

Home School Link Worker

Job Description

Grade: GR2 - *Subject to Job Evaluation*

1. Job Purpose

- 1.1 To work preventatively with families, children and the school to provide early intervention, signposting support and guidance in times of change and stress. Thus enabling improved attendance and behaviour by reducing family and environmental barriers to learning.
- 1.2 The HSLW will not be the main source of support for cases where there is a need for a response from the statutory agencies. The HSLW will work with and support teachers and professionals in Children's Service (social care and education), Health and other organisation to support the family/child. HSLW's must ensure that they refer cases to the appropriate staff with the School and to statutory agencies

2. Key Responsibilities

- 2.1 To encourage communication between the school and family, and to ensure good communication with and between colleagues in the school. Encourage parents to attend meetings in school
- 2.2 To help parents with parenting skills. Give individual parenting guidance and support, with advice on how to develop and maintain positive discipline
- 2.3 Help to improve attendance and late arrivals by monitoring and offering assistance
- 2.4 To listen and offer support on problems and issues using counselling skills. Give the child with difficulties a forum to talk about concerns in a confidential and non judgemental environment. Provide emotional support and strengthen self esteem
- 2.5 To help parents understand the statementing process/other SEN issues
- 2.6 To help families/the child/the School access grants and information
- 2.7 To help improve family relationships. Be available for families especially in crisis situations, helping those families who need short-term assistance
- 2.8 To carry out Home Visits to support families/children, providing outreach support to families in line with School and County procedures on the basis of:
 - 2.8.1 Needs of children and families and requests for support
 - 2.8.2 Priorities and needs that the School/Steering Group have identified

- 2.9 To help families/children access other services, referring where appropriate. Work closely with other agencies ensuring that follow-up work is done and all concerned are well informed
 - 2.10 Promote healthy living. Assist the school nurse and doctor, ensuring appointments are kept and parents given consent or attend
 - 2.11 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
 - 2.12 To ensure all tasks are carried out with due regard to Health and Safety
 - 2.13 To adhere to the ethos of the school
 - 2.13.1 To promote the agreed vision and aims of the school
 - 2.13.2 To set an example of personal integrity and professionalism
 - 2.13.3 Attendance at appropriate staff meetings and parents evenings
 - 2.14 Any other duties as commensurate within the grade in order to ensure the smooth running of the school
3. **Supervision Received**
- 3.1 Supervising Officer's Job Title
 - 3.2 Level of supervision:
 - 1. ~~Regularly supervised with work checked by supervisor~~
 - 2. Left to work within establishment guidelines subject to scrutiny by supervisor
 - 3. ~~Plan own work to ensure the meeting of defined objectives~~

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

5. **Special Conditions**

None

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	Numerate and literature to GCSE standard	AF/C
Experience Relevant work and other experience	Knowledge of child development. An insight into the needs of young children and their parents A working knowledge and understanding of the Children's Act 1989, particularly in relation to Child Protection and a working knowledge of the Assessment Framework and Human Rights Legislation An understanding of 'Every Child Matters; Children Act; National Occupational Standards on Working with Parents Able to work with other professionals. Good knowledge of school system A background in either Health, Social Care and or extensive experience of working with parents and families Experience of working within a school	AF/I AF/I AF/I AF/I AF/I
Skills & Ability e.g. written communication skills, dealing with the public etc.	*Delete if not applicable *An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016 High standard of communication, both verbal and written including appropriate record keeping Ability to facilitate discussion and lead small group sessions Good networking skills within a framework of awareness of issues of confidentiality, risk and human rights legislation	AF/I AF/I AF/I AF/I

	Wide knowledge of other agencies. Be well organised and work co-operatively with others.	
	Work independently of others	
Training	Training in community work, counselling skills, or similar	AF/I
	Training in facilitating parenting groups	AF/I
Other		

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.

As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace.

People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.

Safeguarding

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in.

Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with the has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in its area. All BCC employees are expected to:

Work in a way that prevents and protects service users from abuse.

- To be aware of the signs of abuse or neglect.
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.
- Record and report any concerns or incidents.

At Birmingham City Council (BCC), we are committed to creating an environment and culture that promotes equality, diversity, and inclusion; making sure BCC is a place for people to be their best, authentic selves.

We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.