

**KING'S OAK PRIMARY SCHOOL
JOB DESCRIPTION**



JOB TITLE: Early Help & Interventions Officer

GRADE: Level 4e

RESPONSIBLE TO: Deputy Head Teacher - Inclusion

JOB PURPOSE:

To work with under the direction of the Deputy Headteacher - Inclusion to ensure that the school exceeds expectations for safeguarding good practice in all areas and to be responsible for the delivery and co-ordination of high quality early intervention for children and their families.

Main duties and responsibilities:

1. Ensure there are policies, procedures, systems, structures, resources and personnel is in place to promote the welfare and protection of children at King's Oak Primary School.
2. Responsible for whole school Child Protection/Safeguarding working to LSCB guidelines.
3. Point of contact for Relay scheme and for taking appropriate action.
4. Responsible for whole school Child Protection/Safeguarding training for staff and delivery.
5. Providing assistance and guidance safeguarding matters when required.
6. Completion of referrals to social care, MASH referrals, attendance at Child Protection conferences and other professional meetings - Core Groups, CIN and Strategy meetings.
7. Responsible for CLA, completion of PEP's, attendance at CLA reviews, liaising with outside agencies and providing on-going support to enable students to achieve their full potential.
8. Responsible for the guidance around EHA form, chairing TAF meetings and completing review minutes, ensuring actions are taken forward for vulnerable students who do not meet MASH criteria and where there are safeguarding concerns
9. Gathering of transition information on Safeguarding & CLA and vulnerable students.
10. External agency liaison – Social Care, Police, EWO, School Nurse, CHUMS, CAMH;
11. Meeting with parents to provide support and guidance.
12. Meeting with students relating to various issues/concerns, including supporting those with difficult and challenging home lives.
13. To advise and provide strategic direction of the provision of CP and looked after children

14. To use internal recording systems to monitor the achievement of CP, CIN and CLA children, in liaison with class teachers.
15. To attend weekly meetings for vulnerable children and carry out actions to address difficulties.
16. To act as lead professional in the delivery and co-ordination of high quality early intervention for children and their families with emerging complex needs which puts them at risk or being excluded from their families and education
17. To use skills of assessment, engagement and change management to improve outcomes for children.
18. To receive and coordinate referrals, arranging action and reviewing services for children and families. To work alongside SENCO and Family Support Worker to assign cases for vulnerable children ensuring that their needs are being met.
19. To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection, ensuring that the database is kept up to date
20. To set up and develop the use of ICT systems to monitor CP children.
21. To ensure that students who are victim of abuse are supported appropriately and sensitively and that all actions assigned to King's Oak Primary School from planning and intervention meetings are successfully carried out and monitored.
22. To keep updated on services available to vulnerable families and support the Family Support Worker to engage families with accessing these.
23. To produce reports for Governors with regard to the safeguarding, CAL, Attendance and training.
24. Keep abreast of the developments in the field of child protection by attending relevant training or events and reading relevant bulletins and publications.

Roles and responsibilities:

1. Manage a caseload of children and families this will include undertaking structured and persistent one-to-one family support work to meet the child and family needs.
2. To carry out and oversee comprehensive whole family needs assessments and to work intensively with families to engage with those who are hard to engage.
3. Develop and maintain a range of strategies and resources to effectively engage children and families.
4. Attending Child in Need and Child Protection and Looked After meetings under the direction of the Deputy Headteacher for Inclusion.
5. To ensure that all paperwork complies with the Ofsted safeguarding guidelines
6. Overseeing the school's child protection procedures – completion of MASH reports, monitoring of chronologies, provision map etc.
7. Preparing external referrals to all agencies (Child Protection, pastoral, behavioural, EWO)
8. To coordinate the safeguarding CPD programme.
9. To establish informal links with parents to strengthen home/school partnership.



10. To liaise with Family Support Worker with responsibility for attendance to ensure that children are safeguarded through attendance.
11. To set a good example to pupils through own presentation and personal and professional conduct.
12. To practice and promote fair and equal treatment of others throughout the course of performing all duties connected with this job description.
13. To attend staff meetings, participate in performance management arrangements and undertaking training and development as required.
14. To undertake continuing professional development to develop skills relevant to duties and responsibilities
15. To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information.
16. To undertake tasks of a similar nature and level, as directed by the Headteacher, Deputy Headteacher – Inclusion.
17. To follow the School Behaviour Policy.

Job descriptions will be reviewed annually at the time of the post holder's annual appraisal but may be reviewed at any time.

Signed (Line Manager) Date

Signed (Post holder) Date

PERSON SPECIFICATION

JOB TITLE: Early Help & Intervention Officer

Attributes	Essential	Preferred
Education/ Qualifications	<p>Educated to GCSE level including English and Maths at grades A*-C or equivalent</p> <p>Experience of school related software</p> <p>OCR CHUMS training and qualification</p>	<p>Qualification in word processing/keyboard skills</p> <p>Educated to A Level and ideally degree level</p>
Experience	<p>Safeguarding and CLA experience/practitioner</p> <p>Experienced practitioner of supporting young people with mental health issues</p> <p>Working with vulnerable young people in a support/advisory capacity</p> <p>Considerable high-level administration experience in a variety of contexts</p> <p>Dealing with confidential, sensitive information</p>	<p>Previous experience of working in a school</p>
Skills/Knowledge/ Aptitude	<p>Good standard of IT Skills & MS Office, Word, Excel, Outlook and Internet Explorer</p> <p>Ability to communicate effectively to both internal & external customers</p> <p>Ability to deal with difficult and emotionally demanding situations on a frequent basis</p> <p>Evidence of maintaining and developing links with key support agencies in the local community</p> <p>Experience in completion of EHA forms and evidence of family support training</p> <p>Knowledge and experiences of the Borough Council processes, i.e. MASH, EHA, Strategy Meetings, Child Protection Conferences, Core Group and CIN meetings, CLA reviews and PEP's and attendance meetings</p> <p>Experience in working with vulnerable families using the multi-agency approach</p> <p>Effective decision maker and proven accountability for decisions taken</p> <p>Specialist knowledge of and evidence of training received in eating disorders, self-harm, trauma, suicide alertness, anger, cultural diversity, mental health issues, bereavement and loss, protective behaviours, domestic violence, low mood, anxiety, CSE, FGM, HBV and forced marriages</p>	<p>Good working knowledge of schools records systems</p> <p>Trained in Mental Health Safeguarding</p>

Motivation	Encouraging good practice and supporting procedures to protect children and vulnerable adults	
Other	Understanding of the importance to maintain confidentiality on all school matters Current first aid qualification or willingness to undertake training	