

Pastoral & Parent Engagement Officer

Job Description & Person Specification

Job Description

Role: Pastoral & Parent Engagement Officer incl. Deputy Designated Senior Lead responsibilities

Accountable to: The Headteacher

Accountable for: The delivery, monitoring, and management of all aspects of working with children and vulnerable families.

Job Purpose: To assist the Headteacher in delivering support for our vulnerable children, to ensure their safety and to be able to remove barriers to learning, working in partnership with families, carers, and children in a school context. To liaise with relevant external agencies to access levels of support according to need so that children and families meet positive outcomes and thrive. To communicate effectively with all staff to ensure awareness of vulnerable children's needs and ways in which they can be supported.

Role – Functional Links: Parents, Carers, Children, Headteacher, Deputy Headteacher, SENDCO, Attendance Officer and all School Staff, Social Care Agencies, The Police and External Support and other Community Stakeholders.

Salary: H5.9 - £27,254 + Plus Fringe £729 - Pro Rata - Term Time Only

Hours: 37 hours per week:

8:00am-4:00pm Monday, Tuesday, Thursday and Friday

Wednesdays 8:30am - 4pm

Responsibilities:

- To provide on-going holistic social/emotional/mental health support to children, parents/carers and staff whilst embedding the Nurture Principles across the school.
- To identify interventions and refer children to external agencies to support improved SEMH and Behaviour.
- Supporting staff to de-escalate behaviour that challenges to achieve positive change.
- To support the Headteacher in providing up-to-date information, resources, services, and advice for families in accessible format and environment, and to ensure that families are signposted to the appropriate support pathway.

- To work collaboratively with external agencies, ensuring children and families receive the necessary support – for example, community partners and local charities (foodbank) etc.
- To work collaboratively with external agencies to ensure children and families are supported appropriately. This could include referrals to Children Services, Early Help Services, or other external agencies such as CAMHS, Family Support and Single Service Requests and Single Point of Access.
- Identify and develop relationships with key community stakeholders.
- To support the Headteacher by being the central point of contact for parents and carers, act as an advocate, mentor and mediator and negotiator in a range of different situations and maintain communication with children, parents/carers, and other external agencies. This will include initiating and participating in meetings to discuss and develop ways of problem solving that create cycles of change.
- To support children to understand how to remove barriers to learning in a variety of ways including the classroom.
- To lead purposeful play, building social and emotional awareness and resilience with groups of children as both preventative measures and responding to needs when necessary.
- To liaise and work in close collaboration with the Deputy Headteacher.
- To liaise and work in close collaboration with the school's SENDCO.
- To liaise and work in close collaboration with the school's Attendance Officer.
 - To develop and implement systems that monitor – for example non-academic interventions and to help support the improvement of attendance and improve punctuality.
- To undertake Home Welfare Visits as required.
- To act as Deputy Designated Safeguarding Lead, being fully committed to safeguarding children on all levels and managing confidential records and overseeing the Child Protection Online Management System.
- To liaise with the Headteacher and DSL Team. To instigate the lead for children/families subject to a Children Services Care Plan, Early Help Models, Family First Assessments and other families centred interventions. To write reports, keep accurate records and attend Child Protection Conference/s, Core and Team Around the Family meetings, managing the process from start to finish within timescales.
- To report to the Governing Body and produce Termly and Annual Safeguarding Reports.
- To deliver induction training for new staff and volunteers in safeguarding procedures and ensure statutory training for safeguarding is monitored and arranged as necessary.

- To update all school staff on the latest guidance and procedures where necessary.
- To keep informed of current educational/pastoral issues, research, and guidance. To work with the Senior Leadership Team and all staff to identify disadvantaged and vulnerable children.
- Safeguarding and promoting the welfare of children is everyone's responsibility, to fulfil this responsibility effectively, all staff must make sure their approach is child centred. This means that they must always do what is in the best interests of the child and follow guidelines set out in "Keeping Children Safe in Education".
- Comply with the policies and procedures relating to child protection, health and safety, security and confidentiality and data protection, equal opportunities and reporting all concerns to the appropriate lead.
- Support the line management of the Teaching Assistants and coordinate bi-weekly team meetings.
- To coordinate activities in line within the role of Mental Health Lead and to attend termly Mental Health Lead Meetings.
- To undertake an active role in school life and the wider community to promote the schools' ethos.
- To undertake training as required.
- To undertake any other duties as deemed appropriate to the post under the direction of the Headteacher and Deputy Headteacher.

PERSON SPECIFICATION

Specification	Essential	Desirable	Identified
Qualifications & Experience	<ul style="list-style-type: none"> • GCSE / O Level English grade C or above • A minimum of 2- years' experience supporting children with emotional difficulties/removing barriers for vulnerable groups and individuals • Willingness to undertake CPD • Current DBS • Relevant Social, Emotional & Mental Health Training • Awareness of the requirements of children and families with additional needs • Strong written English skills • Excellent verbal communication skills • Setting up and running nurture groups • Organising and leading meeting • Working with and supporting children 	<ul style="list-style-type: none"> • Level 2 Safeguarding • Previous experience working with children • Experience at support provision delivering nurture strategies to different age groups • NVQ L3 or above in an area of Children, Social Care or Working with Parents • Certified and trained to deliver parenting courses/programmes, e.g.: <ul style="list-style-type: none"> ○ Families Feeling Safe ○ Parenting Puzzle ○ Parenting Toolkit • Pastoral Management • Working with a variety of external agencies 	Application Form and Interview

Knowledge & Skills	<ul style="list-style-type: none"> • Understanding of Health Wellbeing, safety, and Child Protection • Keeping Children Safe in Education • Awareness of Data Protection and Confidentiality • Computer literate and proficient in email, desk top publishing • Effective oral and written communication 	<ul style="list-style-type: none"> • Experience of managing a team • Knowledge of current educational developments and statutory requirements • Experience of exemplary provision for inclusion • A passion for and understanding of the principles of nurture 	Application Form and Interview
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	<ul style="list-style-type: none"> • Flexibility and an eagerness to support the Senior Leadership Team to lead across the school • Strong working knowledge of a range of interventions which are proven to bring rapid progress and improvement 	<ul style="list-style-type: none"> • Proficient schools' online management and child protection systems • Awareness of Hertfordshire Continuum of Need • Ability to collect, analyse and strategically use data to raise standards <ul style="list-style-type: none"> • Understanding of record keeping in relation to pupils with social and emotional/mental health difficulties • Knowledge of tools such as Graded care Profile, Strengths and Difficulties Questionnaire and completing Protected Referrals, Section 17 and 48 requests, paperwork for CP, Child in Need and Team Around Family 	
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Personal Qualities	<ul style="list-style-type: none"> • Ability to work in a team • Problem solving <ul style="list-style-type: none"> • Active listener • Good organisational skills • Managing effective relationships within the school and the wider community • Resilient • Friendly and kind • Approachable and nurturing personality • Enthusiastic and positive attitude • Ability to deal with regular interruptions and time manage appropriately 	<ul style="list-style-type: none"> • Self-confident • Good sense of humour • Community facing 	Applicati on Form and Interview
Additional Factors	<ul style="list-style-type: none"> • Adhere to school policies • Willingness to undertake additional training 		

	<ul style="list-style-type: none"> • Uphold the ethos of Parkside Community Primary School 		
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