



Job Description Parent and Community Liaison Lead

| | |
|-------------------|--|
| Responsible to: | Headteacher |
| Location: | Wareham St Mary CE Primary School |
| Grade: | Grade 8-9, SCP 12-25 |
| Hours of work: | 26 hours per week |
| Disclosure Level: | Enhanced Disclosure & Barring Service Check with child barred list check |

Overall Purpose

- To offer early intervention, preventative support, guidance and advice to improve outcomes for children, young people and families within a school context, through working in partnership with parents and other agencies.
- Be a point of contact for new families to the school, including those who have English as an additional language, who have started as an in-year transfer so they feel part of the school community and can ask questions about the school's systems and processes.
- To act as the Deputy Designated Safeguarding Lead.

Safeguarding

Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, online searches, Enhanced DBS check and satisfactory references.

General Duties

- Understand the primary rights and responsibilities of parents to raise their children and support parents by helping them to improve their parenting skills for example by running basic parenting classes and providing appropriate information or referrals.
 - a) Promote high quality, at-home parenting such as encouraging conversations between parents and their children and encouraging authoritative rather than authoritarian discipline.
 - b) Support parents of children with early signs of social, emotional, health or behavioural issues, and work with them, school staff and other support agencies to address problems which may prevent engagement with school and learning.
 - c) To provide impartial information or referrals to parents about the school and relevant local services available to parents, children and families including those provided by education, social care, youth justice, childcare providers, the voluntary sector and others.
 - d) Identify in partnership with parents, their needs for parenting support groups or parenting classes for those wishing to enhance their relationship with their children and deal positively with discipline, conflict and other issues.
- To work with parents in a school context, supporting them and building their engagement with their child's learning.
 - a) Promote a good climate for parental communication so that they are able to understand how to carry out effective dialogue with teachers about children's progress.

- b) Ensure parents feel confident to engage with their child's learning by facilitating and arranging family learning opportunities at the school such as English for Speakers of Other Languages (ESOL) and computer literacy classes.
- To work with parents to develop positive strategies for good standards of behaviour and regular attendance at school.
 - a) Give close attention to early identification and prevention of absence habits.
 - b) Work with parents to identify why their children are not achieving full attendance. Ascertain the probable causes of the absences and suggest and assist in the implementation of plans/action to resolve the situation, working closely with school staff, the child and the child's family.
 - c) Carry out home visits where appropriate to support parents in encouraging their children to:
 - Develop effective life skills such as planning and preparation for the school day.
 - Engage productively within the curriculum respecting the school's rules and ways of working. Develop positive attitudes and relationships with the school community
 - Develop good habits of homework.
 - Participation in extra-curricular activities.
 - Maintain full and regular attendance.
 - d) Work closely with education social workers (ESWs) and school attendance officers.
- To act as the school's Deputy DSL and:
 - a) Triage all concerns, liaise with DSL on urgent/high level or ongoing concerns.
 - b) Meet weekly with DSL to communicate safeguarding concerns.
 - c) Attend/arrange regular meetings with external agencies.
 - d) Attend TAF, CINs CP reviews, Strategic meetings as required.
 - e) Be the first point of call for social workers and Early Help.
 - f) Record all chronology on "My Concern" for identified pupils.
- To initiate all Early Action Assessments required and input all data on 'My Concern' or appropriate MIS.
- To act as the school's mental health lead.

Communication / Contacts

- Participate in internal and cross-agency working groups as appropriate for exchange of information and "best practice". Liaise closely with staff in other schools and other agencies and attend casework and strategic development meetings when requested.
- To work with external agencies and community partners to support the social, emotional and educational development of all pupils. Attend community partner meetings and briefings as required to be able to provide a range of support to pupils and families.
- To be responsible for the maintenance and compliance of the school website and social media accounts, using them as tools for information sharing and community engagement.

Equality and Diversity

- Display behaviours that actively support The Partnership's Equality and Diversity policy.
- Be aware of and support difference.
- Support the Headteacher and teaching staff in providing pupils with equality of access to opportunities to learn and develop.
- Contribute to and support the overall aims and ethos of the Partnership and the academy in which they are based.
- Take responsibility and be proactive in resolving situations.
- Be open and honest, learn from mistakes.



Additional Information

- Keep records and all documentation pertaining to meeting / contact with children, young people and their families and conduct reviews and assessment of the effectiveness of the work being carried out.
- Become familiar with and keep up-to-date, the wide range of services provided to children and families by the sectors.
- Attend supervision and training when required and develop knowledge and skills to fulfil the overall purpose and principles for the role.
- Carry out other duties and responsibilities with due regard to the policies of the school and the local authority such as child protection, health and safety, equal opportunities, confidentiality, data protection etc

Safeguarding Responsibilities

- Be aware of and comply with policies and procedures relating to child protection.
- Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection
- Report all concerns to an appropriate person.
- Be aware of who is the school's Designated Safeguarding Lead.
- To support the school's policy and procedure for safeguarding children

Whilst every effort has been made to explain the main duties and responsibilities of the Parent and Community Liaison Lead and Deputy DSL, each individual task will not be identified. It is expected that all colleagues will endeavour to deliver any tasks identified as reasonable by their Headteacher.



Person Specification

Parent and Community Liaison Lead

| Criteria | Essential | Desirable |
|---------------------|--|---|
| Qualifications: | <ul style="list-style-type: none">Educational Achievement sufficient to support clear reporting and presentation skillsQualified or working towards at least NVQ level 3 equivalent qualification in a relevant discipline related to children and families, for example Social Worker, Health Visitor or equivalent <p>OR</p> <ul style="list-style-type: none">Proven experience of working in a similar role | <ul style="list-style-type: none">Training/Qualification in work with Parents |
| Experience: | <ul style="list-style-type: none">Experience and understanding of children within their family contextDemonstrable experience of delivering individual or group based support | <ul style="list-style-type: none">Experience within the field of education, social services/welfare or the voluntary sectors |
| Knowledge: | <ul style="list-style-type: none">Knowledge of the social and emotional factors that affect a child's capacity to learn | <ul style="list-style-type: none">Knowledge of available support services and referral routesAwareness of the legislation affecting school attendance requirements |
| Skills & abilities: | <ul style="list-style-type: none">Able to relate to young people and adults in an empathetic mannerAble to develop a rapport with pupils and their familiesAble to deal with difficult situations and/or individuals in a calm, fair but effective mannerAble to deal with sensitive issues in a confidential mannerAble to influence others. Managing discussions effectively to ensure desired actions are achievedAble to communicate effectively - face to face or by telephone, with children/parents/head teacher/social workers, etcAble to write reports and letters relevant to issues for school attendanceAble to prioritise workloads and work to deadlinesAble to work as part of a team and use own initiative when requiredAble to report and account to line manager as appropriate | <ul style="list-style-type: none">Able to support learning by giving constructive feedback and coaching |



- Able to demonstrate awareness/commitment to upholding equal opportunity policies
- Able to maintain an effective record keeping system
- Able to undertaking relevant training

Qualities &
Attitude

- Empathy
- Resilience
- Persistence

Other

- ICT and administrative skills.
- Satisfactory DBS clearance (will be confirmed as part of pre-employment checks)

The post holder may be required to travel to other local sites, including other CLP schools.