

**School-Home Support
School Based Practitioner
Job Description & Person Specification**



Job Title: School Based Practitioner

Location: Bootle L20

Responsible to: Coordinator

Job Purpose:

The aim of this post is to support the setting and its pupils and their families. The post-holder will hold a caseload of families consisting of particularly disadvantaged and vulnerable families to improve attendance and attainment as well as improve parental engagement with the school. The workload is varied and will be negotiated with the school prior to the appointment of the SHS Practitioner.

The post-holder will be based across Bedford Primary School and Springwell Community Park Primary School and will work in close partnership with both the local authority and local schools, while remaining accountable to School-Home Support.

Context of Work

The practitioner will work from a child centred approach and primarily be concerned with developing and maintaining good working relationships with parents/carers, children and young people, head teachers, social care, health, and other relevant professional staff.

Job Purpose

To work with families, parents, carers, the local authority, and relevant agencies to achieve national and local outcomes. This will include working with the wider family and community.

Level of Contact with Children and Young People

The responsibilities of the post require the post-holder to have substantial, unsupervised and daily contact with children, young people and their families and therefore the post is subject to an enhanced Disclosure and Barring Service (DBS) check.

Tasks and Responsibilities

Work with families

- 1) Work effectively with parents / carers / young people in order to support them and build their engagement with services to achieve positive outcomes.
- 2) To provide additional pre or after school clubs throughout the school week for small cohorts of students and parents and deliver a flexible range of programmes of intervention to support families.
- 3) To design and/or facilitate a flexible range of programmes of intervention to support parents/carers of children identified as vulnerable.
- 4) To undertake outreach work in accordance with the SHS Lone Worker Policy, including home visits, to offer a flexible support service to families.
- 5) To act as an advocate, mediator and negotiator in sometimes confrontational situations while maintaining effective communication with young people, parents/carers, schools and other agencies. This will include initiating and participating in meetings to discuss and develop ways of resolving problems.
- 6) To provide targeted support on a one-to-one basis with parents/carers, children and young people through referral from the Local Authority and the school. To advise and inform parents/carers about relevant local services and, where appropriate, to make referrals to other



agencies.

7) To identify and manage risk, including the completion of risk assessments with regular reviews and attend out of hours meetings and visits, for example evening home visits.

8) To advise and inform parents/carers about relevant local services and where appropriate to make referrals to other agencies.

9) To keep accurate electronic daily records and all relevant documentation pertaining to meetings/contact with children and young people, their families and relevant professionals.

Liaison with Other Agencies

10) To ensure effective communication between the school, parents/carers and relevant agencies and provide informal opportunities for all parents/carers to access specialist support in the school and local community.

11) To act in accordance with SHS and the local authority's child protection procedures and ensure the job holder keeps up to date with relevant training in this area.

12) To attend and contribute to child protection conferences, reviews, core group meetings, pastoral support plan meetings and school reviews as appropriate, which may include using the Common Assessment Framework (CAF) and being the Lead Professional in the network.

Additional requirements depending on the needs of the school

13) Where appropriate to provide transition support between primary school and feeder secondary schools. This will also include mid-term admissions.

14) To plan, prepare and run high quality, outcome focussed informal and formal parenting groups, workshops and courses, in line with the project objectives and local authority Parenting Strategy.

15) To monitor and track the attendance and punctuality of children and young people and work with families and Education Welfare Officers to gain improvements through identifying and tackling underlying issues and support parents/carers of children and young people identified as at risk of exclusion or having been excluded.

Other Organisational Responsibilities

16) To regularly attend local area meetings and conferences and other meetings or working groups for exchange of information and "best practice".

17) To take ownership and develop a learning plan and review this with the SHS line manager to ensure reflection and development of own practice.

18) To ensure that good practice and equal opportunity principles are complied with and promoted in accordance with SHS values and Diversity/Equal Opportunities Policy.

19) To conform to health and safety legal requirements as stated by the local authority and SHS.

20) To ensure that a high level of confidentiality is maintained throughout all aspects of working with children, young people and their families.

This job description is not exhaustive; it merely outlines the key tasks and responsibilities of the post. These key tasks and responsibilities are subject to change. Any changes will be made in consultation with the post-holder and the school. You will be expected to undertake the above role to comply with any policies and procedures that SHS and the school may issue.

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PERSON SPECIFICATION		
School Based Practitioner		
	Essential or Desirable	Assessed by Application Form (A), Interview (I)
1. Qualifications		
<ul style="list-style-type: none"> Relevant qualification in education, social care, health, etc or equivalent work / voluntary experience 	Essential	A
2. Experience and Skills		
<ul style="list-style-type: none"> Extensive experience of working and engaging with parents / carers, children and young people through individual and group support. 	Essential	A, I
<ul style="list-style-type: none"> Experience of working effectively with children and able to manage difficult and challenging behaviour. 	Essential	A, I
<ul style="list-style-type: none"> Experience of working together with young people and families to improve attendance and engagement in education 	Essential	A, I
<ul style="list-style-type: none"> Significant experience of effectively dealing with the social and emotional factors which affect a child's capacity to learn and develop 	Essential	A, I
<ul style="list-style-type: none"> Significant experience of working with families from diverse communities and / or situations 	Essential	A, I
<ul style="list-style-type: none"> Proven interpersonal, verbal and written communication skills with the ability to effectively communicate with a wide range of people, particularly with parents/carers and external agencies 	Essential	A, I
<ul style="list-style-type: none"> Good IT and administrative skills: including good word processing, report writing, and record keeping skills 	Essential	A, I
<ul style="list-style-type: none"> Good flexibility and excellent organisational skills including ability to manage a caseload, organise your time, and meet set targets 	Essential	A, I

<ul style="list-style-type: none"> ● Strong partnership skills, including ability to work professionally and confidently in close liaison with local authorities, schools and other relevant agencies while retaining independence as an SHS Practitioner 	Essential	A, I
3. Behaviours		
<ul style="list-style-type: none"> ● Ability to work under pressure and use own initiative 	Essential	A, I
<ul style="list-style-type: none"> ● Able to influence others and manage discussions effectively to ensure desired actions are achieved 	Essential	A, I
<ul style="list-style-type: none"> ● Able to conduct reviews and assessments of the effectiveness of the work being carried out and demonstrate clear outcomes and results 	Essential	A, I
<ul style="list-style-type: none"> ● Able to demonstrate understanding of professional boundaries and appropriate relationships with children, young people, their parents and carers 	Essential	A, I
<ul style="list-style-type: none"> ● Proactive in recognising, combating and challenging discriminatory behaviour 	Essential	A, I

<ul style="list-style-type: none"> ● Able to demonstrate a clear understanding of service user needs and requirements taking account of their wishes 	Essential	A, I
<ul style="list-style-type: none"> ● Able to demonstrate empathy, resilience and persistence in working with young people and parents/carers from a whole family approach 	Essential	A, I

4. Knowledge & Understanding		
<ul style="list-style-type: none"> ● In depth knowledge of available support services and referral routes for families affected by poverty, inadequate housing, SEN, etc. 	Essential	A, I
<ul style="list-style-type: none"> ● Knowledge of the legislation affecting school attendance and a good understanding of the Children Act 1989 and 2004 and of relevant safeguarding and child protection policies. 	Essential	A, I
<ul style="list-style-type: none"> ● Knowledge of SEN assessment, monitoring and review processes in relation to Special Educational Needs and relevant legislation and statutory guidance across Children's Services, with particular reference to the Education Act 1996, Equality Act 2010 and the SEN Code of Practice 2001 	Essential	A, I

