



Job Description

Job Title: Education Lead Families First Programme

POSCODE: to be created

Grade: SM2

Overall Purpose of Role

- To champion the role of education as a key safeguarding partner.
- To lead and co-ordinate the engagement and contribution of the education sector in the work of the Families first (FF) programme, keeping the sector informed of progress and ensuring that the sector's voice and views are equal to the other organisations represented in the group.
- To ensure that the education sector is fully involved in the testing, trialling and implementation of the FF programme across all pillars.
- To work with partners to identify, test and trial how education will become the fourth safeguarding partner.

The programme will include 4 key elements:

- locally based, multi-disciplinary family help services, providing intensive, non-stigmatising and effective support that is tailored to the needs of children and families
- a child protection response carried out by social workers with greater expertise and experience, and access to dedicated and skilled multi-agency input, working with family help to protect children who are suffering or at risk of suffering significant harm
- greater use of family networks, with increased use of family group decision-making
- updated and strengthened local multi-agency leadership through changes to safeguarding partner arrangements

As these changes will have a significant impact on frontline delivery, we are co-designing the new systems with local areas and taking a 'test and learn' approach to delivery ahead of any further roll-out. We will regularly share insights from the programme with the wider sector and partners to support all areas to progress towards our service transformation vision.

In November 2024, the DfE published '*Keeping Children Safe, Helping Families Thrive - Breaking down barriers to opportunity*'. This document sets out the government's plans to implement reform in social care, using learning from Pathfinder as part of their evidence base. In March 2025, the DfE published 'The Families First Partnership Programme Guide'

Main Accountabilities	
1	Establish and develop links with existing groups of educators across all phases and settings so that information can be shared effectively across the designated education role to education settings and vice versa.
2	Establish a range of opportunities for the education sector to be fully engaged and represented in the testing, trialling and implementation of Pathfinder.
3	Explore with education peers' ways that individual schools and education settings can be actively involved with and part of the multi-agency child protection teams.
4	Ensure a systemic approach is underpinned by shared values within the partnership so there can be frictionless sharing of information between professionals.
5	Work across all four key areas of reform with an education focus, determining the impact this will have on activity within each of the pillars and how this will be achievable out of hours or during school holidays.
6	Engage with the wave one and wave two pathfinders in other local authority areas, including contributing to and presenting at events as required.
7	Develop and maintain strong working relationships with colleagues and partner agencies, ensuring good communication is maintained at all times.
8	Support the Lead Safeguarding Partners to better understand how the role of education could be strengthened at a strategic level in multi-agency leadership.
9	Identify opportunities for strengthening the role of education at a strategic and operational level, identifying any recommendations during the test and learn phase.
10	Establish links between existing and new projects such as Family Hubs and the CYPMHT project so that the offer to education settings is clearly signposted and easy to access.
11	Establish and make available a catalogue of opportunities.
12	Take ownership of own work and be accountable in relation to all aspects of the Pathfinder work, including providing any evidence of impact as required.
13	Take advantage of any opportunities to develop own knowledge and skills in this area of work.
14	Support in the development of systems to improve the sharing of information across and within agencies and establish what works to resolve these challenges for the education sector.
15	To work with partners to strengthen the work of our multi-agency child protection teams, promoting and developing the mechanisms for dedicated, highly skilled, suitably qualified practitioners from education to be fully involved.
16	Ensure processes are in place so that all agencies, especially those outside the education sector, are aware of crucial data, such as attendance records, which can provide evidence for the whole picture of a child's wellbeing and health.
17	Work with EHE colleagues to put in place mechanisms to consider the home and other learning environments when determining if home education is suitable, to establish LA consent process where there are safeguarding concerns and to implement and maintain Children Not in School registers.
18	To oversee, coordinate and contribute to the delivery of bespoke training and support to schools on the Families First Partnership Programme.
19	To work with other key safeguarding partners on policy development within the Families First Partnership Programme.
20	To demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.
21	To ensure that reasonable care is taken at all times for the health, safety and welfare of yourself, others and to comply with the policies and procedures relating to health and safety with the Trust.

Safeguarding commitment *(Include for roles involving work with children/vulnerable adults)*

We are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults. We require you to understand and demonstrate this commitment.

Person Specification

Qualifications, Knowledge, Skills and Experience

Minimum level of qualifications needed for this post

Qualifications Required	Subject	Essential/Desirable
A degree or equivalent		Essential
	Relevant DSL qualifications and training requirements	Essential
	Qualified Teacher Status	Essential
	Additional safeguarding qualifications	Desirable

Minimum levels of knowledge, skills and experience required for this post

Identify	Details	Essential/Desirable
Experience:		
	Substantial experience working in schools as a Senior Leader and DSL	Essential
	Experience of multi-agency and partnership work	Essential
	Experience of designing and delivering learning and development opportunities	Essential
	Experience of policy development	Essential
	Experience of working with Senior Leaders across different education settings	Essential
	Experience of providing professional support and challenge to others	Desirable
	Experience of writing and presenting reports to different audiences	Desirable
Knowledge/ skills		
	Comprehensive knowledge of local and national safeguarding and child protection legislation and guidance	Essential
	Substantial knowledge of safeguarding and Child protection systems and processes in education settings	Essential
	Substantial knowledge of services providing early intervention for vulnerable children and young people	Essential

	Knowledge of NCT safeguarding procedures and threshold model	Essential
	Ability to provide well referenced, accurate and relevant advice about safeguarding and child protection matters	Essential
	Excellent communication skills both written and verbal including presentation and group work skills to communicate to a wide range of individuals	Essential
	Good organisational skills and be able to work under pressure, meet deadlines and prioritise a demanding workload	Essential
	Solution focused, problem solving and analytical skills	Essential
	Ability to maintain appropriate records and prepare reports	Essential
	Ability to work independently and as part of a team	Essential
	Ability to make independent judgements that take into account the views of others but are not unduly influenced by these	Essential
	Seek advice and respond to professional challenge in a positive and constructive way	Essential
	Ability to chair/lead meetings as required	Essential
	Experience of analysing and interpreting data to inform policy	Essential
	Knowledge of working across all phases of education, including early years foundation stage and post 16	Desirable
	Knowledge of contextual educational factors which contribute to children's wellbeing such as attendance, behaviour, elective home education, children missing education, fair access protocols	Desirable
Personal qualities		
	Flexible, professional approach to the duties of the post	Essential

	Ability to accommodate the emotional challenges/demands of the post	Essential
	Approachable, professional manner	Essential
	Ability to manage and deliver change	Essential
	Experience of project management and quality assurance	Desirable
	Ability to offer continuity of service	Desirable
Training		
	Evidence of commitment to own on-going professional development	Essential
	Experience of delivering training to colleagues	Desirable
Equal opportunities		
	Ability to demonstrate awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs	Essential
	Demonstrate an understanding of the safe working practices that apply to this role.	Essential
	Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults.	Essential

Disclosure level	
What DBS Level is required for this post?	
None	☒
Standard	☐
Enhanced Child Only	☐
Enhanced Child/Adult Bar	☐
Working Arrangements	
What work type does this role fit into? (tick one box that reflects the main work type, the default workers type is flexible)	
Fixed	☐
Flexible	☒
Field	☐
Home	☐