



FAMILY SUPPORT ADVISOR JOB DESCRIPTION

1. JOB PURPOSE

- To promote and support the school in fulfilling its aims.
- To enable pupils to overcome barriers to learning, secure high levels of engagement by working in partnership with parents/carers, school staff and specialist services.
- To support the school in offering a range of after-school and holiday clubs.
- To support the school, pupils and families in managing sensitive information for the primary benefit of the pupils.

2. ORGANISATIONAL CONTEXT

Ravenswood is an all-age (4-19 years) special school with up to 140 pupils on roll.

3. DIMENSIONS

The Family Support Advisor at Ravenswood works across the school, is the main point of contact for parents and parents of prospective pupils.

4. MAIN RESPONSIBILITIES

Support to pupils:

- Act as Deputy Designate Teacher for Child Protection. In this role maintain the information boards, worry book, CP files and meet routinely with the Designate Teacher for Child Protection.
- Act as Lead Professional Person for Children who are Looked After. In this role arranging PEP meetings, liaising with virtual school and allocated social workers. Complete paperwork and distribute to relevant bodies.
- Provide individual/small group support for pupils with social, emotional, health, learning or behavioural issues.
- Lead and manage a wide range of after-school clubs accessed by pupils at the school; evaluating the outcomes for pupils and reporting to governors.
- Lead and manage summer school transition programme. Evaluating the success of the programme and reporting to governors and the DfE.
- Track pupil attendance, following up unexplained absences, analysing data and reporting to governors.
- Monitoring pupils' holidays in term-time and reporting to governors.

Support to parents and carers (from this time referred to as parents):

- Be the first point of contact for prospective parents enquiring about the school, arranging tours of the school and providing information to help the parents make informed decisions.
- Lead and manage transition programme for pupils and families into school.
- Be the first point of contact for parents of who have worries about their child's well-being in school.
- Track engagement of parents with the school, planning differentiated interventions to secure high engagement.
- Identify in partnership with parents, ways to meet their needs through signposting them to other services e.g. parent support groups, health or social care agencies.
- Seek, analyse and evaluate the views of parents regarding the school, reporting to senior leaders and governors.
- Increase the number of parents involved in the life of their child's school e.g. PFA, volunteering and supporting school functions.
- Ensure families where English is not spoken/read have support in understanding the information school provides; have access to interpreters at meetings and the translation of school/pupil reports and information.
- Be the first point of contact for the Parents and Friends Association, ensuring their needs are met.
- Write updates for the newsletter as required.
- Monitor the impact of interventions of the Family Support Advisor in raising the participation and outcomes of pupils in receipt of pupil premium.

School Responsibilities:

- Liaise with relevant staff/providers regarding the establishment and safe implementation of after-school clubs and holiday clubs.
- Track pupil attendance, following up unexplained absences, analysing data and reporting to governors.
- Monitoring holidays in term-time and reporting to governors.
- Provide effective supervision for Lunchtime Supervisors (approx 4) and three times provide training; ensuring they are kept informed of safeguarding procedures within the school.
- Be the first point of contact for home-school drivers and passenger escorts to pass on information from families or issues on the transport.
- Be the first point of contact for parents when ordering school uniform and resolving problems.
- Chair termly PFA meetings.
- Work alongside the school's children services team to ensure correct provision and support is in place for pupils.

Generic Items:

- To undertake any other duties commensurate with the grade of the post
- To be aware of and understand the Council's Equality Scheme and ensure at all times that the duties of the post are carried out in accordance with the policy.
- To ensure compliance with all Health and Safety legislation and associated codes of practice and authority policies

5. CONTACTS AND COMMUNICATION SKILLS

Pupils – 4-19-year olds

Parents and carers

Staff across the school, at all levels

Multi-agency professionals

6. QUALIFICATIONS AND EXPERIENCE

(Please see the attached person specification)

7. GENERAL

This job description only contains the main duties relating to this post and does not describe in detail the tasks required to carry them out.

8. ADDITIONAL INFORMATION

Much of the work undertaken within this role is of a highly confidential nature. The postholder must at all times maintain confidentiality and should be aware that, given the nature of the services provided by the school they may on occasions be exposed to information that they may find upsetting.

Person Specification

ASSESSMENT CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS	English – GCSE grade C/4 or equivalent Maths –GCSE grade C/4 or equivalent .	Counselling skills. Advance inter-agency safeguarding training Advanced inter-agency safeguarding training for Designated teacher
WORK RELATED EXPERIENCE & ASSOCIATED VOCATIONAL TRAINING	Experience of working with students with special needs and their families/carers in an education setting.	Experience of engaging hard to reach families.
OTHER RELEVANT EXPERIENCE	Experience of working with child protection procedures	Experience of attending Child protection meetings.
SPECIALIST KNOWLEDGE	Understanding of the statutory obligations of schools in respect of special education needs	
JOB RELATED SKILLS	Knowledge and skills in using SIMs and other computer packages Knowledge and skills in tracking attendance Ability to work in collaboration with other teaching staff	Experience of Welfare call
PERSONAL SKILLS	Ability to engage with students and their families/carers Effective listener Effective communicator orally and in writing...adjusting communication for the target audience Empathy for vulnerable children and their families Good organisational skills Good time-management skills	
OTHER	Satisfactory enhanced DBS certificate.	

For HR Department Use Only

Date Approved:

Date Effective:

Reference: