



**COCKBURN**  
**MULTI-ACADEMY TRUST**  
TRANSFORMATION TO EXCELLENCE



# We're Hiring

## Recruitment Booklet

### Child & Family Practitioner

**COCKBURN SCHOOL**

Specialist status in the Performing Arts



**COCKBURN  
JOHN CHARLES ACADEMY**



**COCKBURN  
LAURENCE CALVERT ACADEMY**



**COCKBURN  
INGRAM ROAD ACADEMY**



**FOOTSTEPS**  
to success



**MIDDLETON  
PRIMARY SCHOOL**



**COCKBURN  
REACH ACADEMY**



 **MINDFUL  
EMPLOYER**



**0113 271 9962**



**recruitment@cockburnmat.org**



**www.cockburnmat.org**

# Job Description

**Post:** Child & Family Practitioner  
**Pay scale and salary:** B1, SCP 4-6 (£25,185-£25,989) FTE  
**Contract Type:** Fixed Term until 31.08.2026  
**Hours of work:** 35 hours per week TTO plus 5 days

**Accountable to:** Headteacher

## **Purpose of Role:**

The Child and Family Practitioner will be committed to raising standards and using recognised as well as innovative ways to support young people and/or their families and carers. The successful candidate will play a significant role in contributing to the vision and the achievements of the school. The addition of attendance responsibilities to this role, widens the scope to influence positive outcomes for children and young people.

Accountable to The Headteacher, the Child and Family Practitioner will be a key link between home and school, identifying and building sound relationships with our young people and families who most need additional support.

## **Main Duties:**

- Support the School Designated Safeguarding Lead in discharging their statutory duties. This will include, but not be exclusive to, attending meetings led by external professionals, following up cause for concerns, taking actions as identified on Child in Need and Child Protection Plans.
- Provide high quality, well planned interventions in both the education and home setting, to young people and their families in order to promote high expectations, raise aspirations and facilitate academic progress.
- Work collaboratively with other staff, acting as a liaison between families, young people and school.
- With a focus upon the vulnerable and targeted, offer an early intervention service to prevent need escalating, by empowering individuals to overcome challenges associated with education. For example, attendance at school, social, emotional and mental health issues, behaviour, anger management, drug and/or alcohol misuse, domestic violence, financial management in the home and parenting skills.

- Where necessary work in an integrated way with a wide range of partners to address extensive multiple needs.
- Gather and organise information from a range of sources and analyse this to assess need.
- Maintain high quality and accurate records of work and supply data and other monitoring and evaluation information required within set time scales and targets.
- Make quick decisions, use initiative and work unsupervised and be adaptable to different work situations.
- Support the Senior Administrator in ensuring the effective running of the school office.
- Assist in the preparation and presentation of written reports as and when required.
- Be persuasive and to negotiate with a range of stakeholders (i.e. families and partner agencies) to secure their commitment to working in partnership.
- Manage a personal case load, including managing own time effectively whilst meeting deadlines, both internal and external
- Adapt to meet the challenges of rapid change .
- Lead early help assessment, filing paperwork as dictated by local and national guidelines.
- Keep up to date with a working knowledge of national legislation and local policy to improve outcomes for children and young people.
- Have a working knowledge of local practice and process to facilitate the achievement of improved outcomes (i.e. think family, work family and early help).
- Understand the need to be responsive to culturally diverse groups and communities.
- Maintain a knowledge and understanding of working together practice and process to safeguard children and of Leeds Safeguarding Children's Board Procedures.



# Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements and applicants lacking these attributed will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

<b>QUALIFICATIONS</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
An appropriate Level 3 (or equivalent) in the area of health / social care/education support		x	A/Q
GCSE (A-C English & Maths)	x		A/Q
Early Help Lead Professional Training		x	A/Q
Child Protection Training		x	A/Q
<b>KNOWLEDGE /SKILLS</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Ability to communicate effectively with children, young people, parents/carers and partners working in partnership at all times.	X		A/R/S
Ability to work co-operatively with the team and other agencies.	X		A/R/S
Ability to work with families flexibly and creatively, to enable them to improve their parenting skills.		X	A/R/S
Ability to recognise the development needs of children and young people.		X	A/R/S
Ability to gather and organise information from a range of sources and analyse this to assess need.	X		A/R/S
Ability to maintain quality records of work and supply data and other monitoring and evaluation information required within set time scales and targets.		X	A/R/S
Ability to work effectively in a multi-disciplinary team and in partnership with other agencies.	X		A/R/S
Ability to make quick decisions, use initiative and work unsupervised and be adaptable to different work situations.		X	A/R/S
Ability to assist in the preparation and presentation of written reports as and when required.	X		A/R/S
Ability to lead and manage groups of adults and children.		X	A/R/S

Ability to gather and organise information from a range of sources and analyse this to assess need.		X	A/R/S
Ability to be persuasive and to negotiate with a range of stakeholders (i.e. families and partner agencies) to secure their commitment to working in partnership.		X	A/R/S
The ability to manage a personal case load.	X		A/R/S
Ability to adapt to meet the challenges of rapid change.	X		A/R/S
Ability to lead early help assessment.	X		A/R/S
Ability to work together with children and families (using a restorative approach)	X		A/R/S
Basic ICT skills, use of standard Microsoft packages and using email and web-based tools.	X		A/R/S
A proven knowledge and understanding of those issues which create pressures for families.	X		A/R/S
A working knowledge of national legislation and local policy, including those relating to attendance processes, to improve outcomes for children and young people.		X	A/R/S
To have a working knowledge of local practice and process to facilitate the achievement of improved outcomes (i.e. think family, work family and early help).		X	A/R/S
Proven understanding of information sharing protocol to improve outcomes for all.	X		A/R/S
Understanding of the need to be responsive to culturally diverse groups and communities.	X		A/R/S
Knowledge and understanding of working together practice and process to safeguard children and of Leeds Safeguarding Children's Board Procedures.	X		A/R/S
Of wider context of services and benefits available to children, young people and families.		X	A/R/S
<b><u>EXPERIENCE</u></b>	<b><u>ESSENTIAL</u></b>	<b><u>DESIRABLE</u></b>	<b><u>MOA</u></b>
Relevant work with vulnerable children, young people and families.	X		A/R/S
Experience of working with people with challenging behaviour and evidence of ability to manage this successfully.	X		A/R/S
Experience of electronic management systems such as SiMs and CPOMS.	X		A/R/S
Working in close partnerships with schools and agencies delivering services to children, young people and families.		X	A/R/S
Restorative Practice Training.		X	A/Q/R/S

<b>PERSONAL QUALITIES</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Ability to work outside office hours as necessary.		X	A/R/S
Ability to work off school premises.	X		A/R/S
<b>Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.</b>			
<b>This role is subject to a six-month probationary period and satisfactory enhanced DBS check. As one organisation Cockburn Multi-academy Trust expects all its employees to work across any academy within the trust as and when required.</b>			
METHOD OF ASSESSMENT (MOA)	A =	Application Form	
	Q =	Qualification	
	R =	References	
	S =	Selection Process	

# COCKBURN

## CAREER PATHWAYS

### What job roles am I interested in?

#### Pastoral

Safeguarding Officer, Family Support Worker, Early Intervention Therapeutic Worker, Attendance Outreach Worker, Outreach Co-ordinator, Early Intervention Worker Assistant SENCO, Head of Year

#### Facilities

Cleaner, Cleaning Supervisor, Caretaker, Caretaker, Site Manager, Premises Assistant, General Kitchen Assistant, Senior Catering Assistant, Catering Supervisor, Catering Manager

#### Data/technical support

Reprographics, Data Assistant, Data Manager, Trust Data and MIS Officer, IT Technician, Senior IT Technician, IT Manager

#### Operational

Receptionist, Administrator, Office Manager, School Business Manager, Personal Assistant to Head of School/ Executive Headteacher, Exams Officer, Finance Assistant, Finance Officer, Trainee Accountant, Finance Manager, HR Manager, Head of HR, Deputy Chief Operating Officer, Chief Operating Officer

