

Bedford High School

A Business and Enterprise College

To Care To Learn To Achieve



Job Description

Early Help Coordinator

| | | | |
|-------------------------------------|--|-------------------|--|
| Job purpose: | To support students and families with emerging needs (threshold level 2), and contribute to more complex cases using an asset-based approach, enabling and empowering the families to make sustained robust changes, thus improved outcomes for children. To develop action plans for students and families in need of early help or with complex needs. To coach, challenge and support the student/family to achieve their objectives and co-ordinate the professional services they need to support them. | | |
| Reporting to: | Assistant Headteacher | | |
| Responsible for - Staff | None | | |
| Liaising with: | PGO team, Pastoral Manager team, Deputy Headteacher, Pastoral Care and Student Wellbeing, students and parents/guardians, external agencies | | |
| Working pattern: | 2 days per week, term time only | | |
| Working hours: | 8 am – 4 pm. Some flexibility will be needed in order to support students out of hours. | | |
| Contract: | Temporary for 12 months | | |
| Base: | Bedford High School | | |
| Grade of post: | G5 pro rata | Gauge ref: | |
| Disclosure level: | Enhanced | | |
| Date: | June 2021 | | |
| Conditions/Disclosure level: | Post offer is conditional subject to an enhanced disclosure, medical, relevant qualification certificates and references satisfactory to the school | | |

Job Outline

Main Purpose of the Job:

- To be the designated accountable lead for families who do not have an allocated social worker but have emerging needs.
- To work as the family champion and advocate to tackle problems; improve aspirations and outcomes and reduce dependency on public services.
- To gain the voice of the child, working with the family, to establish and engage them in what is working well in their life, by recognising their strengths, skills and assets
- To work holistically with families, employing assertive and persistent strategies and interventions with resistant families who are reluctant to make changes, promoting

resilience and independence through understanding an individual or family's readiness and capacity to change.

- To develop a whole-family approach and a single action plan, with a student/family which addresses all needs ensuring input from all appropriate agencies.
- To deliver appropriate high quality, evidence based early interventions and statutory services to improve outcomes for children, young people and families.
- To gather information in order to assess the needs of children and family members, completing Family Assessments, direct work with children and young people and safeguarding plans in partnership with the family and other professionals.
- To work within the wider safeguarding and pastoral team and provide support to other colleagues.
- To provide a flexible service based around the needs of the family / student and work creatively with colleagues to tailor solutions and approaches to identifies needs.
- To co-ordinate a multi -agency meetings and communications
- To participate in regular, formal supervision and be responsible for own personal development.
- To attend development sessions and relevant training as required.
- To maintain accurate electronic records on all contact and intervention work with individuals and families using an agreed case management systems in accordance with Wigan local authority and Bedford High School.
- To collect, collate and record all data that demonstrates outcomes for children and families as prescribed in the Locality early help offer.

Safeguarding

- Ensure that practice is carried out in accordance with the requirements of all relevant legislation and statutory guidance and the policies and procedures of the local.
- To follow safeguarding procedures, in consultation with the Designated Safeguarding Lead, liaising with other agencies as appropriate.
- Have a thorough understanding of safeguarding issues and to provide evidence of protective and risk factors in order to identify thresholds of need.

Other Specific Duties

To carry out the duties in the most effective, efficient and economic manner available.

To have due regard and comply with all school policies

To undertake training as required

To participate in personal and team reviews/meetings

Develop good working relations with other colleagues and students

To contribute to the overall ethos/work/aims of the school

Health and Safety

Effectively and proactively implement Health and Safety legislation and good practice, including office, individual and DSE risk assessments, taking into consideration disabilities and specialist equipment required to enable staff to undertake their daily duties.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

All staff at Bedford High School, teaching and support, have a crucial role to play in setting standards. Through professional, caring and sensitive approach based on mutual respect, we achieve a great deal.

The school 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.

This job description is current at the date above but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Person Specification / Selection Criteria

A. Experience

| | Essential | Desirable | Source A = Application I = Interview R = References T = Task/Observation P = Presentation |
|---|-----------|-----------|--|
| Experience of working with or caring for children of a relevant age in a learning environment with social, emotional and behavioural difficulties | E | | A, I, R, |
| Experience of new technologies and ICT to support learning | E | | A, I, R, T |
| Experience of supervising other staff | | D | A, |

B. Training and Qualifications

| | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| Relevant Level 2 qualification or relevant experience | E | | A, I |
| Training in the relevant strategies or a willingness to undertake such training | E | | I |
| 3 x GCSE C or above in Maths and English or equivalent qualification | E | | A, I |
| Willingness to undertake basic first aid course | | D | A |
| Willingness to participate in development and training opportunities | E | | |

C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

| | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| Good understanding of the relevant policies/codes of practice and relevant legislation | E | | A, I |
| Knowledge the national/foundation stage curriculum and other relevant learning programmes/strategies | E | | A, I |

| | Essential | Desirable | Source |
|--|------------------|------------------|---------------|
| Understanding of child development and learning processes | E | | A, I |
| Understanding of statutory frameworks relating to teaching | E | | A, I |
| Knowledge of a range of strategies to promote good behaviour and establish a purposeful learning environment | E | | A, I |
| Knowledge of physical, intellectual, emotional and social development of children (PIES) | E | | A, I |

D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

| | Essential | Desirable | Source |
|---|------------------|------------------|---------------|
| Ability to use a range of strategies deal with whole classroom and individual behaviour | E | | A, I |
| Ability to support and motivate other team members | | D | A, I |
| Very good communication skills to deal with both children and adults | E | | I |
| Ability to constantly improve own practice/knowledge through self-evaluation and learning from others | E | | A, I |
| Ability to work under supervision and as a team member | E | | A, I |
| Ability to organise self and others | E | | A, I |
| Ability to deal with minor injuries | | D | A, I |
| Professional appearance and conduct | E | | A, I |
| A committed lifelong learner willing to undertake further training to suit the needs of the role | E | | A, I |
| Flexibility working outside of normal school hours may be required | E | | A, I |
| The willingness to be generous in time and spirit | E | | A, I |
| A sense of humour and positive outlook | E | | A, I |
| A determination to succeed | E | | A, I |
| Energy, enthusiasm, adaptability and flexibility | E | | A, I |
| A willingness to support the schools aim of strengthening links with the community | E | | A, I |
| The ability to build and maintain effective relationships | E | | A, I |
| The ability to develop effective teamwork | E | | A, I |
| The ability to anticipate and solve problems creatively | E | | A, I |
| The ability to demonstrate loyalty and confidentiality | E | | A, I |
| The ability to prioritise and manage time effectively | E | | A, I |

E. Legal Issues

| | Essential | Desirable | Source |
|------------------------------------|------------------|------------------|---------------|
| Legally entitled to work in the UK | E | | A, I |