

Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

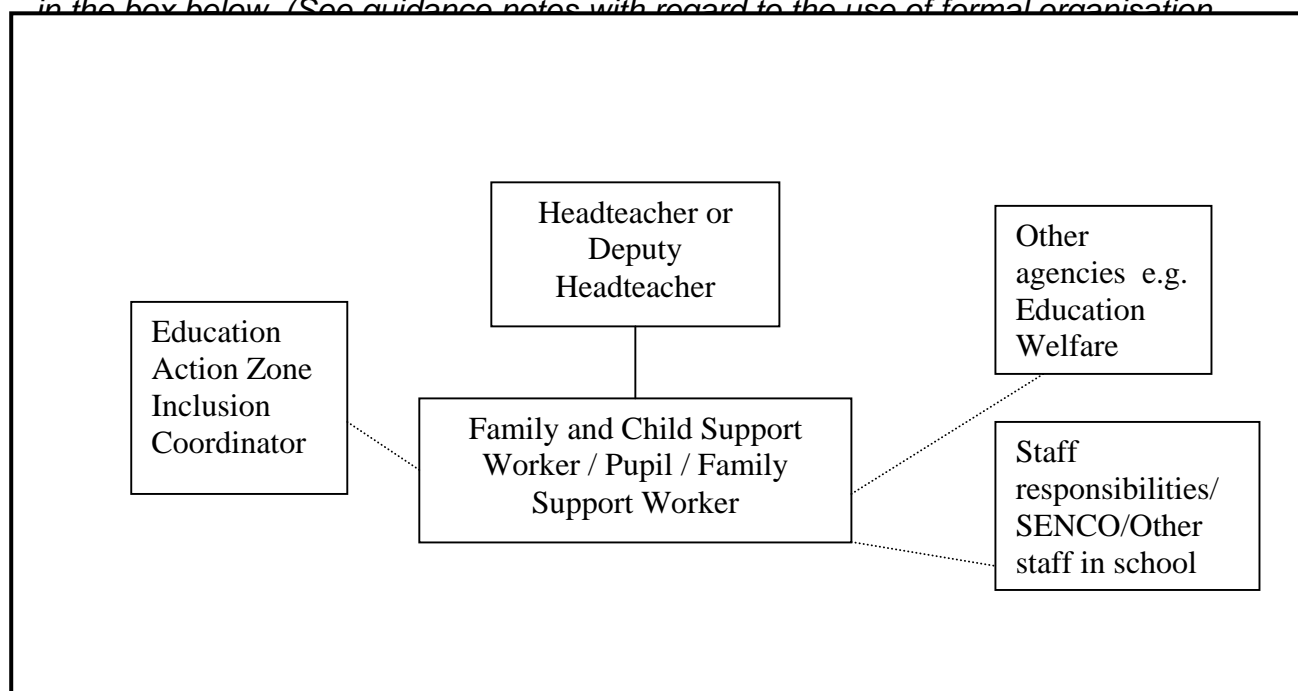
ROLE PROFILE FORM

Section A

Role profile REF NO:	01556
Department/Section:	Education (Schools)
Role Title:	Family and Child Development Officer / Pupil/ Family Support Worker / Home/School Link Worker / Home/School Liaison Assistant
Reports To - (Supervisor/manager's role title) :	Headteacher/s or Deputy Headteacher/s where the role holder works across schools, he/she will have dual reporting relationships
Role Purpose: (why the role exists)	To provide support to pupils at risk of social and educational exclusion and their families, developing strong links between the school, families and other agencies, to improve educational opportunities and future life chances of pupils and to promote a positive attitude towards school

Section B Organisation

Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation)



Section C**ROLE REQUIREMENTS**

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
Family Support	<ul style="list-style-type: none"> • Work with identified families/parents/carers through use of individual/group support strategies to improve behaviour management skills, increasing their self-esteem, confidence, achievement and attendance at school • Assist families/parents to access agencies where necessary, ensuring their child fully benefits from the educational opportunities available and enable parents to fully support their children through school • Encourage parents to attend school events, reviews, parents evening and accompanying parents during school meetings or transfers • Support pupils in knowing and employing coping strategies to deal with emotions and behaviours • Develop a shared understanding based on clear expectations of citizenship within the school, local community and world of employment 	50%
Curriculum Support	<ul style="list-style-type: none"> • Support parents to create a learning environment, which encourages the child to do their homework and thereby increase educational attainment and fully focus on and overcome any barriers to learning • Work with parents where there are cultural issues in relation to the curriculum, to ensure curriculum is adopted where necessary and possible 	5%
Attendance/ Exclusion Issues	<ul style="list-style-type: none"> • Work with individual staff and checking schools registers to identify absent pupils, making contact with parents to locate pupils and following up all unauthorised absence • Work with parents including those with children who have emotional and behavioural difficulties where poor/irregular attendance is identified as a problem and where exclusion is identified to be a risk, minimising absenteeism and risk of exclusion • Work on a one to one basis or with small groups of irregular attendees for encouragement and support including the development of positive attitudes towards the value of regular and punctual school attendance • Work with school "refusers" to maintain a link and facilitate a return • Liaise with families and pupils when exclusion is in force, advising of procedures and rights, keeping pupil up to date with homework and support arrangements in the school for re-integration 	25%

