

Ellington Infant School

Job Description: Family Liaison and Pupil Mentor – Well Being Team

School:	Ellington Infant School
Grade:	Kent Range 5
Responsible to:	Headteacher / SENCO
Scope:	15 hours – Temporary until March 2022.

JOB PURPOSE:

To work under the direction and guidance of the Headteacher & SENCO to provide support, information and education service to parents of children attending the school and investigate concerns raised by parents, pupils and teachers as agreed by the Head Teacher. To assist in the educational and social/emotional/behavioral development of pupils.

ACCOUNTABILITIES:

Support for the Parents:

- Establish and foster good relationship with parents/carers of children at the school.
- Encourage parental involvement in the school and its activities.
- Promote the self-esteem of parents/carers to help them to maximise their own personal and interpersonal skills
- Share information on practical childcare and parenting skills, including how to meet the emotional needs of children (e.g. setting boundaries and consistent discipline).
- Support children and families with regard to personal difficulties and signpost as appropriate.
- Promote equality for all individuals, recognising and encouraging anti-discriminatory behaviour, respecting confidentiality (unless there are child protection implications), recognising clients' rights and choice and respecting personal beliefs and identity.
- Liaise with members of school staff regarding families/children as necessary and with parent carer consent.
- Liaise with the school's designated safeguarding lead and / or deputy safeguarding leads.
- To keep confidential meeting records and complete monitoring as required.
- Liaise with Family Liaison Officers in other schools
- Complete Early Help Notifications and liaise with the Early Help Team
- To support parents in the regular school attendance of their child.

Support for pupils:

Participate in the implementation of individual education plans (IEP's) for pupils as designed by the class teacher and/or SENCO. Duties may include monitoring the progress of pupils educationally and /or socially.

- To act as well-being mentor for a target group of children involving:
 - Making contact with individual pupils first thing each morning and planning further support based on need
 - Acting as an advocate for individuals
 - Supporting individuals according to need e.g. in class, individually out of class
 - Working to ensure target pupils are successful in class or supported out of the class environment and engaged in other appropriate activities
- Provide teaching support in small groups or individually, with a focus on an agreed area of need identified in the pupil/group provision plan relating to social, emotional or behavioural needs e.g. anger management, social skills to promote positive behaviour patterns, raise self-esteem and improve independent working.

- Liaise with the Inclusion Manager and/or class teacher to ensure good communication is maintained and all adults strive towards common aims
- To work with outside agencies and school staff to develop programmes of support for vulnerable children focused on social and behavioural needs and emotional well-being.
- To support the Inclusion Manager in monitoring the impact of Well-being support.
- To encourage parental involvement in a pro-active and supportive environment, potentially to include working with parents directly
- To make school nurse referrals for pupils with medical need as appropriate e.g. bed wetting
- Support with writing and implementation of specific care plans for pupils.

Support for the teacher(s):

Assist teachers/SENCO with observation and monitoring of progress of target children, maintaining accurate records, in order to ensure documentation of all interventions with the children.

- Maintain records of support as directed by Inclusion Manager and/or class teacher.
- Support teaching staff in the implementation of school behaviour policy and/or individual behaviour support programmes.
- To attend regular liaison meetings with teacher to ensure good communication and continuity in child's support.
- To be prepared to work with groups or individuals.

Support for the School:

- To attend meetings, as appropriate, with the class teacher, SENCO, or Headteacher to maintain good communication.
- To be prepared to attend training/undertake professional development as identified in the School Improvement Plan or as a result of Performance Management.
- To maintain a professional and discreet attitude at all times with regard children, in terms of their learning / attainment, behaviour and emotional needs and personal circumstances.
- Participate and supervise pupils in off-site activities as directed by the headteacher, Inclusion Manager and/or class teacher e.g. educational trips, walks etc. Supervise at lunch time / playtime to ensure continued safety of the children.

Arrangements for Performance Management:

All support staff will be expected to participate in an annual process of Performance Management, which will include the negotiation of agreed performance objectives, and identification of professional development needs.

This job description describes in general terms the normal duties which the postholder will be expected to undertake. However, the job description or the duties contained therein may vary or be amended from time to time without changing the level of responsibility associated with this post.

To whom responsible: Head teacher / SENCO

Signed:..... Date:.....

Signed:..... Headteacher

PERSON SPECIFICATION:

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> - Good basic education with competency in literacy and numeracy. - Willingness to undertake further training. 	<ul style="list-style-type: none"> - Willingness to undertake foundation course in basic counselling skills. - Driving licence. - Training within child development
Experience and Attainments	<ul style="list-style-type: none"> - Previous experience of working with children and families in the public, private or voluntary sector. 	
Skills and Abilities	<ul style="list-style-type: none"> - Excellent communication, listening and observation skills. - Ability to handle confidential information. - Organisational abilities and accurate record keeping skills. - Ability to facilitate parenting skills. - Good inter-personal skills. - Ability to model positive behaviours and learning strategies. - Ability to maintain a calm approach under pressure. - Ability to use own initiative. 	<ul style="list-style-type: none"> - Ability to facilitate groups. - Previous experience with inter agency working (Health/Social Services etc.). - Willingness to attend evening meetings.
Knowledge	<ul style="list-style-type: none"> - Sound knowledge and understanding of child growth and development. - Knowledge of the parenting needs of children. 	<ul style="list-style-type: none"> - Knowledge of basic child protection issues. - Knowledge of special educational needs. - Knowledge of school entry procedure. - Resources within area.
Motivation	<ul style="list-style-type: none"> - Willingness to undertake further training/development opportunities. - Willingness to be flexible. - Supportive of school's vision and values. 	