



Name:

Job Title: Hand in Hand Partner

Reports To: Deputy Headteacher for Inclusion

Bucks Pay Range: 4

Working Hours: Up to 37 hours per week

DBS Required: Enhanced, with Childrens' Barred List Check

Purpose of Role:

Thomas Hickman School is committed to the wellbeing of every child and family in our community. Our Hand-in-Hand Partner plays a central role in fulfilling this commitment, working collaboratively with children, their families, school staff, and external agencies to deliver timely, effective, and empathetic support, 'hand in hand' with the parent/carer.

The postholder will work within the school's Trauma Informed 'Hand on Heart' Behaviour and Relationships Policy embedding its principles in all interactions with children and families. This means approaching every engagement with empathy, compassion, and a recognition of the impact of adverse childhood experiences (ACEs) on behaviour and wellbeing. Our 'Hand on Heart' approach places relationships at the centre of all support, prioritising trust-building, emotional safety, and connection before correction.

Role Summary:

The primary aim of this role is to help the most vulnerable families become stronger, more resilient, and more independent, reducing the need for specialist services over time. The Hand in Hand partner will be a visible, trusted, and proactive presence in the school community; a part of this role will involve working directly with parents/carers in their homes.

Main duties and responsibilities

Family Support & Early Help

The Hand in Hand Partner will:

- Work closely with children and families to offer targeted, person-centred support that improves the wellbeing of children and their wider family networks, with a focus on the most vulnerable.
- Complete Early Help Assessments (EHAs) in partnership with families, connecting them to appropriate services and coordinating multi-agency support.
- Act as Lead Professional (Key Worker) for specified children and families, creating and managing outcome-focused support plans, reviewing progress regularly, and adjusting approaches as needed.
- Deliver and coordinate support programmes for parents/carers and children, both individually and in groups, addressing complex family needs including parenting, emotional health, behaviour, finances, housing, and employment.
- Support families to develop independence and build their own resilience, through activities such as parenting courses, workshops, peer support, and signposting to community resources.
- Provide practical advice and information on topics including parenting strategies, budgeting and financial support, access to education and employment, and navigating statutory services.

- Build and sustain effective relationships with a wide range of professionals and partner agencies to ensure coordinated, holistic support for families.
- Carry out risk assessments for activities involving children and families, ensuring safety and safeguarding at all times.
- Report regularly to line manager on the effectiveness of support for vulnerable children and families, including outcomes and data

Trauma Informed Practice

In line with Thomas Hickman School's 'Hand on Heart' Behaviour and Relationships Policy, the Hand in Hand Partner will:

- Embed trauma-informed principles in all aspects of family support work, recognising how adverse experiences can affect a child's behaviour, learning, and wellbeing.
- Approach all interactions with warmth, empathy, and genuine curiosity, prioritising relational safety and connection as the foundation for effective support.
- Work alongside class teachers, pastoral staff, and the Senior Leadership Team to share insights about individual children's needs and to co-create supportive, nurturing responses.
- Contribute to a whole-school culture of compassion, inclusion, and high aspiration for every child, regardless of their background or circumstances.
- Support staff understanding of trauma-informed approaches by sharing knowledge and contributing to continuing professional development activities.

Pastoral Support for Children

The Hand in Hand Partner will:

- Provide direct pastoral support to children with identified social, emotional, and mental health (SEMH) needs, including one-to-one and small group work.
- Lead or co-facilitate targeted intervention groups, such as social skills, emotional regulation, and behaviour management programmes.
- Promote equality, inclusion, and fairness in all activities, ensuring every child feels seen, valued, and respected.
- Identify and address barriers to learning, working in partnership with class teachers and the SENDCO where appropriate.
- Understand the fine line being 'empathy and enabling' and secure the best outcomes and hold the highest ambition for all children.
- Offer enrichment and extended learning opportunities for vulnerable children, where appropriate and in line with school priorities.
- Maintain clear, accurate, and up-to-date records of all pastoral support provided, in line with school data protection and confidentiality policies.

Attendance

Working closely with the Coordinating DSL, the Co-Deputy Head for Inclusion and the office staff, the Hand in Hand Partner will:

- Support the monitoring and managing of attendance for children who are persistently absent (PA) or at risk of becoming persistently absent, making early intervention a priority.
- Build positive, supportive relationships with families where attendance is a concern, helping to identify and address the underlying barriers.
- Contribute to the school's attendance strategy.

Safeguarding

Safeguarding children is everyone's responsibility. Thomas Hickman School is committed to safeguarding and promoting the welfare of all children. In this role, the postholder will:

- Act as a Deputy Designated Safeguarding Lead (DSL), working closely with the Designated Safeguarding Lead and other Deputy DSLs to ensure all safeguarding concerns are managed promptly, professionally, and in accordance with statutory guidance.
- Maintain up-to-date knowledge of safeguarding legislation, local safeguarding procedures, and best practice, including Keeping Children Safe in Education (KCSIE).
- Collaborate with social workers and other statutory agencies where children and families are subject to social care involvement.
- Attend and contribute to multi-agency meetings including Early Help meetings, Child in Need (CIN) meetings, Child Protection (CP) conferences, and reviews.
- Support Post Looked After Children (PLAC) by maintaining awareness of their needs, liaising with Virtual School staff and teachers, and ensuring support plans are in place and reviewed regularly.
- Ensure all safeguarding records are maintained securely, accurately, and in compliance with school and statutory requirements.

Professional Standards & Development

The Hand in Hand Partner will:

- Maintain a commitment to Continuing Professional Development (CPD), staying current with best practice in family support, trauma-informed approaches, safeguarding, and early help.
- Maintain high standards of professional conduct, confidentiality, attendance, and punctuality at all times.
- Have professional regard for the ethos, values, and policies of Thomas Hickman School.
- Share expertise and knowledge with colleagues, including delivering or contributing to training where appropriate.
- Promote equality and diversity in all aspects of the role, acting as a positive role model for children, families, and colleagues.
- Perform any other reasonable duties as requested by the Headteacher.

General

- To attend appropriate training sessions for the purposes of maintaining a quality office environment, to understand the needs and legal obligations of schools, and for potentially developing new working practices. To appreciate that these training sessions may need to take place on rare occasion out of term time or duty time.
- To communicate effectively and appropriately with other members of staff and visiting guests.
- To help promote the ethos of the School wherever possible.
- To perform other duties of an administrative nature, commensurate with the grading of the post as directed by the Headteacher and SLT.

Relationships with pupils, parents/carers and the wider community

- Develop positive links with parents/carers, Governors, and the local community by supporting the school's approach to community involvement and cohesion, including participation in school life
- Encourage the involvement of parents/ carers in the education of their children and respond promptly to queries and concerns
- Uphold the school's links with the local community, pre-schools, local schools, LA and other external agencies

Performance Management and Professional Development

- Take shared responsibility for your own continuing professional development by participating in a range of professional development opportunities e.g. staff training, staff meetings, INSET days, LA and other external training
- Actively engage in the annual Performance Management review process in accordance with the school's policy and national guidance
- Disseminate information from professional development activities undertaken and ensure colleagues receive feedback from monitoring and evaluation activities

Conduct

- To act in a professional and confidential manner with all school information
- To work co-operatively with others and to show commitment to the school, through attendance at meetings and working towards shared goals, as well as being an active part of the whole school team
- To promote the image of the school in all contact with the local and wider community
- Set high expectations of conduct, whilst acting as a good role model for others
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- To be fully aware of and adhere to all school, local authority and government policies

Other Duties

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection
- Participate in training and other learning activities as required and to participate in appraisal and professional development
- Set high expectations of conduct, whilst acting as a good role model for others
- Handle difficult situations and issues with sensitivity and calm, ensuring the safeguarding of pupils, data protection issues and the need for strict confidentiality at all times

These duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate administrative duties within the context of the job, skills and grade.

This job description is current at the date shown but, following consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job which are commensurate with the grade and job title.

The school is committed to safeguarding and promoting the welfare of the children and young people and expects all staff and volunteers to share this commitment.

Signed:

Headteacher:

Name: Pippa Brand-Benee

Date:

Post Holder:

Name:

Date

This document was last reviewed: 15 May 2026