Pupil Support	<ul style="list-style-type: none"> • Provide pastoral and personal support to pupils experiencing difficulties in school or at home • Record outcomes of interventions with pupils, and following and monitor pupils in order to assess their support needs • Act an advocate on behalf of pupils, where appropriate 	5%
Other support	<ul style="list-style-type: none"> • Liaise and establish good working relationships with other professional agencies and support bodies, e.g. Education Welfare, Social Services, school medical staff, attending meetings and conferences as appropriate • Take part in the review of school policies, e.g. Behaviour, attendance and in the review of the Special Educational Needs provision • Ensure relevant staff are up to date on issues which may affect a pupil's learning in school, having regard to confidentiality and sensitivity of issues at all times • Assist with the induction and transfer of children to the school 	5%
Records Maintenance	<ul style="list-style-type: none"> • Keep comprehensive notes of family meetings/conversations, keeping accurate details of issues raised and any action taken • Write regular reports to ensure that school are aware of all relevant issues concerning individual pupils • Keep all records in accordance with Data Protection Act (1998) 	5%
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none"> • Comply with relevant legislation e.g. Health & Safety and Fire Regulations to ensure the Health & Safety of children in his/her care. • Comply with relevant legislation and procedures governing Child Protection. • Maintain and promote sustainability issues in the service to contribute to the school and corporate objectives. • Maintain awareness of the County Council's duties 	5%
Section D -The key decision making areas in the role		
<ul style="list-style-type: none"> • Deciding on appropriate support and advice to families and pupils according to each pupils' specific circumstances • Deciding when to refer pupils onto other agencies for further help e.g. Education Welfare • Deciding on what information to relay to individual members of staff 		

Section E - The role dimensions – financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- No budget responsibility
- Is responsible for collecting cash for school trips
- Responsible for up to 10 children/families during any one time, plus work in group situations with up to 25 families.

Section F - The main contacts – external/internal customer contacts and purpose

- Families and pupils
- School Staff
- Hampshire County Council Staff – Education Welfare, Educational Psychologists, Social Services
- External agencies – health service staff, police, Youth Offending Teams, GP's, Juvenile housing teams

Section G - Working conditions – environment, and physical effort or strain.

This role can be emotionally demanding due to the difficult circumstances in which some families are set, including both economic and social deprivation

Section H - Context/additional information

- The role may include home-visits to families of excluded or non-attendee pupils. Although visits will not be required if there is a history or suspicion of violence, there are risks of home-working and it is expected that the role holder will adhere to lone-working policies and procedures
- This role requires a high degree of integrity and a full understanding of the confidentiality of the issues with which the role holder will be dealing.
- This role also requires the role holder to work to the Child Protection guidelines.
- A flexible approach to working hours is needed.
- The role will involve term-time only working arrangements which may include contracts of less than 52 weeks, however in some schools, the role holder will be contracted to work 52 weeks per year as they are required to provide support during the school holidays.

PROGRESSION IN ROLE**Section J - Entry: Necessary role-related knowledge, skills and experience at selection**

- Knowledge and understanding of the problems and issues families/parents face which affect and inhibit the educational progress of children particularly those children with challenging behaviour
- Knowledge of child development
- Knowledge and understanding of how schools operate and their relationships with the Local Education Authority and other key agencies
- Excellent communication skills, which enable positive resolutions of difficult situations
- Ability to listen effectively

- High level of self motivation and able to work on your own
- Experience in working with key agencies to resolve situations
- Experience and understanding of working with disadvantaged communities and the economic/social context within which they are placed
- Ability to work under pressure and confident with being out in the local community approaching and supporting families in their own homes (providing there is no history or suspicion of violence)
- Ability to work within a team and establish good working relationships
- Willingness towards developing own professional competence in this area

Section K – Initial induction/training required to become effective in the role

Estimated time to become operationally effective

6 month

- Familiarisation with school, County and statutory policies on behaviour, attendance and child protection
- Building relationships with colleagues in other agencies
- Develop understanding of community in which school is situated

Section L – Operationally effective: How would effectiveness in role be demonstrated?

- Autonomous identification of attendance issues, with appropriate action followed up
- Working with members of staff to develop understanding of community issues
- Development of effective system of monitoring and recording details of identified pupils
- Ability to produce meaningful regular management reports
- Improving attendance and educational achievements of those whose attendance is identified as being a problem
- Successful performance against measurable targets set in annual performance and regular reviews

Section M - Adding value: What characteristics will the advanced role holder demonstrate?

- Build a good relationship with parents of the pupils in the school, development relationship of trust which is known by reputation amongst parents in the community
- Raising self-esteem and confidence of pupils and their families
- Developing a good network of contacts in agencies to provide the best access to support for the family
- Having substantial input on school policies and staff training days e.g. INSET days
- Provision of support and advice to neighbouring schools.