for example through sport, music, hobbies etc.

### **RK People responsibilities:**

- Contribute to the overall [aims and values](#) of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection etc., reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times.

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the role profile but which is in line with the general scope, grade and responsibilities of the role.



## Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



## Our Trust Values



### Collaboration

We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



### Integrity

We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



### Respect

We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

## Our Trust Goals



### We champion learning

Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



### We promote wellbeing

Ensuring the wellbeing of every child and member of staff in our Trust.



### We invest in our people

Supporting every member of staff throughout their career to be the best that they can be.



### We innovate with technology

Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



### We are our Trust

Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

## PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
Demonstrate a high standard of ethical and interpersonal skills such as empathy, resilience, persistence, and positivity when dealing with all aspects of the role	*	
Demonstrate proven analysis skills for decision making and assessments	*	
Ability to plan, prioritise and adapt to meet the challenges of rapid change	*	
A willingness to Manage Personal Learning and Development	*	
Ability to work restoratively and flexibly	*	
Able to communicate effectively with parents, young people, and staff at all levels	*	
Ability to work together with children and families (using a restorative approach)	*	
Able to take initiative and work as both part of a team or independently	*	
Ability to work co-operatively within the team and other agencies	*	
Ability to work to highest levels of accuracy for systematic recording and report writing	*	
Qualifications, Knowledge and Experience	Essential	Desirable
Children's Services, Social Work or Education Qualification		*



NVQ Level 4 (or equivalent)		*
GCSE (A-C English & Maths)	*	
Relevant work with vulnerable children and young people	*	
Experience of working with vulnerable families to improve school attendance	*	
Experience of preparing cases for legal intervention regards non-school attendance		*
Demonstrate a sound knowledge of policies, procedures and legislation relating to attendance and the Education Supervision Order	*	
Demonstrate the value of multi-disciplinary approach to problem solving and managing of personal case loads	*	
Knowledge of the social and emotional factors that affect a child's capacity to learn	*	
Knowledge of available local community, support services and referral routes	*	
A Sound knowledge of Early Help Assessment	*	
A proven ability of record keeping, information management and monitoring systems	*	
A knowledge of Child Missing Education and Elective Home Education procedures	*	
A knowledge of Child Protection and Safeguarding policies and procedures	*	
<b>Safeguarding and Promoting the Welfare of Students</b>	<b>Essential</b>	<b>Desirable</b>
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to behaviour management	*	

