



JOB DESCRIPTION

Job Title:	Family Support Advisor
Location:	Ashburton and/or Buckfastleigh Primary Schools
Grade:	Devon Legacy Pay Scales Grade D, SCP 8-12
Hours:	37 hours a week, 39 weeks per year: Monday – Friday
Responsible to:	Head Teacher
Responsible for:	N/A
Liaising with:	All staff, parents/ carers, external agencies

Job Purpose:

The Family Support Advisor (FSA) will be a Deputy Designated Safeguarding Lead (D/DSL) and will work closely with The Head Teacher who is the Designated Safeguarding Lead (DSL).

The FSA will work closely with all staff within Ashburton Primary School and/or Buckfastleigh Primary Schools, to promote the welfare of children and families.

Supervision arrangements

- The role will be supported by adherence to all statutory regulations, the law, WeST policies and procedures, the DSL and the FSA will attend any relevant training required to fulfil this role.
- Supervision will be provided as required and will be regular and ongoing.

Major Responsibilities

- Liaise with Headteacher to ensure there are policies, procedures, systems, structures, resources and personnel in place to promote the attendance, welfare and protection of children at Ashburton Primary School and/or Buckfastleigh Primary School
- Actively work jointly with parents/carers and other agencies through joint planning, training and monitoring of their arrangements for the protection of children.
- Ensure there are quality assurance mechanisms in place to monitor, review and reflect on arrangements for the protection of children, liaising with the Headteacher accordingly.
- Create a positive relationship with partner agencies and the wider community to promote Ashburton Primary School and/or Buckfastleigh Primary School, as a place where Safeguarding is taken seriously and done well.
- To work closely with parents/carers, partner agencies and others to ensure all pupils are supported in ways that allow them to achieve their full potential paying special attention to those who are identified as vulnerable.
- To maintain the high profile of Safeguarding throughout school and to support all staff in recognising, recording and reporting concerns.
- To give pastoral support to children and families.
- To mentor and counsel children, families and staff.
- Support children to 'Be the best they can be' at school and at home.
- Monitor exclusions and attendance, monitoring its impact in relation to safeguarding.
- Ensure that all records concerning Safeguarding comply with guidance.
- Proactively feed into the development of the school's Safeguarding procedures in line with legislation, model guidance, policies and Ofsted recommendations.



- To be aware of and support difference, ensuring all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise using these to advise and support others.

Support the schools by:

- Support the Headteacher with implementation of Safeguarding and Child Protection policies, training and procedures and guidance for the school.
- To promote good practice by encouraging and championing policies and procedures.
- To support with the preparation of reports, alongside the Headteacher, to give feedback to the governance with regards to safeguarding and training.
- Keep abreast of developments in the field of child protection by attending relevant training or events and reading relevant bulletins and publications.
- To ensure that the schools are always presented positively within and beyond the school.
- To raise awareness of the Family Support Advisor role to parents/carers, adults and the children.
- Establishing constructive relationships and communicating with other agencies/professionals, to support achievement and progress of pupils.

Support Teachers by:

- Managing liaison with feeder schools and other relevant bodies including statutory partner agencies, to gather information with regard to the welfare of children, working closely with school colleagues such as SENDCO and Headteacher.
- Supporting pupils' access to learning using appropriate strategies, resources etc.
- Working with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Supporting the monitoring and evaluating pupils' responses and progress against action plans through pastoral support meetings and community engagement.
- Providing objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Establishing constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links supporting parents in relation to issues that arise.
- Taking a lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registrations, truancy, pastoral systems etc.
- To take on the role of Deputy Designated Safeguarding Lead with regard to safeguarding and child protection and to update the DSL of any relevant concerns and to discuss an appropriate course of action.
- Providing administrative support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., and making phone calls etc.



Supporting Pupils by:

- Taking a lead role in managing and delivering pastoral support to pupils
- Supporting vulnerable pupils and families to ensure they have full access to learning opportunities e.g. those who are excluded.
- Attending to pupils' personal needs and providing advice to assist in their social, health and hygiene development.
- Support in assessments of pupils to determine those in need of particular help.
- Support with and contribute to the development and implementation of individual education / behaviour / support / mentoring plans.
- Establishing productive working relationships with pupils and acting as a role model.
- Arranging and developing 1:1 mentoring arrangements with pupils and providing support for distressed pupils.
- Taking a lead role in managing the speedy/effective transfer/integration of pupils across phases or on return from absence.
- Providing information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenging and motivating pupils, promoting and reinforcing self-esteem.
- Providing feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- To maintain accurate confidential and up to date documentation on all cases of safeguarding and child protection.
- To support the care of children where their living arrangements are at risk of breakdown (including local authority placements).
- To provide support and guidance to carers and provide planned interventions as part of agreed plans for children.
- To ensure that children who are victims of abuse are supported appropriately and sensitively and that all actions assigned to either school, from planning and intervention meetings, are successfully carried out and monitored.

Support the curriculum by:

- Supporting the implementation of agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Actively seeking information regarding and utilising the range of activities, courses, organisations and individuals which can provide support for students to broaden and enrich their learning.
- Support with identifying the need for, preparing and using specialist equipment, plans and resources to support pupils
- Supporting staff, parents and carers with children's safety and well-being

This job description provides a general reflection of the key accountabilities associated with the post, and you may be expected to take on other reasonable activities to assist in efficient service delivery.

Emphasis on specific accountabilities and indicators of success will be agreed as part of your PDR.



This job description covers the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

As this post meets the requirement in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure & Barring Service (DBS) check before the appointment is confirmed. This will include details of all cautions, reprimands or final warnings as well as convictions whether spent or unspent. Criminal convictions will only be taken into account when they are relevant to this post.

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PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
Qualifications:			
Meet Education Welfare Support standards or equivalent qualifications or experience	E	X	
Numeracy/literacy skills at least equivalent to Level 3 of the National Qualifications Framework or evidence of relevant experience at this level / equivalent.	E	X	
Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	E	X	X
Willingness to participate in other development and training opportunities	E	X	X
Experience:			
Proven experience of working with disaffected children of relevant age	E	X	X
Experience of preparing, prioritising, initiating and delivering intervention strategies	E	X	X
Experience of planning effective actions for pupils at risk of underachieving for reasons of disaffection and/or exclusion	E	X	X
Experience of leading or supervising the work of teams or individuals	D	X	X
Knowledge, Skills and Abilities:			
Full working knowledge of relevant policies/codes of practice/legislation	E	X	X
Working knowledge of Statutory Regulations, the law, WeST policies and procedures and child centred intervention programmes	E	X	X
Understanding of principles of child development and learning processes and in particular, barriers to learning	E	X	X
Full understanding of range of support services/providers	E	X	X
Ability to self-evaluate learning needs and actively seek learning opportunities	E		X
Ability to relate well to children and adults, including other professionals/carers	E	X	X
To work constructively as part of a team, to understand roles and responsibilities and own position within these	E	X	X
Effective use of ICT, including Microsoft packages	D	X	X

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Further Requirements:			
Commitment to Equality and Diversity including awareness of relevant legislation	E		X
Able to display an awareness, understanding and commitment to the protection and safeguarding of children and vulnerable adults	E		X
Ability and willingness to and work from Trust schools/business sites	E		X
VALUES-BASED BEHAVIOURS:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	X		X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	X		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	X		X
Integrity:			
Acting always in the interests of children and young people,	X		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	X		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	X		X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	X		X

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