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| **Role** | **Grade** | **Reports to** |
| Early Help Practitioner | Grade 6 | Early Help Team Leader/ Headteacher |

**Main purpose of the job**

The role of the Early Help Practitioner is to support families and pupils as soon as needs are identified and to address those issues which can lead to escalation. In addition, the role will support those working with families which are on the Level of Need to bring the issues down to an early help level.

Although based in school you will work closely with Manchester City Council Children’s Services and Early Help Hub, the team will provide training and supervision for the first year.

*The Early Help Team is part of the wider Confident and Achieving Manchester (CAM) programme, Troubled Families programme and Early Help Strategy and works collaboratively with other agencies and stakeholders to plan and deliver services to families, whilst also providing support and guidance to partners through the emerging Early Help hubs. The Early Help Strategy and Confident and Achieving Manchester work highlight the importance of a whole family, single assessment, dedicated key worker, robust case planning and a regular review process.*

**Key relationships**

Main contacts of the job include the Senior Leadership team, class teachers, teaching assistants, pupils and parents/carers.

**Please note that whilst this job description gives an indication of the key responsibilities, it is not intended to provide an exhaustive list.**

**Main accountabilities:**

The role holder will deliver high quality direct support to individuals and families managing existing and possible future risks through assessment and plans created with the individual needs of the service user as the priority.

The role holder will assist pupils and families to engage with support services provided by both statutory and voluntary agencies, ensuring that the client is appropriately supported and therefore able to participate actively in the learning.

The role holder will provide advice and expertise, particularly in relation to new initiatives, to the school and partner agencies and stakeholders to promote the service and represent the rights and needs of pupils and families.

* Establish and maintain a relationship with pupils to challenge their existing patterns of behaviour. Work proactively with appropriate stakeholders to assess the individual’s needs and ensure positive outcomes.
* Provide support and advice to pupils which gives them the opportunity to engage with appropriate local and national authority organised and community based services.
* Monitor, evaluate and review assessments as required determining suitable adjustments to ensure that pupils are able to achieve their agreed goals.
* Work with colleagues and stakeholders to produce plans that use pupils individual needs to identify and reduce their vulnerability to risk situations.
* Promote the service strategies across the organisation and to other statutory and voluntary agencies.
* Closely work with partner agencies and stakeholders by contributing and participating in new initiatives to support independence and opportunities for vulnerable residents of Manchester.
* Ensure all records, processes and systems are up to date and maintained to assist with data collection and performance management.
* Personal commitment to continuous self-development and service improvement.
* Through personal example, open commitment and clear action, ensure diversity is positively valued, resulting in equal access and treatment in employment, service delivery and communications

The role will involve the postholder carrying out the above duties both on the school site and within designated partnership schools.

**Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.**

**All employees in the Trust are expected to:**

* Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement **https://prospere.org.uk**
* Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
* Be aware of and comply with policies and procedures relating to child protection reporting all concerns to an appropriate person
* Promote and act in accordance with the Code of Conduct and key policies including the Trust’s Health and Safety Policy, Equality Policy and Data Protection Policy
* Effectively represent the Trust when liaising with contractors and outside agencies/organisations Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
* Demonstrate a commitment to continuous professional development and support the Performance Management process
* Attend Trust and school events as required and make a positive contribution during such events
* Attend regular meetings before and after Trust hours, including morning briefings
* Carry out duties other than those listed in the job description under the direction of the headteacher where the post holder has appropriate qualifications and has received appropriate training

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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| **Person Specification** | **Essential/ Desirable** | **Assessment stage** |
| **Qualifications** | | |
| Qualified to NVQ L4 or higher in Health & Social Care or related subject or equivalent experience. | Essential | Application |
| Hold a valid full UK driving licence and access to car | Essential | Application |
| **Knowledge and Experience** | | |
| Recent experience working in family support or a related field | Essential | Application |
| Ability to conduct thorough assessments and develop effective support plans | Essential | Application |
| An understanding of relevant legislation and statutory guidance including Working Together 2014, MSCB Safeguarding Procedures, Domestic Abuse awareness, Children Act 2004, Children and Families Act 2014 | Essential | Application |
| Experience of working with children/young people aged 11-16 | Essential | Application, Interview |
| The skills to identify, assess and analyse the needs of pupils with complex needs and provide a rationale for interventions | Essential | Application, Interview |
| Ability to work as part of an interdisciplinary team, supporting colleagues to ensure intervention programmes are effective | Essential | Application, Interview |
| Ability to set targets for pupils and monitor progress | Essential | Application, Interview |
| Ability to demonstrate an understanding of and commitment to equal opportunities and inclusion | Essential | Application, Interview |
| Ability to recognise the rights of children with disabilities to make decisions and ability to relate in an appropriate manner | Essential | Application, Interview |
| Ability to liaise with other professionals to plan and implement specific programmes based on joint assessment | Essential | Application, Interview |
| Ability to write coherently to enable specific report writing, liaison with parents and correspondence | Essential | Application, Interview |
| Ability to listen and respond to discussion | Essential | Application, Selection task |
| Ability to communicate clearly and sensitively with children, young people and adults, individually and in groups | Essential | Application, Interview |
| Ability to demonstrate knowledge and skills that indicate the ability to contribute to inclusive practice | Essential | Application, Interview |
| Ability to demonstrate sound experience of working with pupils/parents or transferable experience and a belief in parents as partners | Essential | Application, Interview |
| To converse at ease and provide advice in accurate spoken English is essential for the post | Essential | Application, Interview |
| **Behaviours and Values** | | |
| Demonstrates an understanding of the views of others and communicates in a realistic and practical manner using appropriate language and listens attentively to views and issues of others. | Essential | Application |
| Ability to engage with stakeholders to identify information needs and to know how to go about obtaining the relevant information. | Essential | Application, Selection Task |
| Good literacy and numeracy skills to undertake calculations and produce letters and other documentation. Ability to communicate clearly, concisely, accurately and in a way that promotes understanding. | Essential | Interview |
| Demonstrate the ability to organize multiple tasks in the most effective way and allocate time and energy according to task complexity and priority. | Essential | Interview |
| Able to interpret rules and guidelines and know when something needs to be referred or escalated. | Essential | Application, Interview |
| Demonstrate a commitment to maintaining and developing professional knowledge and skills | Essential | Interview |
| To manage resources effectively and report issues/requirements etc to line management. | Essential | Interview |
| Willingness to work outside of standard office hours as required. | Essential | Interview |
| Willing and able to travel between schools within the Greater Manchester area, and to flex working hours occasionally if required. | Essential | Application, Interview |