#### Classroom support

Midday Supervisor, Before/After School Club Assistant, Playworker, Nursery Assistant Child and Family Practitioner Behaviour & Learning Inclusion Practitioner, Teaching Assistant, Learning Mentor, Cover Supervisor, HLTA, DT/Art/Food/Science Technician LRC Coordinator

#### Routes into teaching

QTS, QTLS, PGCE, SCITT, School Direct Teach First, Teaching Apprenticeship, Straight to Teaching

### What career path should I take?

#### Ongoing training and development

PDD Days, annual updates, staff briefings, departmental specific training, away days

#### What internal training may there be available?

Shadowing, acting up, secondments, mentor support, volunteering, associate roles

#### What qualifications do I need to reach my goal?

GCSES, A Levels, NVQs, diploma, foundation degree, PGCE, QTS, ECT, Level 3 TA, CIPD, accountancy, H&S, NEBOSH, computing and IT, apprenticeship

#### How do I find out more about job roles?

Job adverts/website, line manager, careers officer, departmental heads, teacher training lead, HR

#### Smart clinic resources

Self-care and personal development

#### Annual appraisal

CPD, training and development, career aspiration conversations, succession planning

#### National College resources

Teaching and learning, pedagogy. SEND, admin, finance, staffing, recruitment, facilities, H&S

#### Training for new starters...

Staff induction, statutory training including child protection and safeguarding, online safety, data protection, school policies, behaviour management

### Our values and ethos

Equality, diversity and inclusion, high quality professional development, internal coaching and individual CPD rewarding jobs, lifelong learning, growth mindset, work life balance, flexibility

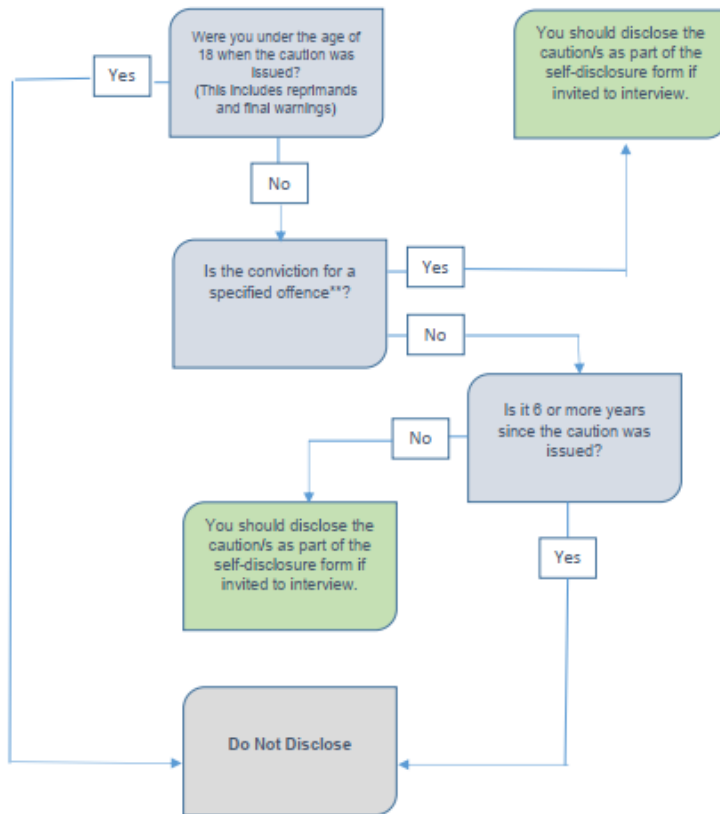
## SUPPORT STAFF



**COCKBURN**  
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### Disclosure of a Caution ( this includes reprimands and final warnings)



\*\*<https://www.gov.uk/government/publications/dba-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

### Disclosure of a Conviction Please work this through for each conviction you have separately even if they were part of the same legal proceedings

\*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/935747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/935747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf)

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