# ASTLEY PARK SCHOOL

#### AstleyPark_School_logo

Pupil & Parent Support Manager

Job Description

2022-2023

JOB DESCRIPTION

**PUPIL & PARENT SUPPORT MANAGER**

# Post Title: Pupil & Parent Support Manager

**Responsible To:**  Deputy Headteacher

**Grade:** 8 **Pay Scale:** 31 - 36

**Hours of Working:**  Full time post (37 hours per week / 39 Weeks) expectation that the post holder may have some involvement in evening and weekend duties.

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**Main purpose of the post**

* The post holder will dedicate their time to working with staff, pupils, parents/carers and outside agencies to secure the best possible support and outcomes for pupils, parents/carers within school and the wider community.  
    
  This is an important position in the school and will involve the post holder contributing to and being part of the work of the Teaching & Learning Teams in the school.   
    
  The post holder will engage in regular training with regard to Child Protection and Safeguarding so that they can contribute to training and provide support to staff within the school.

**Main Duties and Responsibilities:  
  
Pupils/Parents:**

1. To work with parents/carers to help address poor performance/attendance/behaviour. To undertake home visits to keep parents/carers informed and secure positive family support.
2. To ensure that robust, timely and meaningful assessments of need are completed leading to effective interventions and service delivery that improve outcomes for children and their families, including managing the Pupil Referral System.
3. In collaboration with the Lead Practitioners ensure that practitioners in the team are giving high quality, specialist advice and support designed to address the needs of the children.

1. To contribute to the school’s safeguarding, behaviour and attendance policies and how they are applied comprehensively across school.
2. To support the Deputy Head to monitor and evaluate behaviour and attendance data.
3. To respect the confidential nature of information relating to school and the pupils.
4. In liaison with the Lead Practitioners, support the Teaching Staff to assess and provide appropriate support for identified pupils to raise achievement and enable them to overcome barriers to learning.
5. To support in the writing and evaluation of the SIP, SEF and SDP.
6. To develop and maintain partnerships with external agencies/organisations to set up resources/initiatives to help address barriers to learning.
7. To support the Deputy Headteacher in allocating and monitoring the impact of resources funded through pupil high needs banding and premiums funding.
8. To promote positive behaviour throughout the school and monitor improvements regularly, evaluating the impact of the rewards system.
9. To work in partnership with the lead practitioners to write, contribute, implement and review Learner Support Plans, Positive Handling Plans, Risk Management Plans and PLG’s for identified pupils in school.
10. To monitor and sign off on Critical Incidents, and incidents involving concerns about behaviour and attendance and to alert the Deputy Headteacher of any incidents requiring restrictive physical interventions.
11. To lead Interventions, individual or small groups of pupils, looking at strategies and techniques to use to support their SEND related needs.
12. To promote pupil engagement in activities across school that promote positive behaviour, well-being and regular attendance e.g. Friendship Week and Mental Health Awareness week.
13. To refer on to the Pupils Attendance Support Team any pupils identified as needing support with their attendance.

1. To monitor and report on pupil, class and whole school attendance particularly that of vulnerable groups.
2. To promote a whole school approach to attendance and devise strategies and action plans for those pupils whose attendance is falling.
3. To communicate with a wide range of parents/carers in a professional manner.
4. To ensure that families receive the comprehensive services they need in order to support themselves and their children.
5. To promote awareness and participation of groups for parents/carers in relation to lifelong learning opportunities available in the school and the wider community.
6. To review and maintain the LPPA status within school.
7. To assist in transition arrangements at the beginning, during and end of the school year as required by the DHT.
8. To offer induction support to any parent/carers, when their child is new to school, via a home or school visit, where information can be shared both ways.
9. To actively promote and support enrichment opportunities or events for joint parent/child participation including share in our learning sessions and parent support/ social events.
10. To write, implement and continually review the Home/School Agreement which is then shared with parents/carers as a key part of the induction process.
11. Facilitating any without prejudice visits and open evenings when required to support any potential pupil admissions.
12. To support parents/carers in the completion of any official documents and meetings arising from this.
13. To actively promote pupil voice, leading regular school council meetings and the annual pupil voice survey and sharing outcomes with SLT.
14. To actively promote parent voice, leading parent focus groups and the annual parent/ carer survey and sharing outcomes with SLT.
15. To record all information pertaining to relevant communications with pupils, families, carers and professionals including telephone conversations, email/letter and face to face contact on CPOMS to ensure accurate chronology of discussion/actions is maintained.
16. To collaborate and work supportively with a wide range of people, agencies and organisations, actively seeking their input, views and requests, acting appropriately on these for the benefit of the pupils, parents and carers.
17. To support parents/carers in any meetings involving other professionals including the special educational needs annual review should it be required.
18. To support parents/carers by signposting to access early help services.
19. To support the DHT, as the designated teacher for CLA, to gather information in order to write and provide a Pupil Education Plan (PEP) for all children, termly, to share with the virtual school Headteacher.
20. To co-ordinate with parents, carers and professionals in order to support and access direct payments and personal assistants.

**Child Protection /Safeguarding**

1. To act as Deputy Designated Safeguarding Lead (DSL).
2. To promote an environment in which pupils feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulty.
3. To support the DHT to raise awareness of staff, regarding the need to safeguard children, and of their responsibility in identifying and reporting possible cases of abuse or concerns using CPOMS and CAF processes.
4. To assist in implementing the key concepts of Child Protection/Safeguarding, ensuring that they are integrated within each child’s personalised curriculum.
5. To ensure and recognise that all matters relating to Child Protection remain strictly confidential.
6. To ensure that detailed and accurate records regarding a child are kept, in order to make the appropriate referral for additional support or services should it be deemed necessary.
7. To support the DHT and attend, where required, case conferences, family support meetings, core groups, multi-agency planning meetings and contribute to the Framework for Assessments process.
8. To disclose personal information regarding a pupil to other members of staff on a need to know basis only.
9. To be a point of contact for staff concerns and to liaise with other agencies and professionals as required.
10. To continue to undertake appropriate DSL, Child Protection training as required.
11. To oversee daily suspicious search and Whisper monitoring messages and alert the relevant staff accordingly.
12. To be an active member of the Online Safety Group.

Signed ……………………………………………………………………

Pupil & Parent Support Manager:

Signed ……………………………………………………………………

Headteacher: Mr Kieran Welsh

Date: